



School District of the City of St. Charles

Library/Media Centers

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

Library/Media Rationale

The rationale of the Library Media Center Program of the School District of the City of St. Charles is to prepare students to be effective, responsible, and independent users of information. We strive to increase the information literacy of our students through instruction in the Library Media Center and collaboration with the entire school community

The school library media centers in the School District of the City of St. Charles are vital and integral hubs of each school, and as a result must reflect the philosophy and goals of the school and the district. In an age of information overload, the acquisition and evaluation of information and a commitment to lifelong reading and learning become even more crucial. In the school library media center, students gain an appreciation for literature and develop critical thinking, problem solving and communication skills as they use a variety of resources to meet the demands of today's curriculum.

A library media program does not exist in isolation. Each school's library media program is managed by a certified library media specialist who performs both an instructional and an administrative role and works in partnership with students, teachers, staff and administrators to develop a library media program that best meets the needs of that school. Through collaboration, the library media program also incorporates the goals and objectives of the Missouri Curriculum Standards and the American Association of School Librarians Standards. The combined vision supports the goal of educational excellence and the concept of intellectual freedom. Information literacy and technological skills are most meaningful when learned within a subject area, an interdisciplinary unit, or a unit that addresses a real-life need or problem. Students must be prepared to select from a constantly changing and growing reservoir of information sources, then evaluate and apply this knowledge to meet their educational, personal and recreational needs.

Library/Media Program Goals

- Learners will use print and electronic resources to locate and gather information.
- Learners will evaluate the accuracy of information and the reliability of its source.
- Learners will develop questions and ideas to initiate and refine research.
- Learners will organize and apply acquired information and ideas into useful forms.
- Learners will recognize and practice honesty and integrity in academic work and within the community.
- Learners will recognize a variety of literature.
- Learners will acquire the skills to become life-long learners, readers and users of information.

Library/Media Course Descriptions

Kindergarten

- The Kindergarten Library Media Center Program introduces learners to print and non-print materials and their location. Learners will become aware of circulation procedures and their responsibilities when borrowing or using Library Media Center materials. Learners will locate materials in the Easy and Everybody Nonfiction sections of the Library Media Center. This course exposes learners to literature depicting other cultures and promotes literacy and enjoyment of reading. Learners will also use 21st Century skills and critical thinking skills with MakerSpace manipulatives during Library Center time.

First Grade

- The First Grade Library Media Center Program offers many hands-on experiences that build on the skills learned in the kindergarten Library Media Center Program. Learners will revisit the organization of the easy reading and everybody nonfiction sections where applicable. Learners will use the library's subject stickers, their knowledge of the easy and everybody nonfiction sections, and the easy section's call numbers to locate items to fulfill their personal and academic needs. Learners are taught the different parts of a book. Students will analyze details from the text and pictures during story times to derive a deeper understanding of the story. Literature appreciation is fostered through story times and the learner's participation in the Show-Me Reader Program. Learners will also use 21st Century skills and critical thinking skills with MakerSpace manipulatives during Library Center time.

Second Grade

- The Second Grade Library Media Program continues exposing learners to different types of literature with story times and participation in the Show-Me Reader program. Learners revisit how books are organized within a library and are introduced to using call numbers to locate books. Learners are taught the different parts of a book and how to find and use each part within the book. This course introduces the learner to the electronic catalog and how to use basic computer searches to find materials he or she needs or wants. Students will learn similarities and differences of various reference sources. Learners will also use 21st Century skills and critical thinking skills with MakerSpace manipulatives during Library Center time.

Third Grade

- The Third Grade Library Media Center Program continues to build on the skills learned in the previous years, including exposing and fostering an appreciation of all different types of literature and genres with participation in the Show-Me Reader Program. In addition, learners will become acquainted with a variety of reference materials (print and non-print) and be able to choose the source that best suits their needs. Learners will use the library catalog to look up and find books in the library with basic and advanced searches. Learners

will also use 21st Century skills and critical thinking skills with MakerSpace manipulatives during Library Center time.

Fourth Grade

- The Fourth Grade Library Media Center Program continues to build on the skills learned in the previous years, including exposing and fostering an appreciation of all different types of literature and genres with participation in the Mark Twain Reading program. In addition, learners will continue to utilize reference materials (print and non-print) and refine questions to choose the best source that suits their needs. Learners will use the library catalog to look up and find books in the library with a basic and advanced search. This fourth grade course introduces the importance of social responsibility, plagiarism, and copyright laws. Learners will also use 21st Century skills and critical thinking skills with MakerSpace manipulatives during Library Center time.

Fifth - Sixth Grade

- The Library Media Program will support students in becoming independent users of the Library Media Center. Students will learn ways to select books that will enhance their reading experiences both for pleasure and knowledge. They will develop skills in locating, using, and evaluating information from both print and electronic resources. The librarian will work within curriculum areas using a team approach enabling the library media specialist to teach in a truly integrated fashion.

Seventh- Eighth Grade

- The Library Media Program will provide a resource-rich environment that empowers students to become effective users of information and technologies, fosters a love of reading, and prepares students for a productive role in a global society. The librarian will work within curriculum areas using a team approach enabling the library media specialist to teach in a truly integrated fashion.

Ninth-Twelfth Grade

- The high school library media program equips students to be information literate, life-long learners, and skilled users of academic, personal, and career-related information. It provides a full range of print and digital resources which represent a diversity of experiences, opinions, social and cultural perspectives, and promotes reading to satisfy students' needs. Librarians collaborate with classroom teachers to foster digital literacy, research, and reading promotion to provide authentic, personalized experiences for students to enhance their learning. Content includes access to information, appreciation of literature, research process, and technology/digital citizenship.

Library/Media Enduring Understandings/Essential Learning Outcomes

1. Understanding: The ability to access and use information is the basis for life-long learning.

Essential Questions:

- Why do we need to be a life-long learner?
- How do we access information?
- For what purposes do we use information?

2. Understanding: Information comes in a variety of sources, formats, and organizational patterns.

Essential Questions:

- How are libraries organized?
- How is information organized?
- Why use a variety of formats and sources?

3. Understanding: Problem solving requires locating, evaluating, organizing and presenting information.

Essential Questions:

- What is reliable information?
- How can we best organize and present this information?

4. Understanding: Literature can be used for information and enjoyment.

Essential Questions:

- How does literature reflect, examine and influence human experience?

5. Understanding: Information must be used in an ethical manner.

Essential Questions:

- Why are there ethical considerations in using information?

SCOPE AND SEQUENCE

I = Introduce R = Reinforce A = Apply

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
LIBRARY ORIENTATION													
A. Library Staff	I	R	A	A	A	I/R	A	I/R	A	I	R	A	A
B. Library rules/Behavior	I	R	R	R	R	I/R	A	I/R	A	I	R	A	A
C. Care of materials/Equipment	I	R	R	A	A	I/R	A	I/R	A	I	R	A	A
LIBRARY ORGANIZATION													
A. Organization													
1. Easy/Everybody	I	I	R	A	A								
2. Everybody Non-fiction	I	I	R	A	A								
3. Fiction			I	R	R	I/R	A	I/R	A	I	R	A	A
4. Non-fiction			I	R	R	I/R	A	I/R	A	I	R	A	A
5. Biography			I	R	R	I/R	A	I/R	R	I	R	A	A
6. Reference			I	R	R			I/R	R	I	R	A	A
7. Periodicals								I/R	R	I	R	A	A
8. Other/Special Sections	I	R	A	A	A	I/R	A	I/R	R	I	R	A	A
B. Dewey Decimal System													
1. Purpose			I	I	R	R	R	R	R	R	R	R	R
2. Call number location			I	R	R	R	R	R	R	R	A	A	A

3. Ten main classes				I	I	R	R	R	R	R	A	A	A
APPRECIATION OF LITERATURE													
A. Award Books													
1. Building Block Nominees	I												
2. Show Me Nominees		I	I	I									
3. Caldecott Award	I	I	I										
4. Mark Twain Nominees					I	R/A	A						
5. Newbery Award						I/R	A						
6. Truman Nominees						I	R	I	R				
7. Gateway Nominees										I	R	R	R
8. Other Award/Prize Winning Novels					I	R		R	R	I	R	R	R
B. Types of Literature/Genre			I	I	I	I/R	R	I/R	R	I	R	R	R
C. Multi-cultural awareness	I	I	I	R	R	I/R	R	I/R	R	I	R	R	R
D. Recreational Reading Programs	I	R	R	R	R	I/R	R	I/R	R	I	R	R	R
E. Selection by Interest/Reading Level	I	I	R	R	R	I/R	R	I/R	R	I	R	R	R
BOOK FORMAT													
A. Locate parts of a book	I	I	I	R	R	A	A	A	A	A	A	A	A
B. Use book parts		I	I	I	I	R	R	A	A	A	A	A	A
REFERENCE MATERIALS (print or electronic)													

A. Dictionaries			I	I	R	R	A	A	A	A	A	A	A
B. Encyclopedias			I	I	R	R	R	R	A	A	A	A	A
C. Almanacs			I	I	R	R	A						
D. Atlases				I	I	R	A						
E. Thesauruses					I	R	R	R	A	A	A	A	A
F. Online Database Resources						I	R	I	R	I	R	A	A
RESEARCH/RESOURCE UTILIZATION													
A. Selection of appropriate resources			I	I	I	I/R	A	I/R	A	I	R	A	A
B. Evaluation of Quality						I/R	A	I/R	A	I	R	A	A
C. Social Responsibility						I/R	A	I/R	A	I	R	A	A
1. Plagiarism						I/R	R	R	R	I	R	A	A
2. Copyright Infringement						I	R	I	I	I	R	A	A
D. Preparing Bibliographic entries/Works Cited						I	R	I	R	I	R	A	A
TECHNOLOGY SKILLS													
A. Automated Catalog													
1. Use Catalog Entry			I	I	R	I/R	A	A	A	I	R	A	A
2. Catalog Searches						I/R	A	R	R	I	R	A	A
a. Basic (Subject, Title, Author)			I	I	R	R	R	R	R	I	R	A	A

b. Advanced (Power Search, Reading Level...)				I	I	R	R	R	R	I	R	A	A
B. Database Searches						I	R	I	I/R	I	R	A	A
C. Search engines						I	R	R	A	I	R	A	A
PUBLIC LIBRARY RESOURCE ACCESS													
A. Public Library Resources					I	R	R	R	R	I	R	A	A
B. Interlibrary loan								I	I	I	R	A	A

Library/Media Course Overview

Grade level(s): Kindergarten	
Course Rationale	Course Description
<p><i>The rationale of the Elementary Library Media Center Program of the School District of the City of St. Charles is to prepare students to be effective, responsible, and independent users of information. We strive to increase the information literacy of our students through instruction in the Library Media Center and collaboration with the entire school community.</i></p>	<p><i>The Kindergarten Library Media Center Program introduces learners to print and non-print materials and their location. Learners will become aware of circulation procedures and their responsibilities when borrowing or using Library Media Center materials. Learners will locate materials in the Easy and Everybody Nonfiction sections of the Library Media Center. This course exposes learners to literature depicting other cultures and promotes literacy and enjoyment of reading. Learners will also use 21st Century skills and critical thinking skills with MakerSpace manipulatives during Library Center time.</i></p>
Transfer Goals/Big Ideas	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● effectively and confidently engage in the essential skills of reading, listening, critical thinking, problem solving, collaborating, and using technology to enrich their lives and their community. ● identify the importance and purpose of a library and librarians in schools and communities ● effectively and confidently find materials and books based on a topic of interest and communicate their needs to others in a library ● recognize the differences in types of literature and understand books are written for a range of purposes and audiences. 	

Priority Missouri Learning Standards/National Standards

American Association of School Librarians (AASL) Shared Foundations 2017:

- **I. Inquire - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.**
Learners approach the world from an inquiry stance.
 - A. Think - Learners ask questions rooted in prior knowledge and curiosity
 - Learners display curiosity and initiative by:
 1. Formulating questions about a personal interest or a curricular topic.
 2. Recalling prior and background knowledge as context for new meaning.
 - B. Create - Learners strive to make meaning and create new knowledge using an inquiry process.
 - Learners engage with new knowledge by following a process that includes:
 1. Using evidence to investigate questions.
 2. Devising and implementing a plan to fill knowledge gaps.
 3. Generating products that illustrate learning.
 - C. Share - Learners share designs, solutions, and evidence with peers and authentic audiences.
 - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
 1. Interacting with content presented by others.
 2. Providing constructive feedback.
 3. Acting on feedback to improve.
 4. Sharing products with an authentic audience
 - D. Grow - Learners make personal connections by engaging in an iterative inquiry process and reflecting on their learning.
 - Learners participate in an ongoing inquiry-based process by:
 1. Continually seeking knowledge.
 2. Engaging in sustained inquiry.
 3. Enacting new understanding through real-world connections.
 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.**
Learners demonstrate empathy and equity as they embrace diversity and make informed decisions.
 - A. Think - Learners appreciate the value of and critically analyze the merits of different perspectives.
 - Learners contribute a balanced perspective when participating in a learning community by:
 1. Articulating an awareness of the contributions of a range of learners.
 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.

- 3. *Describing their understanding of cultural relevancy and placement within the global learning community*
- *B. Create - Learners deepen their understandings as they identify with the stories, thinking, and experiences of others.*
 - *Learners adjust their awareness of the global learning community by:*
 1. *Interacting with learners who reflect a range of perspectives.*
 2. *Evaluating a variety of perspectives during learning activities.*
 3. *Representing diverse perspectives during learning activities.*
- *C. Share - Learners respectfully communicate thoughts and ideas while listening to others who have contrasting points of view.*
 - *Learners exhibit empathy with and tolerance for diverse ideas by:*
 1. *Engaging in informed conversation and active debate.*
 2. *Contributing to discussions in which multiple viewpoints on a topic are expressed.*
- *D. Grow - Learners seek opportunities to learn about others' differing experiences and opinions.*
 - *Learners demonstrate empathy and equity in knowledge building within the global learning community by:*
 1. *Seeking interactions with a range of learners.*
 2. *Demonstrating interest in other perspectives during learning activities.*
 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.**

Learners demonstrate the communication strategies needed to participate fully in a learning community.

- *A. Think - Learners deepen understandings and solve problems more effectively when they work together*
 - *Learners identify collaborative opportunities by:*
 1. *Demonstrating their desire to broaden and deepen understandings.*
 2. *Developing new understandings through engagement in a learning group.*
 3. *Deciding to solve problems informed by group interaction.*
- *B. Create - Learners use a variety of communication tools and resources to articulate their thoughts, negotiate meaning, and integrate new ideas into their thinking.*
 - *Learners participate in personal, social, and intellectual networks by:*
 1. *Using a variety of communication tools and resources.*
 2. *Establishing connections with other learners to build on their own prior knowledge and create new knowledge*
- *C. Share - Learners solicit and respond to feedback, think flexibly, and seek diverse perspectives when solving problems.*
 - *Learners work productively with others to solve problems by:*
 1. *Soliciting and responding to feedback from others.*
 2. *Involving diverse perspectives in their own inquiry processes.*
- *D. Grow - Learners learn with and from others by contributing to discussions and making meaning together*
 - *Learners actively participate with others in learning situations by:*

1. 1. *Actively contributing to group discussions.*
 2. 2. *Recognizing learning as a social responsibility.*
- **IV. Curate - Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance**
Learners become critical thinkers and discerning users of information and look beyond obvious sources.
 - A. *Think - Learners find, evaluate and select information sources in response to an information need.*
 - *Learners act on an information need by:*
 1. *Determining the need to gather information.*
 2. *Identifying possible sources of information.*
 3. *Making critical choices about information sources to use.*
 - B. *Create - Learners add value to a collection of resources by organizing and annotating them.*
 - *Learners gather information appropriate to the task by:*
 1. *Seeking a variety of sources.*
 2. *Collecting information representing diverse perspectives.*
 3. *Systematically questioning and assessing the validity and accuracy of information.*
 4. *Organizing information by priority, topic, or other systematic scheme*
 - C. *Share - Learners develop their own personal resource collections and exchange organized information sets with others.*
 - *Learners exchange information resources within and beyond their learning community by:*
 1. *Accessing and evaluating collaboratively constructed information sites.*
 2. *Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.*
 3. *Joining with others to compare and contrast information derived from collaboratively constructed information sites.*
 - D. *Grow - Learners reflect on and revise their information sets in an initiative process.*
 - *Learners select and organize information for a variety of audiences by:*
 1. *Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.*
 2. *Integrating and depicting in a conceptual knowledge network their understanding gained from resources.*
 3. *Openly communicating curation processes for others to use, interpret, and validate.*
 - **V. Explore - Learners have a growth mindset and develop the habit of lifelong learning.**
 - A. *Think - Learners extend learning as they pursue topics of personal interest by reading, writing, and tinkering.*
 - *Learners develop and satisfy personal curiosity by:*
 1. *Reading widely and deeply in multiple formats and write and create for a variety of purposes.*
 2. *Reflecting and questioning assumptions and possible misconceptions.*
 3. *Engaging in inquiry-based processes for personal growth.*
 - B. *Create - Learners construct new knowledge and solutions that are personally relevant using inquiry and design processes.*
 - *Learners construct new knowledge by:*

- 1. *Problem solving through cycles of design, implementation, and reflection.*
 - 2. *Persisting through self-directed pursuits by tinkering and making.*
 - *C. Share - Learners work in local and global communities to identify, investigate, and solve authentic problems.*
 - *Learners engage with the learning community by:*
 - 1. *Expressing curiosity about a topic of personal interest or curricular relevance.*
 - 2. *Co-constructing innovative means of investigation.*
 - 3. *Collaboratively identifying innovative solutions to a challenge or problem.*
 - *D. Grow - Learners identify their own potential by accepting feedback and self-assessing.*
 - *Learners develop through experience and reflection by:*
 - 1. *Iteratively responding to challenges.*
 - 2. *Recognizing capabilities and skills that can be developed, improved, and expanded.*
 - 3. *Open-mindedly accepting feedback for positive and constructive growth.*
- **VI. Engage - Learners demonstrate integrity in their use of information and ideas.**
 - *A. Think - Learners maintain a critical stance while exploring, using, and citing a wide range of resources.*
 - *Learners follow ethical and legal guidelines for gathering and using information by:*
 - 1. *Responsibly applying information, technology, and media to learning.*
 - 2. *Understanding the ethical use of information, technology, and media.*
 - 3. *Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.*
 - *B. Create - Learners effectively communicate new ideas while acknowledging and respecting intellectual property rights.*
 - *Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:*
 - 1. *Ethically using and reproducing others' work.*
 - 2. *Acknowledging authorship and demonstrating respect for the intellectual property of others.*
 - 3. *Including elements in personal-knowledge products that allow others to credit content appropriately.*
 - *C. Share - Learners practice civil discourse and cultural awareness by participating in local and global communities.*
 - *Learners responsibly, ethically, and legally share new information with a global community by:*
 - 1. *Sharing information resources in accordance with modification, reuse, and remix policies.*
 - 2. *Disseminating new knowledge through means appropriate for the intended audience.*
 - *D. Grow - Learners use information, technology, and media responsibly while reflecting on their learning and seeking to inspire others.*
 - *Learners engage with information to extend personal learning by:*
 - 1. *Personalizing their use of information and information technologies.*
 - 2. *Reflecting on the process of ethical generation of knowledge.*
 - 3. *Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.*

MO Learning Standards English Language Arts 2016:

Reading:

- 1. Develop and apply skills to the reading process
 - C - Making Connections
 - D - Independent Text
- 2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.
 - A - Fiction
 - B - Poetry
 - C - Drama



Unit 1: *Library Orientation*

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire III. Collaborate V. Explore	<ul style="list-style-type: none"> Identify the importance and the purpose of a library and librarians in schools and communities. 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> The Library and librarian are sources of information. Library expectations, policies, and procedures for behavior are an important part of library class. Circulation and book care standards are important to keep books in good condition and available for all students. 	<i>Students will consider:</i> <ul style="list-style-type: none"> What is a library? What do I use a library for? What is the role of the school librarian? What are the library rules? How do you take care of a book? What is the importance of a library?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> Explain what a library is and its uses in everyday life. Follow the library rules. Be a good library citizen. Display proper book care and return books on time. Explain how taking care of library books and proper library behavior affect the school community. Explain how a librarian helps find information to use in my everyday life. 		
Unit Duration:		
4 weeks and ongoing		



Unit 2: *Library Organization*

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire IV. Curate	<ul style="list-style-type: none">Effectively and confidently find materials and books based on a topic of interest and communicate their needs to others in a library.	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none">There are differences between Easy/Everybody books and Everybody nonfiction books.Nonfiction books and fiction books are located in different parts of the library.Subject stickers and shelf tags can help a reader decide what topic the book is about.	<i>Students will consider...</i> <ul style="list-style-type: none">Where is the location of the Easy/Everybody and Easy/Everybody Nonfiction section?What are the characteristics of books in each section?How are subject stickers and shelf tags utilized to find books of interest?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none">Identify and understand the difference between Easy/Everybody and Easy/Everybody nonfiction sections in the library.Describe the types of books in each section.Identify where to find books based on a topic of interest.		
Unit Duration:		
<i>4 weeks and ongoing</i>		



Unit 3: *Appreciation of Literature*

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire II. Include IV. Curate MLS- ELA (K-5): Reading: <ul style="list-style-type: none"> ● 1. Develop and apply skills to the reading process ● 2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures 	Students will be able to develop an appreciation of literature by listening, reading, and using critical thinking skills to foster respect for others in their own community as well as around the world.	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> ● Cultural diversity can be found in a variety of books. ● Reading or listening to a variety of books frequently increases appreciation of literature. 	<i>Students will consider...</i> <ul style="list-style-type: none"> ● What are your personal preferences when listening to or reading a piece of literature? ● What makes cultures different? ● What kinds of books do you like to read? ● Why do you like those kinds of books?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Participate in the MO Building Block Program by reading or having read to them the ten nominees and voting for their favorite. ● Listen to holiday books and engage in related activities. ● Listen to culturally diverse literature in the library. 		
Unit Duration		
20 weeks and ongoing		



Unit 4: *Types of Literature*

Standards	Transfer Goal(s) /Big Ideas	
<p>AASL: I. Inquire II. Include III. Collaborate V. Explore</p> <p>MLS - ELA (K-5): Reading:</p> <ul style="list-style-type: none"> ● 1. Develop and apply skills to the reading process ● 2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures 	<i>Students will be able to recognize differences in types of literature and understand books are written for a range of purposes and audiences.</i>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● There are different types of literature. ● Listening to, repeating, and reciting stories and poems helps them become better readers and writers. ● Different types of literature can teach values, ethics, and behavior. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What are your personal preferences when listening to or reading a piece of literature? ● How do readers or listeners know what to believe is true when they read, hear, and view literature? ● How does interaction with text provoke thinking and response?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Listen to, understand, and recognize a variety of texts, including fictional stories, such as folk tales, fables, nursery rhymes, and poems. ● Actively engage in fiction read-alouds 		
Unit Duration:		
<i>4 weeks and ongoing</i>		



Unit 5: 21st Century Skills/Critical Thinking

Standards	Transfer Goal(s) /Big Ideas	
I. Inquire II. Include III. Collaborate V. Explore	Students will be able to effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology to ensure success in today's world.	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none">● Problems can be solved in more than one way.● Working together requires sharing.● New knowledge is created by persisting through self-directed pursuits by tinkering and making.	<i>Students will consider...</i> <ul style="list-style-type: none">● What could you have done differently?● How does working with others help solve a problem?● What are some obstacles you may run into when working with others?● How can you consider other students' ideas?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none">● Work with STEM materials to solve problems● Work cooperatively with others● Have respect for STEM materials● Learn from mistakes and have the opportunity to reevaluate and adjust		
Unit Duration:		
<i>2 weeks and ongoing</i>		



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
4 weeks	Library Orientation	Grade level appropriate texts Damaged books for display purposes	Students will know library staff, rules, and behavior expectations.	Observation
4 weeks and ongoing	Library Organization	Grade level appropriate texts Subject sticker display	Students will know the location of the easy/everybody and everybody non-fiction sections of the library and the types of books that go in each section. Students can use subject stickers to locate books of interest.	Observation, conferencing
2 weeks and ongoing	Appreciation of Literature	Building Block Award Nominees Grade level appropriate and culturally diverse texts Holiday Books	Students will participate in the Building Block reading program. Students will listen to a variety of culturally diverse and holiday texts.	Observation, conferencing
4 weeks and ongoing	Types of Literature	Grade level appropriate texts (See appendix for titles)	Students will listen to a variety of literature forms.	Observation, conferencing
2 weeks and ongoing	21st Century Learner	Various STEM and Makerspace equipment/materials	Students will create solutions to problems using STEM materials. Students will share their creations/solutions with others to receive feedback from their peers.	Observation, conferencing

Social Studies Integration Curriculum

Grade level: Kindergarten

Missouri Learning Standards Social Studies 2016:

History:

- 3. Knowledge of continuity and change in the history of Missouri and the United States.
 - B - Create a personal history; Compare your family's life in the past and present.
 - C - Describe the contributions of people typically studied in K-5 programs associated with national holidays.

Civics:

- 1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States.
 - B - Identify reasons for making rules within the school.
 - C - Discuss the concept of individual rights
 - E- Describe the character traits of role models within your family or school.
 - F - Identify the flag as a symbol of our nation. Recite the Pledge of Allegiance.
- 2. Knowledge of principles and processes of governance systems.
 - C - Describe why groups need to make decisions and how those decisions are made in families and classrooms.
 - D - Describe roles and responsibilities of people in authority in families and groups.

Suggestions:

History 3B: integrate into U1 (**Library Orientation**)

1 lesson (getting to know you activity- Celebrating YOU)

Read aloud about families and create an anchor chart about how families change (siblings born, moving to new house, getting a pet, grandparents moving in, etc.)

Send home an assignment for students to draw a picture of their family's life then and now.

History 3C: ongoing

Consider having a special shelf for holiday books just for KDG

Civics 1B, 1C, 1E, 2C, 2D: integrate into Unit 1 (**Library Orientation**)

1 - 2 lessons

Extend the library rules & expectations lessons to include these standards.

Civics 1F: integrate into Unit 5 (**21st Century Skills**)

1 lesson

Read aloud about the Pledge of Allegiance. Students color a flag picture. Students learn hand placement for reciting the Pledge of Allegiance.

TOTAL TIME REQUIRED TO INTEGRATE SS STANDARDS:

3-4 SESSIONS

Library/Media Course Overview

Grade level(s): First Grade

Course Rationale

The rationale of the Elementary Library Media Center Program of the School District of the City of St. Charles is to prepare students to be effective, responsible, and independent users of information. We strive to increase the information literacy of our students through instruction in the Library Media Center and collaboration with the entire school community.

Course Description

The First Grade Library Media Center Program offers many hands-on experiences that build on the skills learned in the kindergarten Library Media Center Program. Learners will revisit the organization of the easy reading and everybody nonfiction sections where applicable. Learners will use the library's subject stickers, their knowledge of the easy and everybody nonfiction sections, and the easy section's call numbers to locate items to fulfill their personal and academic needs. Learners are taught the different parts of a book. Students will analyze details from the text and pictures during story times to derive a deeper understanding of the story. Literature appreciation is fostered through story times and the learner's participation in the Show-Me Reader Program. Learners will also use 21st Century skills and critical thinking skills with MakerSpace manipulatives during Library Center time.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to...

- effectively and confidently engage in the essential skills of reading, listening, critical thinking, problem solving, collaborating, and using technology to enrich their lives and their community.
- effectively and confidently locate materials in the library based on their personal interests and on the classification of the books (fiction/nonfiction).
- develop an appreciation of literature by listening, reading, and using critical thinking skills to foster respect for others in their own community as well as around the world.
- recognize and use the text features in books.
- utilize the homepage of the school library website.

- effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology to ensure success in today's world.

Priority Missouri Learning Standards/National Standards

American Association of School Librarians (AASL) Shared Foundations 2017:

- **I. Inquire - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.**

Learners approach the world from an inquiry stance.

- A. Think - Learners ask questions rooted in prior knowledge and curiosity
 - Learners display curiosity and initiative by:
 1. Formulating questions about a personal interest or a curricular topic.
 2. Recalling prior and background knowledge as context for new meaning.
- B. Create - Learners strive to make meaning and create new knowledge using an inquiry process.
 - Learners engage with new knowledge by following a process that includes:
 1. Using evidence to investigate questions.
 2. Devising and implementing a plan to fill knowledge gaps.
 3. Generating products that illustrate learning.
- C. Share - Learners share designs, solutions, and evidence with peers and authentic audiences.
 - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
 1. Interacting with content presented by others.
 2. Providing constructive feedback.
 3. Acting on feedback to improve.
 4. Sharing products with an authentic audience
- D. Grow - Learners make personal connections by engaging in an iterative inquiry process and reflecting on their learning.
 - Learners participate in an ongoing inquiry-based process by:
 1. Continually seeking knowledge.
 2. Engaging in sustained inquiry.
 3. Enacting new understanding through real-world connections.
 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.**

Learners demonstrate empathy and equity as they embrace diversity and make informed decisions.

- A. Think - Learners appreciate the value of and critically analyze the merits of different perspectives.
 - Learners contribute a balanced perspective when participating in a learning community by:

1. *Articulating an awareness of the contributions of a range of learners.*
 2. *Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.*
 3. *Describing their understanding of cultural relevancy and placement within the global learning community*
- *B. Create - Learners deepen their understandings as they identify with the stories, thinking, and experiences of others.*
 - *Learners adjust their awareness of the global learning community by:*
 1. *Interacting with learners who reflect a range of perspectives.*
 2. *Evaluating a variety of perspectives during learning activities.*
 3. *Representing diverse perspectives during learning activities.*
 - *C. Share - Learners respectfully communicate thoughts and ideas while listening to others who have contrasting points of view.*
 - *Learners exhibit empathy with and tolerance for diverse ideas by:*
 1. *Engaging in informed conversation and active debate.*
 2. *Contributing to discussions in which multiple viewpoints on a topic are expressed.*
 - *D. Grow - Learners seek opportunities to learn about others' differing experiences and opinions.*
 - *Learners demonstrate empathy and equity in knowledge building within the global learning community by:*
 1. *Seeking interactions with a range of learners.*
 2. *Demonstrating interest in other perspectives during learning activities.*
 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.***
 - Learners demonstrate the communication strategies needed to participate fully in a learning community.***
 - *A. Think - Learners deepen understandings and solve problems more effectively when they work together*
 - *Learners identify collaborative opportunities by:*
 1. *Demonstrating their desire to broaden and deepen understandings.*
 2. *Developing new understandings through engagement in a learning group.*
 3. *Deciding to solve problems informed by group interaction.*
 - *B. Create - Learners use a variety of communication tools and resources to articulate their thoughts, negotiate meaning, and integrate new ideas into their thinking.*
 - *Learners participate in personal, social, and intellectual networks by:*
 1. *Using a variety of communication tools and resources.*
 2. *Establishing connections with other learners to build on their own prior knowledge and create new knowledge*
 - *C. Share - Learners solicit and respond to feedback, think flexibly, and seek diverse perspectives when solving problems.*
 - *Learners work productively with others to solve problems by:*
 1. *Soliciting and responding to feedback from others.*

- 2. *Involving diverse perspectives in their own inquiry processes.*
- *D. Grow - Learners learn with and from others by contributing to discussions and making meaning together*
 - *Learners actively participate with others in learning situations by:*
 1. *1. Actively contributing to group discussions.*
 2. *2. Recognizing learning as a social responsibility.*
- ***IV. Curate - Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance***

Learners become critical thinkers and discerning users of information and look beyond obvious sources.

 - *A. Think - Learners find, evaluate and select information sources in response to an information need.*
 - *Learners act on an information need by:*
 1. *Determining the need to gather information.*
 2. *Identifying possible sources of information.*
 3. *Making critical choices about information sources to use.*
 - *B. Create - Learners add value to a collection of resources by organizing and annotating them.*
 - *Learners gather information appropriate to the task by:*
 1. *Seeking a variety of sources.*
 2. *Collecting information representing diverse perspectives.*
 3. *Systematically questioning and assessing the validity and accuracy of information.*
 4. *Organizing information by priority, topic, or other systematic scheme*
 - *C. Share - Learners develop their own personal resource collections and exchange organized information sets with others.*
 - *Learners exchange information resources within and beyond their learning community by:*
 1. *Accessing and evaluating collaboratively constructed information sites.*
 2. *Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.*
 3. *Joining with others to compare and contrast information derived from collaboratively constructed information sites.*
 - *D. Grow - Learners reflect on and revise their information sets in an initiative process.*
 - *Learners select and organize information for a variety of audiences by:*
 1. *Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.*
 2. *Integrating and depicting in a conceptual knowledge network their understanding gained from resources.*
 3. *Openly communicating curation processes for others to use, interpret, and validate.*
- ***V. Explore - Learners have a growth mindset and develop the habit of lifelong learning.***
 - *A. Think - Learners extend learning as they pursue topics of personal interest by reading, writing, and tinkering.*
 - *Learners develop and satisfy personal curiosity by:*
 1. *Reading widely and deeply in multiple formats and write and create for a variety of purposes.*
 2. *Reflecting and questioning assumptions and possible misconceptions.*

- 3. *Engaging in inquiry-based processes for personal growth.*
 - *B. Create - Learners construct new knowledge and solutions that are personally relevant using inquiry and design processes.*
 - *Learners construct new knowledge by:*
 1. *Problem solving through cycles of design, implementation, and reflection.*
 2. *Persisting through self-directed pursuits by tinkering and making.*
 - *C. Share - Learners work in local and global communities to identify, investigate, and solve authentic problems.*
 - *Learners engage with the learning community by:*
 1. *Expressing curiosity about a topic of personal interest or curricular relevance.*
 2. *Co-constructing innovative means of investigation.*
 3. *Collaboratively identifying innovative solutions to a challenge or problem.*
 - *D. Grow - Learners identify their own potential by accepting feedback and self-assessing.*
 - *Learners develop through experience and reflection by:*
 1. *Iteratively responding to challenges.*
 2. *Recognizing capabilities and skills that can be developed, improved, and expanded.*
 3. *Open-mindedly accepting feedback for positive and constructive growth.*
- **VI. Engage - Learners demonstrate integrity in their use of information and ideas.**
 - *A. Think - Learners maintain a critical stance while exploring, using, and citing a wide range of resources.*
 - *Learners follow ethical and legal guidelines for gathering and using information by:*
 1. *Responsibly applying information, technology, and media to learning.*
 2. *Understanding the ethical use of information, technology, and media.*
 3. *Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.*
 - *B. Create - Learners effectively communicate new ideas while acknowledging and respecting intellectual property rights.*
 - *Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:*
 1. *Ethically using and reproducing others' work.*
 2. *Acknowledging authorship and demonstrating respect for the intellectual property of others.*
 3. *Including elements in personal-knowledge products that allow others to credit content appropriately.*
 - *C. Share - Learners practice civil discourse and cultural awareness by participating in local and global communities.*
 - *Learners responsibly, ethically, and legally share new information with a global community by:*
 1. *Sharing information resources in accordance with modification, reuse, and remix policies.*
 2. *Disseminating new knowledge through means appropriate for the intended audience.*
 - *D. Grow - Learners use information, technology, and media responsibly while reflecting on their learning and seeking to inspire others.*
 - *Learners engage with information to extend personal learning by:*
 1. *Personalizing their use of information and information technologies.*

2. *Reflecting on the process of ethical generation of knowledge.*
3. *Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.*

MO Learning Standards English Language Arts 2016:

Reading:

- 1. *Develop and apply skills to the reading process*
 - *C - Making Connections*
 - *D - Independent Text*
- 2. *Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.*
 - *A - Fiction*
 - *B - Poetry*
 - *C - Drama*



Unit 1: *Library Organization*

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire IV. Curate	<ul style="list-style-type: none"> Effectively and confidently locate materials in the library based on their personal interests and on the classification of the books (fiction/nonfiction). 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> Books are organized by fiction and nonfiction. Books are organized by call numbers within the fiction and nonfiction areas. Topics of books can be identified by subject stickers on the spines of books and by pictures within books. 	<i>Students will consider...</i> <ul style="list-style-type: none"> What is an Easy/Everybody book? Where can an Easy/Everybody book be found in the library? Where can an Everybody Nonfiction book be found in the library? What are the differences in the call numbers between fiction and nonfiction books? How can a subject sticker or pictures in a book help identify the topic of a book?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> Locate the Everybody/Easy and Everybody Nonfiction sections of the library. Distinguish between an Everybody/Easy and Everybody Nonfiction call number. Locate books based on their personal interests. 		
Unit Duration:		
4 weeks and ongoing		



Unit 2: *Appreciation of Literature*

Standards	Transfer Goal(s) /Big Ideas	
<p>AASL: I. Inquire II. Include IV. Curate</p> <p>MLS: Reading:</p> <ul style="list-style-type: none"> ● 1. Develop and apply skills to the reading process ● 2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures 	<ul style="list-style-type: none"> ● Develop an appreciation of literature by listening, reading, and using critical thinking skills to foster respect for others in their own community as well as around the world. 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Cultural diversity can be found in a variety of books. ● Reading or listening to a variety of books frequently increases appreciation of literature. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What makes cultures different? ● What kinds of books do you like to read and/or listen to? ● Why do you like those kinds of books?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Participate in the Show-Me Reader Program by reading or having read to them six of the ten nominees and voting for their choice. ● Listen to or read holiday books and engage in related activities. ● Listen to, read, and integrate information from non-fiction to enhance comprehension of fiction. ● Listen to or read culturally diverse literature available in the library. 		
Unit Duration:		
20 weeks and ongoing		



Unit 3: Book Format

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire	<ul style="list-style-type: none">Identify parts of a book.	
	Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none">All books have a cover, spine, and title page.The title, author, illustrator, and publisher of a book can be found on the title page.Nonfiction books also include a table of contents.	Essential Questions <i>Students will consider...</i> <ul style="list-style-type: none">What features do all books have in common?What information will you find on the title page of a book?Where would you find a table of contents in a nonfiction book?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none">Identify the cover, spine, title page, and table of contents.Use the title page to find the title, author, illustrator and publisher.Identify the table of contents in a nonfiction book.		
Unit Duration:		
2 weeks and ongoing		



Unit 4: Technology Skills

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire IV. Curate VI. Engage	<ul style="list-style-type: none">Utilize the homepage of the school library website.	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none">The library homepage is a hub of information full of websites that lead to more information.	<i>Students will consider...</i> <ul style="list-style-type: none">What kinds of information can you find on the library homepage?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none">Be able to understand that there is a school library/Destiny homepage.		
Unit Duration:		
3 weeks and ongoing		



Unit 5: 21st Century Skills/Critical Thinking

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire II. Include III. Collaborate V. Explore	<ul style="list-style-type: none">Effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology to ensure success in today's world.	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none">Problems can be solved in more than one wayWorking together requires sharingNew knowledge is created by persisting through self-directed pursuits by tinkering and making.	<i>Students will consider...</i> <ul style="list-style-type: none">What could you have done differently?How does working with others help solve a problem?What are some obstacles you may run into when working with others?How can you consider other students' ideas?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none">Work with STEM materials to solve problems.Work cooperatively with others.Have respect for STEM materials.Learn from mistakes and have the opportunity to reevaluate and adjust.		
Unit Duration:		
2 weeks and ongoing		



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
4 weeks and ongoing	Library organization	Books from easy/everybody fiction and everybody nonfiction from library collection Subject stickers	Students will define, differentiate and classify the types of books in the easy/everybody fiction and everybody nonfiction sections of the library.	Observation
20 weeks and ongoing	Appreciation of Literature	Show Me Award Nominees Holiday books Grade level appropriate and culturally diverse texts	Students will participate in the Show Me reading program. Students will listen to holiday books and engage in related activities. Students will listen to a variety of culturally diverse texts.	Observation, conferencing
2 weeks and ongoing	Book Format	Both easy/everybody and everybody nonfiction books from library collection	Students will identify parts of a book. Students will identify the table of contents in a nonfiction book.	Observation, conferencing
3 weeks and ongoing	Technology Skills	Chromebooks Individual student log-ins School library homepage/Destiny	Students will understand that there is a school library homepage.	Observation
2 weeks and ongoing	21st Century Learner	Various STEM and Makerspace equipment/materials	Students will create solutions to problems using STEM materials. Students will share their creations/solutions with others to receive feedback from their peers.	Observation, conferencing

Social Studies Integration Curriculum

Grade level: First Grade	
<p><u>Missouri Learning Standards Social Studies 2016:</u></p> <p>History:</p> <ul style="list-style-type: none"> ● 3. Knowledge of continuity and change in the history of Missouri and the United States. <ul style="list-style-type: none"> ○ B - Compare and contrast our community in the past and present. ○ C - Describe the contributions of people typically studied in K-5 programs associated with national holidays. <p>Civics:</p> <ul style="list-style-type: none"> ● 1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States. <ul style="list-style-type: none"> ○ B - Identify and explain why cities make laws. ○ C - Discuss how individual rights are protected. ○ D - Give examples of being an active and informed citizen in your classroom or community. ○ E- Describe the character traits of role models within your community. ○ F - Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell. Recognize and explain the significance of symbols of your local community. ● 2. Knowledge of principles and processes of governance systems. <ul style="list-style-type: none"> ○ C - Describe how authoritative decisions are made, enforced and interpreted within schools and local communities. ○ D - Describe roles and responsibilities of people in government such as a judge, mayor, police, city council member in a community. 	<p><u>Suggestions:</u></p> <p>History 3B: integrate into U1 Library Orientation 1 lesson (getting to know you activity- Celebrating our TOWN) Show digit media about St. Charles. Create a Venn diagram with the class.</p> <p>History 3C: ongoing Consider having a special shelf for holiday books just for 1st Grade.</p> <p>Civics 1B, 1C, 1D, 1E, 2C, 2D: integrate into Unit 1 Library Orientation 1-2 lessons Read aloud about careers such as police officer, judge, firefighter, etc. Extend the library rules & expectations lessons to include these standards</p> <p>Civics 1F: integrate into Unit 4 Types of Literature 1 lesson Read aloud on U.S. symbols; create activity for students</p> <p style="text-align: center;">TOTAL TIME REQUIRED TO INTEGRATE SS STANDARDS: 3-4 SESSIONS</p>

Library/Media Course Overview

Grade level(s): Second Grade

Course Rationale

The rationale of the Elementary Library Media Center Program of the School District of the City of St. Charles is to prepare students to be effective, responsible, and independent users of information. We strive to increase the information literacy of our students through instruction in the Library Media Center and collaboration with the entire school community.

Course Description

The Second Grade Library Media Program continues exposing learners to different types of literature with story times and participation in the Show-Me Reader program. Learners revisit how books are organized within a library and are introduced to using call numbers to locate books. Learners are taught the different parts of a book and how to find and use each part within the book. This course introduces the learner to the electronic catalog and how to use basic computer searches to find materials he or she needs or wants. Students will learn similarities and differences of various reference sources. Learners will also use 21st Century skills and critical thinking skills with MakerSpace manipulatives during Library Center time.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to...

- effectively and confidently engage in the essential skills of reading, listening, critical thinking, problem solving, collaborating, and using technology to enrich their lives and their community.
- effectively and confidently locate materials in the library based on their personal interests and with help, by using the call number of the book.
- develop an appreciation of literature by listening, reading, and using critical thinking skills to foster respect for others in their own community as well as around the world.
- recognize and use text features in books.
- describe similarities and differences in various reference materials and use those resources to locate information on a topic of interest (ie: dictionaries, encyclopedias, almanacs, etc).
- access and utilize resources on the library homepage and Destiny catalog.
- effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology to ensure success in today's world.

Priority Missouri Learning Standards/National Standards

American Association of School Librarians (AASL) Shared Foundations 2017:

- **I. Inquire - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.**
Learners approach the world from an inquiry stance.
 - A. Think - Learners ask questions rooted in prior knowledge and curiosity
 - Learners display curiosity and initiative by:
 1. Formulating questions about a personal interest or a curricular topic.
 2. Recalling prior and background knowledge as context for new meaning.
 - B. Create - Learners strive to make meaning and create new knowledge using an inquiry process.
 - Learners engage with new knowledge by following a process that includes:
 1. Using evidence to investigate questions.
 2. Devising and implementing a plan to fill knowledge gaps.
 3. Generating products that illustrate learning.
 - C. Share - Learners share designs, solutions, and evidence with peers and authentic audiences.
 - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
 1. Interacting with content presented by others.
 2. Providing constructive feedback.
 3. Acting on feedback to improve.
 4. Sharing products with an authentic audience
 - D. Grow - Learners make personal connections by engaging in an iterative inquiry process and reflecting on their learning.
 - Learners participate in an ongoing inquiry-based process by:
 1. Continually seeking knowledge.
 2. Engaging in sustained inquiry.
 3. Enacting new understanding through real-world connections.
 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.**
Learners demonstrate empathy and equity as they embrace diversity and make informed decisions.
 - A. Think - Learners appreciate the value of and critically analyze the merits of different perspectives.
 - Learners contribute a balanced perspective when participating in a learning community by:
 1. Articulating an awareness of the contributions of a range of learners.
 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.

- 3. *Describing their understanding of cultural relevancy and placement within the global learning community*
 - *B. Create - Learners deepen their understandings as they identify with the stories, thinking, and experiences of others.*
 - *Learners adjust their awareness of the global learning community by:*
 1. *Interacting with learners who reflect a range of perspectives.*
 2. *Evaluating a variety of perspectives during learning activities.*
 3. *Representing diverse perspectives during learning activities.*
 - *C. Share - Learners respectfully communicate thoughts and ideas while listening to others who have contrasting points of view.*
 - *Learners exhibit empathy with and tolerance for diverse ideas by:*
 1. *Engaging in informed conversation and active debate.*
 2. *Contributing to discussions in which multiple viewpoints on a topic are expressed.*
 - *D. Grow - Learners seek opportunities to learn about others' differing experiences and opinions.*
 - *Learners demonstrate empathy and equity in knowledge building within the global learning community by:*
 1. *Seeking interactions with a range of learners.*
 2. *Demonstrating interest in other perspectives during learning activities.*
 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.**
 - Learners demonstrate the communication strategies needed to participate fully in a learning community.***
 - *A. Think - Learners deepen understandings and solve problems more effectively when they work together*
 - *Learners identify collaborative opportunities by:*
 1. *Demonstrating their desire to broaden and deepen understandings.*
 2. *Developing new understandings through engagement in a learning group.*
 3. *Deciding to solve problems informed by group interaction.*
 - *B. Create - Learners use a variety of communication tools and resources to articulate their thoughts, negotiate meaning, and integrate new ideas into their thinking.*
 - *Learners participate in personal, social, and intellectual networks by:*
 1. *Using a variety of communication tools and resources.*
 2. *Establishing connections with other learners to build on their own prior knowledge and create new knowledge*
 - *C. Share - Learners solicit and respond to feedback, think flexibly, and seek diverse perspectives when solving problems.*
 - *Learners work productively with others to solve problems by:*
 1. *Soliciting and responding to feedback from others.*
 2. *Involving diverse perspectives in their own inquiry processes.*
 - *D. Grow - Learners learn with and from others by contributing to discussions and making meaning together*
 - *Learners actively participate with others in learning situations by:*

1. 1. *Actively contributing to group discussions.*
 2. 2. *Recognizing learning as a social responsibility.*
- **IV. Curate - Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance**
Learners become critical thinkers and discerning users of information and look beyond obvious sources.
 - A. *Think - Learners find, evaluate and select information sources in response to an information need.*
 - *Learners act on an information need by:*
 1. *Determining the need to gather information.*
 2. *Identifying possible sources of information.*
 3. *Making critical choices about information sources to use.*
 - B. *Create - Learners add value to a collection of resources by organizing and annotating them.*
 - *Learners gather information appropriate to the task by:*
 1. *Seeking a variety of sources.*
 2. *Collecting information representing diverse perspectives.*
 3. *Systematically questioning and assessing the validity and accuracy of information.*
 4. *Organizing information by priority, topic, or other systematic scheme*
 - C. *Share - Learners develop their own personal resource collections and exchange organized information sets with others.*
 - *Learners exchange information resources within and beyond their learning community by:*
 1. *Accessing and evaluating collaboratively constructed information sites.*
 2. *Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.*
 3. *Joining with others to compare and contrast information derived from collaboratively constructed information sites.*
 - D. *Grow - Learners reflect on and revise their information sets in an initiative process.*
 - *Learners select and organize information for a variety of audiences by:*
 1. *Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.*
 2. *Integrating and depicting in a conceptual knowledge network their understanding gained from resources.*
 3. *Openly communicating curation processes for others to use, interpret, and validate.*
 - **V. Explore - Learners have a growth mindset and develop the habit of lifelong learning.**
 - A. *Think - Learners extend learning as they pursue topics of personal interest by reading, writing, and tinkering.*
 - *Learners develop and satisfy personal curiosity by:*
 1. *Reading widely and deeply in multiple formats and write and create for a variety of purposes.*
 2. *Reflecting and questioning assumptions and possible misconceptions.*
 3. *Engaging in inquiry-based processes for personal growth.*
 - B. *Create - Learners construct new knowledge and solutions that are personally relevant using inquiry and design processes.*
 - *Learners construct new knowledge by:*

- 1. *Problem solving through cycles of design, implementation, and reflection.*
 - 2. *Persisting through self-directed pursuits by tinkering and making.*
 - *C. Share - Learners work in local and global communities to identify, investigate, and solve authentic problems.*
 - *Learners engage with the learning community by:*
 - 1. *Expressing curiosity about a topic of personal interest or curricular relevance.*
 - 2. *Co-constructing innovative means of investigation.*
 - 3. *Collaboratively identifying innovative solutions to a challenge or problem.*
 - *D. Grow - Learners identify their own potential by accepting feedback and self-assessing.*
 - *Learners develop through experience and reflection by:*
 - 1. *Iteratively responding to challenges.*
 - 2. *Recognizing capabilities and skills that can be developed, improved, and expanded.*
 - 3. *Open-mindedly accepting feedback for positive and constructive growth.*
- ***VI. Engage - Learners demonstrate integrity in their use of information and ideas.***
 - *A. Think - Learners maintain a critical stance while exploring, using, and citing a wide range of resources.*
 - *Learners follow ethical and legal guidelines for gathering and using information by:*
 - 1. *Responsibly applying information, technology, and media to learning.*
 - 2. *Understanding the ethical use of information, technology, and media.*
 - 3. *Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.*
 - *B. Create - Learners effectively communicate new ideas while acknowledging and respecting intellectual property rights.*
 - *Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:*
 - 1. *Ethically using and reproducing others' work.*
 - 2. *Acknowledging authorship and demonstrating respect for the intellectual property of others.*
 - 3. *Including elements in personal-knowledge products that allow others to credit content appropriately.*
 - *C. Share - Learners practice civil discourse and cultural awareness by participating in local and global communities.*
 - *Learners responsibly, ethically, and legally share new information with a global community by:*
 - 1. *Sharing information resources in accordance with modification, reuse, and remix policies.*
 - 2. *Disseminating new knowledge through means appropriate for the intended audience.*
 - *D. Grow - Learners use information, technology, and media responsibly while reflecting on their learning and seeking to inspire others.*
 - *Learners engage with information to extend personal learning by:*
 - 1. *Personalizing their use of information and information technologies.*
 - 2. *Reflecting on the process of ethical generation of knowledge.*
 - 3. *Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.*

MO Learning Standards English Language Arts 2016:

Reading:

- 1. Develop and apply skills to the reading process
 - C - Making Connections
 - D - Independent Text
- 2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.
 - A - Fiction
 - B - Poetry
 - C - Drama
- 3. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times.
 - A. Text Features



Unit 1: *Library Organization*

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire III. Collaborate V. Explore	<ul style="list-style-type: none"> Effectively and confidently locate materials in the library based on their personal interests and, with help, by using the call number of the book. 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> Each section of the library has different types of books. Sections of the library are organized in different ways. Call numbers contain information used to locate books. 	<i>Students will consider...</i> <ul style="list-style-type: none"> What are the characteristics of books in each section of the library? How is each section of the library organized? Where is the call number on a book and what does it mean? How is the call number used to locate books?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> Locate and utilize each section of the library. Describe characteristics of books in each section of the library. Distinguish between different call numbers and use them to locate books in designated sections of the library. 		
Unit Duration:		
4 weeks and ongoing		



Unit 2: *Appreciation of Literature*

Standards	Transfer Goal(s) /Big Ideas	
<p>AASL: I. Inquire II. Include III. Collaborate V. Explore</p> <p>MLS: Reading:</p> <ul style="list-style-type: none"> ● 1. Develop and apply skills to the reading process ● 2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures 	<ul style="list-style-type: none"> ● Develop an appreciation of literature by listening, reading, and using critical thinking skills to foster respect for others in their own community as well as around the world. 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Cultural diversity can be found in a variety of books. ● Reading or listening to a variety of books frequently increases appreciation of literature. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What are your personal preferences when listening to or reading a piece of literature? ● What makes cultures different? ● What kinds of books do you like to read? ● Why do you like those kinds of books?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Participate in the Show-Me Reader Program by reading or having read to them six of the ten nominees and voting for their choice. ● Listen to or read holiday books and engage in related activities. ● Listen to or read culturally diverse literature available in the library. ● Listen to or read a variety of genres available in the library. 		
Unit Duration:		
20 weeks and ongoing		



Unit 3: *Book Format*

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire MLS: Reading: <ul style="list-style-type: none">3. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times.	<ul style="list-style-type: none">Recognize, locate and utilize text features in books to find information.	
	Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none">Parts of a book/text features can be used to find information.	Essential Questions <i>Students will consider...</i> <ul style="list-style-type: none">What are important text features?Where are specific text features located?How can you use the title page, table of contents, index and glossary to find information?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none">Identify the cover, author, illustrator, publisher, copyright page, spine label, table of contents, index, and glossary.Utilize the cover, spine label, title page, table of contents, index, glossary, and other text features to locate information.		
Unit Duration:		
2 weeks and ongoing		



Unit 4: *Reference Materials*

Standards	Transfer Goal(s) /Big Ideas	
<p>AASL: I. Inquire IV. Curate V. Explore</p> <p>MLS: Reading:</p> <ul style="list-style-type: none"> 3. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times. 	<ul style="list-style-type: none"> Describe similarities and differences in various reference materials and use those resources to locate information on a topic of interest (ie: dictionaries, encyclopedias, almanacs, etc). 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Reference materials include different types of information. Reference materials are organized in different ways. Reference materials have print and electronic versions. Different problems require different sources to solve. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> What types of information can be found in specific reference materials? How is information found in reference materials? What are similarities and differences of print vs. online reference sources? Which reference source is most efficient to answer your question?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> Describe types of information found in various materials(ie: dictionaries, encyclopedias, almanacs, etc) . Explain how the reference materials are organized. Compare and contrast print vs. online references. Utilize the appropriate reference source to answer a question. 		
Unit Duration:		
6 weeks and ongoing		



Unit 5: *Technology Skills*

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire VI. Engage V. Explore	<ul style="list-style-type: none"> Access and utilize resources on the library homepage and Destiny catalog. 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> The library’s homepage contains resources. The library’s online catalog is used to find materials in the library. The online catalog can be searched by subject to find materials efficiently. 	<i>Students will consider...</i> <ul style="list-style-type: none"> How the library homepage can be used to access resources? How is the online catalog accessed? What type of search is best to find a desired book? How do you use information from the online catalog to find the book in the library?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> Access and utilize resources on the library home page. Conduct a subject search in the Destiny catalog to find a book on a topic of interest. With help, use information from the online catalog to locate a book on the shelf, in specific sections. 		
Unit Duration:		
3 weeks and ongoing		



Unit 6:
21st Century Skills/Critical Thinking

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire II. Include III. Collaborate V. Explore	<ul style="list-style-type: none"> Effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology to ensure success in today's world. 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> Problems can be solved in more than one way Working together requires sharing, listening, and cooperating. New knowledge is created by persisting through self-directed pursuits by tinkering and making. 	<i>Students will consider...</i> <ul style="list-style-type: none"> What could you have done differently? How does working with others help solve a problem? What are some obstacles you may run into when working with others? How can you consider other students' ideas?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> Work with STEM materials to solve problems Work cooperatively with others Have respect for STEM materials Learn from mistakes and have the opportunity to reevaluate and adjust 		
Unit Duration:		
2 weeks and ongoing		



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
4 weeks and ongoing	Library Organization	Library books from each section of the library.	<p>Students will locate specific sections, describe characteristics of books in those sections and identify the call number of sections in the library.</p> <p>Students will, with help, utilize call numbers to locate books in designated sections of the library.</p>	Observation
20 weeks and ongoing	Appreciation of Literature	Show Me Award Nominees Grade level appropriate and culturally diverse texts Holiday books	<p>Students will participate in the Show Me reading program.</p> <p>Students will listen to and discuss a variety of culturally diverse texts and genres.</p> <p>Students will listen to holiday books and engage in related activities.</p>	Observation and conferring
2 weeks and ongoing	Book Format	Grade level appropriate texts Brain Pop, Jr.	Students will identify and utilize the cover, spine label, table of contents, index, glossary, and other text features to locate information.	Observation

6 weeks and ongoing	Reference Materials	Dictionaries, encyclopedias, and Almanacs (print and digital)	<p>Students will describe types of information found in dictionaries, encyclopedias, and almanacs, and how they are organized.</p> <p>Students will compare/contrast print vs. online resources.</p> <p>Students will choose appropriate resources to answer a question.</p>	<p>Observation</p> <p>Students can work as a group to create Venn diagrams comparing resources.</p> <p>Students can share with a partner/whole class resources used to answer questions.</p>
3 weeks and ongoing	Technology Skills	<p>Chromebooks</p> <p>Individual student log-ins</p> <p>School library homepage/Destiny</p>	<p>Students will use their chromebooks and their school library homepage to search for books by subject.</p> <p>Students will, with help, use information from the online catalog to locate books on the shelf, in specific sections.</p>	Observation, conferring
2 weeks and ongoing	21st Century Learner	Various STEM and Makerspace equipment/materials	<p>Students will create solutions to problems using STEM materials.</p> <p>Students will share their creations/solutions with others to receive feedback from their peers.</p>	Observation, conferring

Social Studies Integration Curriculum

Grade level: Second Grade	
<p><u>Missouri Learning Standards Social Studies 2016:</u></p> <p>History (bookshelf):</p> <ul style="list-style-type: none"> ● 3. Knowledge of continuity and change in the history of Missouri and the United States. <ul style="list-style-type: none"> ○ C - Describe the contributions of inventors or pioneers in their field who influenced progress in our nation. <p>Civics:</p> <ul style="list-style-type: none"> ● 1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States. <ul style="list-style-type: none"> ○ B - Explain and give examples of how laws and rules are made and changed within a community. ○ C - Examine how individual rights are protected within a community. ○ D - Analyze how being an active and informed citizen makes a difference in your community. List the consequences of citizens not actively participating in their communities. ○ E - Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation. ○ F - Describe the importance of the Pledge of Allegiance. <p>Geography:</p> <ul style="list-style-type: none"> ● 5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment. <ul style="list-style-type: none"> ○ A - Read and construct maps with title and key. Identify the properties and use of different types of maps for a variety of purposes. ○ B - Name and locate the regions in your community. Name and locate regions of the world. 	<p><u>Suggestions:</u></p> <p>History 3C & Civics 1E: ongoing Consider having a special shelf for inventors and pioneers just for 2nd grade. Covered through Read Aloud (President’s Day, Black History Month, Inventors, etc.)</p> <p>Civics 1B, 1C, 1D: integrate into Unit 1: Library Organization 1 lesson Extend the library rules & expectations lessons to include these standards</p> <p>Civics 1F: integrate into Unit 2: Appreciation of Literature 1 lesson Read aloud on the Pledge of Allegiance Veteran’s Day</p> <p>Geography 5A, 5B, 5C, 5E, 5F, 5G: integrate into Unit 2: Appreciation of Literature and Unit 6: 21st Century / Critical Thinking 1 -3 lesson 5A:Map of library</p>

- *C - Identify and describe physical characteristics of the world. Identify and describe physical characteristics of the student's region in Missouri. Describe human characteristics of the student's region in Missouri.*
- *E - Describe different types of communication and transportation and identify their advantages and disadvantages. Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.*
- *F - Define the concept of region as places which have unifying political, physical, or cultural characteristics. Identify examples of different regions in Missouri. Describe why people of different groups settle more in one place or region than another.*
- *G - Explain how geography affects the way people live today.*

5B:Mark on a map places where stories take place or where authors are from

5C:Good Night STL read aloud

TOTAL TIME REQUIRED TO INTEGRATE SS STANDARDS:

3-5 SESSIONS

Library/Media Course Overview

Grade level(s): Third Grade

Course Rationale

The rationale of the Elementary Library Media Center Program of the School District of the City of St. Charles is to prepare students to be effective, responsible, and independent users of information. We strive to increase the information literacy of our students through instruction in the Library Media Center and collaboration with the entire school community.

Course Description

The Third Grade Library Media Center Program continues to build on the skills learned in the previous years, including exposing and fostering an appreciation of all different types of literature and genres with participation in the Show-Me Reader Program. In addition, learners will become acquainted with a variety of reference materials (print and non-print) and be able to choose the source that best suits their needs. Learners will use the library catalog to look up and find books in the library with basic and advanced searches. Learners will also use 21st Century skills and critical thinking skills with MakerSpace manipulatives during Library Center time.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to...

- effectively and confidently engage in the essential skills of reading, listening, critical thinking, problem solving, collaborating, and using technology to enrich their lives and their community.
- effectively and confidently locate materials in the library based on their personal interests and by using the call number of the book.
- explain the importance of subject stickers, special sections, and the purpose of the Dewey Decimal System.
- develop an appreciation of literature by listening, reading, and using critical thinking skills to foster respect for others in their own community as well as around the world.
- evaluate the quality of materials found in the library.
- participate in the Show Me Reading Program by reading or listening to six of the ten nominees and selecting their favorite to cast their vote for in the spring.
- recognize, locate and utilize text features in books to find information.
- describe similarities and differences in various reference materials (print or electronic) and use those resources to locate information on a topic of interest.

- able to access and utilize resources on the library homepage and library catalog to conduct a basic search as well as an advanced search.
- effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology via makerspace and library projects to ensure success in today's world.

Priority Missouri Learning Standards/National Standards

American Association of School Librarians (AASL) Shared Foundations 2017:

- **I. Inquire - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.**

Learners approach the world from an inquiry stance.

- **A. Think - Learners ask questions rooted in prior knowledge and curiosity**
 - Learners display curiosity and initiative by:
 1. Formulating questions about a personal interest or a curricular topic.
 2. Recalling prior and background knowledge as context for new meaning.
- **B. Create - Learners strive to make meaning and create new knowledge using an inquiry process.**
 - Learners engage with new knowledge by following a process that includes:
 1. Using evidence to investigate questions.
 2. Devising and implementing a plan to fill knowledge gaps.
 3. Generating products that illustrate learning.
- **C. Share - Learners share designs, solutions, and evidence with peers and authentic audiences.**
 - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
 1. Interacting with content presented by others.
 2. Providing constructive feedback.
 3. Acting on feedback to improve.
 4. Sharing products with an authentic audience
- **D. Grow - Learners make personal connections by engaging in an iterative inquiry process and reflecting on their learning.**
 - Learners participate in an ongoing inquiry-based process by:
 1. Continually seeking knowledge.
 2. Engaging in sustained inquiry.
 3. Enacting new understanding through real-world connections.
 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.**

Learners demonstrate empathy and equity as they embrace diversity and make informed decisions.

- **A. Think - Learners appreciate the value of and critically analyze the merits of different perspectives.**

- *Learners contribute a balanced perspective when participating in a learning community by:*
 1. *Articulating an awareness of the contributions of a range of learners.*
 2. *Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.*
 3. *Describing their understanding of cultural relevancy and placement within the global learning community*
- *B. Create - Learners deepen their understandings as they identify with the stories, thinking, and experiences of others.*
 - *Learners adjust their awareness of the global learning community by:*
 1. *Interacting with learners who reflect a range of perspectives.*
 2. *Evaluating a variety of perspectives during learning activities.*
 3. *Representing diverse perspectives during learning activities.*
- *C. Share - Learners respectfully communicate thoughts and ideas while listening to others who have contrasting points of view.*
 - *Learners exhibit empathy with and tolerance for diverse ideas by:*
 1. *Engaging in informed conversation and active debate.*
 2. *Contributing to discussions in which multiple viewpoints on a topic are expressed.*
- *D. Grow - Learners seek opportunities to learn about others' differing experiences and opinions.*
 - *Learners demonstrate empathy and equity in knowledge building within the global learning community by:*
 1. *Seeking interactions with a range of learners.*
 2. *Demonstrating interest in other perspectives during learning activities.*
 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.***

Learners demonstrate the communication strategies needed to participate fully in a learning community.

- *A. Think - Learners deepen understandings and solve problems more effectively when they work together*
 - *Learners identify collaborative opportunities by:*
 1. *Demonstrating their desire to broaden and deepen understandings.*
 2. *Developing new understandings through engagement in a learning group.*
 3. *Deciding to solve problems informed by group interaction.*
- *B. Create - Learners use a variety of communication tools and resources to articulate their thoughts, negotiate meaning, and integrate new ideas into their thinking.*
 - *Learners participate in personal, social, and intellectual networks by:*
 1. *Using a variety of communication tools and resources.*
 2. *Establishing connections with other learners to build on their own prior knowledge and create new knowledge*
- *C. Share - Learners solicit and respond to feedback, think flexibly, and seek diverse perspectives when solving problems.*
 - *Learners work productively with others to solve problems by:*

1. *Soliciting and responding to feedback from others.*
 2. *Involving diverse perspectives in their own inquiry processes.*
- *D. Grow - Learners learn with and from others by contributing to discussions and making meaning together*
 - *Learners actively participate with others in learning situations by:*
 1. *1. Actively contributing to group discussions.*
 2. *2. Recognizing learning as a social responsibility.*
- ***IV. Curate - Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance***
Learners become critical thinkers and discerning users of information and look beyond obvious sources.
 - *A. Think - Learners find, evaluate and select information sources in response to an information need.*
 - *Learners act on an information need by:*
 1. *Determining the need to gather information.*
 2. *Identifying possible sources of information.*
 3. *Making critical choices about information sources to use.*
 - *B. Create - Learners add value to a collection of resources by organizing and annotating them.*
 - *Learners gather information appropriate to the task by:*
 1. *Seeking a variety of sources.*
 2. *Collecting information representing diverse perspectives.*
 3. *Systematically questioning and assessing the validity and accuracy of information.*
 4. *Organizing information by priority, topic, or other systematic scheme*
 - *C. Share - Learners develop their own personal resource collections and exchange organized information sets with others.*
 - *Learners exchange information resources within and beyond their learning community by:*
 1. *Accessing and evaluating collaboratively constructed information sites.*
 2. *Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.*
 3. *Joining with others to compare and contrast information derived from collaboratively constructed information sites.*
 - *D. Grow - Learners reflect on and revise their information sets in an initiative process.*
 - *Learners select and organize information for a variety of audiences by:*
 1. *Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.*
 2. *Integrating and depicting in a conceptual knowledge network their understanding gained from resources.*
 3. *Openly communicating curation processes for others to use, interpret, and validate.*
 - ***V. Explore - Learners have a growth mindset and develop the habit of lifelong learning.***
 - *A. Think - Learners extend learning as they pursue topics of personal interest by reading, writing, and tinkering.*
 - *Learners develop and satisfy personal curiosity by:*
 1. *Reading widely and deeply in multiple formats and write and create for a variety of purposes.*

- 2. *Reflecting and questioning assumptions and possible misconceptions.*
 - 3. *Engaging in inquiry-based processes for personal growth.*
 - *B. Create - Learners construct new knowledge and solutions that are personally relevant using inquiry and design processes.*
 - *Learners construct new knowledge by:*
 - 1. *Problem solving through cycles of design, implementation, and reflection.*
 - 2. *Persisting through self-directed pursuits by tinkering and making.*
 - *C. Share - Learners work in local and global communities to identify, investigate, and solve authentic problems.*
 - *Learners engage with the learning community by:*
 - 1. *Expressing curiosity about a topic of personal interest or curricular relevance.*
 - 2. *Co-constructing innovative means of investigation.*
 - 3. *Collaboratively identifying innovative solutions to a challenge or problem.*
 - *D. Grow - Learners identify their own potential by accepting feedback and self-assessing.*
 - *Learners develop through experience and reflection by:*
 - 1. *Iteratively responding to challenges.*
 - 2. *Recognizing capabilities and skills that can be developed, improved, and expanded.*
 - 3. *Open-mindedly accepting feedback for positive and constructive growth.*
- **VI. Engage - Learners demonstrate integrity in their use of information and ideas.**
 - *A. Think - Learners maintain a critical stance while exploring, using, and citing a wide range of resources.*
 - *Learners follow ethical and legal guidelines for gathering and using information by:*
 - 1. *Responsibly applying information, technology, and media to learning.*
 - 2. *Understanding the ethical use of information, technology, and media.*
 - 3. *Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.*
 - *B. Create - Learners effectively communicate new ideas while acknowledging and respecting intellectual property rights.*
 - *Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:*
 - 1. *Ethically using and reproducing others' work.*
 - 2. *Acknowledging authorship and demonstrating respect for the intellectual property of others.*
 - 3. *Including elements in personal-knowledge products that allow others to credit content appropriately.*
 - *C. Share - Learners practice civil discourse and cultural awareness by participating in local and global communities.*
 - *Learners responsibly, ethically, and legally share new information with a global community by:*
 - 1. *Sharing information resources in accordance with modification, reuse, and remix policies.*
 - 2. *Disseminating new knowledge through means appropriate for the intended audience.*
 - *D. Grow - Learners use information, technology, and media responsibly while reflecting on their learning and seeking to inspire others.*
 - *Learners engage with information to extend personal learning by:*

1. *Personalizing their use of information and information technologies.*
2. *Reflecting on the process of ethical generation of knowledge.*
3. *Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.*

MO Learning Standards English Language Arts 2016:

Reading:

- 1. *Develop and apply skills to the reading process*
 - *C - Making Connections*
 - *D - Independent Text*
- 2. *Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.*
 - *A - Fiction*
 - *B - Poetry*
 - *C - Drama*
- 3. *Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times.*
 - *A. Text Features*



Unit 1: *Library Organization*

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire IV. Collaborate	<ul style="list-style-type: none"> ● Effectively and confidently locate materials in the library based on their personal interests and by using the call number of the book. ● Explain the importance of subject stickers, special sections, and the purpose of the Dewey Decimal System. 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Each section of the library has different types of books and are able to identify and define the types of books in each section. ● Sections of the library are organized in different ways based on fiction and non-fiction. ● The Dewey Decimal Classification System is used to organize the nonfiction section and has subdivided the nonfiction section into 10 main categories. ● Call numbers contain information used to locate books. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What are the characteristics of books in each section of the library? ● How is each section of the library organized? ● What is the purpose of the Dewey Decimal System? ● Why are there 10 main classes within the Dewey Decimal System? ● Where is the call number on a book and what does it mean? ● How is the call number used to locate books?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Locate each specific section of the library. ● Describe characteristics of books in each section of the library. ● Recognize sections of the library are organized differently. ● Distinguish between each type of call number unique to each section of the library. ● Utilize call numbers to locate books in designated sections of the library. ● Understand that the nonfiction section is organized into the 10 classes of the Dewey Decimal System. 		
Unit Duration:		
4 Weeks and ongoing		



Unit 2: *Appreciation of Literature*

Standards	Transfer Goal(s) /Big Ideas	
<p>AASL: I. Inquire II. Include III. Collaborate V. Explore</p> <p>MLS: Reading:</p> <ul style="list-style-type: none"> ● 1. Develop and apply skills to the reading process ● 2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures 	<ul style="list-style-type: none"> ● Develop an appreciation of literature by listening, reading, and using critical thinking skills to foster respect for others in their own community as well as around the world. 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Cultural diversity can be found in a variety of books. ● Reading or listening to a variety of books frequently increases appreciation of literature. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What makes cultures different? ● What are your personal preferences when listening to or reading a piece of literature? ● What kinds of books do you like to read? ● Why do you like those kinds of books?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Participate in the Show-Me Reader Program by reading or having read to them six of the ten nominees and voting for their choice. ● Listen to or read holiday books and engage in related activities. ● Listen to or read culturally diverse literature available in the library. ● Listen to or read a variety of genres available in the library. 		
Unit Duration:		
20 weeks and Ongoing		



Unit 3: *Book Format*

Standards	Transfer Goal(s) /Big Ideas	
<p>AASL: I. Inquire</p> <p>MLS: Reading:</p> <ul style="list-style-type: none">3. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times.	<ul style="list-style-type: none">Recognize, locate and utilize text features in books to find information.	
	<p>Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none">Parts of a book/text features can be used to find information.	<p>Essential Questions</p> <p><i>Students will consider...</i></p> <ul style="list-style-type: none">What are important text features?Where are specific text features located?How can you use the table of contents, index, glossary, bold word, graphs, diagrams, illustrations/photographs, captions, and maps to find information?
<p>Learning Targets</p>		
<p><i>Students will...</i></p> <ul style="list-style-type: none">Utilize the table of contents, index, glossary, bold word, graphs, diagrams, illustrations/photographs, captions, and maps and other text features to locate information.		
<p>Unit Duration:</p>		
<p>2 weeks and ongoing</p>		



Unit 4: *Reference Materials*

Standards	Transfer Goal(s) /Big Ideas	
<p>AASL: I. Inquire IV. Curate V. Explore</p> <p>MLS: Reading:</p> <ul style="list-style-type: none"> 3. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times. 	<ul style="list-style-type: none"> Describe similarities and differences in various reference materials and use those resources to locate information on a topic of interest (ie: dictionaries, encyclopedias, almanacs, etc). 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Reference materials include different types of information. Reference materials are organized in different ways. Select reference materials have print and electronic versions. Different problems require different sources to solve. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> What types of information can be found in specific reference materials? How is information found in reference materials? How can you use information found in reference materials? What are similarities and differences of print vs. online reference sources? Which reference source is most efficient to answer your question?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> Describe types of information found in various materials (ie: dictionaries, encyclopedias, almanacs, etc .) Explain how the reference materials are organized. Compare and contrast print vs. online references. Utilize the appropriate reference source to answer a question. 		
Unit Duration:		
6 weeks and ongoing		



Unit 5: *Technology Skills*

Standards	Transfer Goal(s) /Big Ideas	
AASL I. Inquire VI. Engage V. Explore	<ul style="list-style-type: none"> Access and utilize resources on the library homepage and library catalog to conduct a basic search as well as an advanced search. 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> The library’s online catalog is used to find materials in the library. The online catalog can be searched by Title, Author, and Subject to find materials efficiently as well as being familiar with how to do advanced searches. 	<i>Students will consider...</i> <ul style="list-style-type: none"> How the library homepage can be used to access resources. How is the online catalog accessed? What type of search is best to find a desired book? How do you use information from the online catalog to find the book in the library?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> Use Chromebooks to access the library online catalog. Access and utilize resources on the library homepage. Conduct a title, author, or subject search in Destiny catalog to find a book on a topic of interest. Conduct an advanced search with help from a librarian to find a book on a topic of interest. Use information from the online catalog to locate a book on the shelf and in specific sections. 		
Unit Duration:		
4 Weeks and ongoing		



Unit 6:
21st Century Skills / Critical Thinking

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire II. Include III. Collaborate V. Explore	<ul style="list-style-type: none"> Effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology to ensure success in today's world. 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> Problems can be solved in more than one way Working together requires sharing, listening, and cooperating. New knowledge is created by persisting through self-directed pursuits by tinkering and making. 	<i>Students will consider...</i> <ul style="list-style-type: none"> What could you have done differently? How does working with others help solve a problem? What are some obstacles you may run into when working with others? How can you consider other students' ideas?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> Work with STEM materials to solve problems Work cooperatively with others Have respect for STEM materials Learn from mistakes and have the opportunity to reevaluate and adjust 		
Unit Duration:		
5 weeks and ongoing		



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
4 weeks and ongoing	Library Organization	Library books from each section of the library.	<p>Students will locate specific sections, describe characteristics of books in those sections and identify the call number of sections in the library.</p> <p>Students will, with help, utilize call numbers to locate books in designated sections of the library including the 10 Dewey Decimal Classifications.</p>	Observation
20 weeks and ongoing	Appreciation of Literature	<p>Show Me Award Nominees</p> <p>Grade level appropriate and culturally diverse texts</p> <p>Holiday books</p>	<p>Students will participate in the Show Me reading program.</p> <p>Students will listen to and discuss a variety of culturally diverse texts and genres.</p> <p>Students will listen to holiday books and engage in related activities.</p>	Observation and conferring
2 weeks and ongoing	Book Format	Grade level appropriate texts	<p>Students will be able to recognize, locate and utilize text features in books to find information (table of contents, index, glossary, bold word, graphs, diagrams, illustrations/photographs, captions, and maps).</p>	Observation

6 weeks and ongoing	Reference Materials	Reference materials (print and digital)	Students will describe types of information found in reference materials, and how they are organized. Students will compare/contrast print vs. online resources. Students will choose an appropriate resource to answer a question.	Observation Students will be given different information problems and asked which resource would provide the best information and answer. Students can share with a partner/whole class resources used to answer questions.
4 weeks and ongoing	Technology Skills	Chromebooks Individual student log-ins School library homepage/catalog	Students will access and utilize resources on the library homepage. Students will use their chromebooks and their school library catalog to search for books by title, subject and author and use advanced searches with the librarian's help.	Observation, conferring
2 weeks and ongoing	21st Century Learner	Various STEM and Makerspace equipment/materials	Students will create solutions to problems using STEM materials. Students will share their creations/solutions with others to receive feedback from their peers.	Observation, conferring

Social Studies Integration Curriculum

Grade level: Third Grade

Missouri Learning Standards Social Studies 2016:

History (bookshelf):

- 3. Knowledge of continuity and change in the history of Missouri and the United States.
 - C- Identify and describe the historical significance of the individuals from Missouri who have made contributions to our state and nation.

Civics:

- 1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States.
 - B - Explain and give examples of how laws are made and changed within the state; explain the major purposes of the Missouri Constitution.
 - C- Explain how individual rights are protected within our state.
 - D- Explain how the State of Missouri relies on responsible citizen participation and draw implications for how people should participate.
 - E- Describe the character traits and civic attitudes of influential Missourians.
 - F- Explain how the National Anthem symbolizes our nation; Recognize and explain the significance of the Gateway Arch and the Great Seal of Missouri and other symbols of our state.

Suggestions:

History 3C & Civics 1E: ongoing
 Consider having a special shelf for influential Missourians just for 3rd grade. Covered through Read Aloud (President’s Day, Black History Month, Inventors, etc.)

Civics 1B, 1C, 1D: integrate into Unit 1: **Library Organization**
 Extend the library rules & expectations lessons to include these standards
 1 lesson

Civics 1F: integrate into Unit 2: **Appreciation of Literature**
 1 lesson
 Read aloud on symbols of our state; online encyclopedias
 Good Night St. Louis; Goodnight Missouri

Geography:

- 5. Knowledge of major elements of geographical study and analysis and their relationships to changes in society and the environment.
 - A - Read and construct historical and current maps.
 - B - Name and locate major cities, rivers, regions, and states which border Missouri. Describe and use absolute location using a grid system.
 - C - Identify and compare physical geographic characteristics of Missouri. Describe human geographic characteristics of Missouri.
 - D - Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.
 - E - Describe how changes in communication and transportation technologies affect people's lives.
 - F - Identify regions in Missouri. Compare regions in Missouri.

Geography 5A, 5B, 5C, 5F: Integrate into Unit 4: **Reference**

Materials

1 - 2 lesson

Digital Media

Geography 5D, 5E, : Integrate into **Units 2 & 4: Appreciation of Literature and Reference Materials**

1 - 2 lesson

Biographies/Inventors

Choice Boards/Destiny Collections

Discussion based questions when using an atlas

**TOTAL TIME REQUIRED TO INTEGRATE SS STANDARDS:
4 - 6 SESSIONS**

Library/Media Course Overview

Grade level(s): Fourth Grade

Course Rationale

The rationale of the Elementary Library Media Center Program of the School District of the City of St. Charles is to prepare students to be effective, responsible, and independent users of information. We strive to increase the information literacy of our students through instruction in the Library Media Center and collaboration with the entire school community.

Course Description

The Fourth Grade Library Media Center Program continues to build on the skills learned in the previous years, including exposing and fostering an appreciation of all different types of literature and genres with participation in the Mark Twain Reading program. In addition, learners will continue to utilize reference materials (print and non-print) and refine questions to choose the best source that suits their needs. Learners will use the library catalog to look up and find books in the library with a basic and advanced search. This fourth grade course introduces the importance of social responsibility, plagiarism, and copyright laws. Learners will also use 21st Century skills and critical thinking skills with MakerSpace manipulatives during Library Center time.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to...

- effectively and confidently engage in the essential skills of reading, listening, critical thinking, problem solving, collaborating, and using technology to enrich their lives and their community.
- effectively and confidently locate materials in the library based on their personal interests and by using the call number of the book.
- explain the importance and the purpose of a library and librarians in schools and communities.
- explain the purpose of the Dewey Decimal System.
- develop an appreciation of literature by listening, reading, and using critical thinking skills to foster respect for others in their own community as well as around the world.
- evaluate the quality of materials found in the library.
- identify different genres and classify why a piece of literature belongs within that genre.
- participate in the Mark Twain Reading Program by reading or listening to at least four of the twelve nominees and selecting their favorite to cast their vote in the Spring.

- recognize, locate and utilize text features in books to find information.
- describe similarities and differences in reference materials (print or electronic) and use those resources to locate information on a topic of interest.
- recognize key characteristics of social responsibility as well as plagiarism and copyright restrictions.
- access and utilize the online catalog to conduct a search by author, title, or subject as well as an advanced search by subject, series, or keyword.
- effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology to ensure success in today's world.

Priority Missouri Learning Standards/National Standards

American Association of School Librarians (AASL) Shared Foundations 2017:

- ***I. Inquire - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.***

Learners approach the world from an inquiry stance.

- *A. Think - Learners ask questions rooted in prior knowledge and curiosity*
 - *Learners display curiosity and initiative by:*
 1. *Formulating questions about a personal interest or a curricular topic.*
 2. *Recalling prior and background knowledge as context for new meaning.*
- *B. Create - Learners strive to make meaning and create new knowledge using an inquiry process.*
 - *Learners engage with new knowledge by following a process that includes:*
 1. *Using evidence to investigate questions.*
 2. *Devising and implementing a plan to fill knowledge gaps.*
 3. *Generating products that illustrate learning.*
- *C. Share - Learners share designs, solutions, and evidence with peers and authentic audiences.*
 - *Learners adapt, communicate, and exchange learning products with others in a cycle that includes:*
 1. *Interacting with content presented by others.*
 2. *Providing constructive feedback.*
 3. *Acting on feedback to improve.*
 4. *Sharing products with an authentic audience*
- *D. Grow - Learners make personal connections by engaging in an iterative inquiry process and reflecting on their learning.*
 - *Learners participate in an ongoing inquiry-based process by:*
 1. *Continually seeking knowledge.*
 2. *Engaging in sustained inquiry.*
 3. *Enacting new understanding through real-world connections.*

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.**

Learners demonstrate empathy and equity as they embrace diversity and make informed decisions.

- A. *Think - Learners appreciate the value of and critically analyze the merits of different perspectives.*
 - *Learners contribute a balanced perspective when participating in a learning community by:*
 1. *Articulating an awareness of the contributions of a range of learners.*
 2. *Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.*
 3. *Describing their understanding of cultural relevancy and placement within the global learning community*
- B. *Create - Learners deepen their understandings as they identify with the stories, thinking, and experiences of others.*
 - *Learners adjust their awareness of the global learning community by:*
 1. *Interacting with learners who reflect a range of perspectives.*
 2. *Evaluating a variety of perspectives during learning activities.*
 3. *Representing diverse perspectives during learning activities.*
- C. *Share - Learners respectfully communicate thoughts and ideas while listening to others who have contrasting points of view.*
 - *Learners exhibit empathy with and tolerance for diverse ideas by:*
 1. *Engaging in informed conversation and active debate.*
 2. *Contributing to discussions in which multiple viewpoints on a topic are expressed.*
- D. *Grow - Learners seek opportunities to learn about others' differing experiences and opinions.*
 - *Learners demonstrate empathy and equity in knowledge building within the global learning community by:*
 1. *Seeking interactions with a range of learners.*
 2. *Demonstrating interest in other perspectives during learning activities.*
 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.**

Learners demonstrate the communication strategies needed to participate fully in a learning community.

- A. *Think - Learners deepen understandings and solve problems more effectively when they work together*
 - *Learners identify collaborative opportunities by:*
 1. *Demonstrating their desire to broaden and deepen understandings.*
 2. *Developing new understandings through engagement in a learning group.*
 3. *Deciding to solve problems informed by group interaction.*
- B. *Create - Learners use a variety of communication tools and resources to articulate their thoughts, negotiate meaning, and integrate new ideas into their thinking.*
 - *Learners participate in personal, social, and intellectual networks by:*

1. *Using a variety of communication tools and resources.*
 2. *Establishing connections with other learners to build on their own prior knowledge and create new knowledge*
- *C. Share - Learners solicit and respond to feedback, think flexibly, and seek diverse perspectives when solving problems.*
 - *Learners work productively with others to solve problems by:*
 1. *Soliciting and responding to feedback from others.*
 2. *Involving diverse perspectives in their own inquiry processes.*
 - *D. Grow - Learners learn with and from others by contributing to discussions and making meaning together*
 - *Learners actively participate with others in learning situations by:*
 1. *1. Actively contributing to group discussions.*
 2. *2. Recognizing learning as a social responsibility.*
- ***IV. Curate - Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance***
Learners become critical thinkers and discerning users of information and look beyond obvious sources.
 - *A. Think - Learners find, evaluate and select information sources in response to an information need.*
 - *Learners act on an information need by:*
 1. *Determining the need to gather information.*
 2. *Identifying possible sources of information.*
 3. *Making critical choices about information sources to use.*
 - *B. Create - Learners add value to a collection of resources by organizing and annotating them.*
 - *Learners gather information appropriate to the task by:*
 1. *Seeking a variety of sources.*
 2. *Collecting information representing diverse perspectives.*
 3. *Systematically questioning and assessing the validity and accuracy of information.*
 4. *Organizing information by priority, topic, or other systematic scheme*
 - *C. Share - Learners develop their own personal resource collections and exchange organized information sets with others.*
 - *Learners exchange information resources within and beyond their learning community by:*
 1. *Accessing and evaluating collaboratively constructed information sites.*
 2. *Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.*
 3. *Joining with others to compare and contrast information derived from collaboratively constructed information sites.*
 - *D. Grow - Learners reflect on and revise their information sets in an initiative process.*
 - *Learners select and organize information for a variety of audiences by:*
 1. *Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.*
 2. *Integrating and depicting in a conceptual knowledge network their understanding gained from resources.*
 3. *Openly communicating curation processes for others to use, interpret, and validate.*

- **V. Explore - Learners have a growth mindset and develop the habit of lifelong learning.**
 - A. Think - Learners extend learning as they pursue topics of personal interest by reading, writing, and tinkering.
 - Learners develop and satisfy personal curiosity by:
 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.
 2. Reflecting and questioning assumptions and possible misconceptions.
 3. Engaging in inquiry-based processes for personal growth.
 - B. Create - Learners construct new knowledge and solutions that are personally relevant using inquiry and design processes.
 - Learners construct new knowledge by:
 1. Problem solving through cycles of design, implementation, and reflection.
 2. Persisting through self-directed pursuits by tinkering and making.
 - C. Share - Learners work in local and global communities to identify, investigate, and solve authentic problems.
 - Learners engage with the learning community by:
 1. Expressing curiosity about a topic of personal interest or curricular relevance.
 2. Co-constructing innovative means of investigation.
 3. Collaboratively identifying innovative solutions to a challenge or problem.
 - D. Grow - Learners identify their own potential by accepting feedback and self-assessing.
 - Learners develop through experience and reflection by:
 1. Iteratively responding to challenges.
 2. Recognizing capabilities and skills that can be developed, improved, and expanded.
 3. Open-mindedly accepting feedback for positive and constructive growth.
- **VI. Engage - Learners demonstrate integrity in their use of information and ideas.**
 - A. Think - Learners maintain a critical stance while exploring, using, and citing a wide range of resources.
 - Learners follow ethical and legal guidelines for gathering and using information by:
 1. Responsibly applying information, technology, and media to learning.
 2. Understanding the ethical use of information, technology, and media.
 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
 - B. Create - Learners effectively communicate new ideas while acknowledging and respecting intellectual property rights.
 - Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
 1. Ethically using and reproducing others' work.
 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.
 3. Including elements in personal-knowledge products that allow others to credit content appropriately.
 - C. Share - Learners practice civil discourse and cultural awareness by participating in local and global communities.
 - Learners responsibly, ethically, and legally share new information with a global community by:

1. *Sharing information resources in accordance with modification, reuse, and remix policies.*
 2. *Disseminating new knowledge through means appropriate for the intended audience.*
- *D. Grow - Learners use information, technology, and media responsibly while reflecting on their learning and seeking to inspire others.*
 - *Learners engage with information to extend personal learning by:*
 1. *Personalizing their use of information and information technologies.*
 2. *Reflecting on the process of ethical generation of knowledge.*
 3. *Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.*

MO Learning Standards English Language Arts 2016:

Reading:

- *1. Develop and apply skills to the reading process*
 - *C - Making Connections*
 - *D - Independent Text*
- *2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.*
 - *A - Fiction*
 - *B - Poetry*
 - *C - Drama*
- *4. Comprehend and Analyze words, images, graphics and sounds in various media and digital forms to impact meaning*
 - *A - Digital and Media Literacy*

Writing:

- *1. Apply a writing process to develop a text for audience and purpose*
 - *D - Produce/Publish and Share Writing*
- *3. Gather, analyze, evaluate, and use information from a variety of sources*
 - *A - Research Process*

Speaking/Listening:

- *Speak effectively when presenting*
 - *A - Presenting (includes use of multimedia)*



Unit 1: *Library Organization*

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire IV. Curate	<ul style="list-style-type: none"> ● Effectively and confidently locate materials in the library based on their personal interests and by using the call number of the book. ● Explain the importance and the purpose of a library and librarians in schools and communities. ● Explain the purpose of the Dewey Decimal System. 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> ● Each section of the library has different types of books and are able to identify and define the types of books in each section. ● Sections of the library are organized in different ways based on fiction and non-fiction. ● The Dewey Decimal Classification System is used to organize the nonfiction section and has subdivided the nonfiction section into 10 main categories. ● Call numbers contain information used to locate books. 	<i>Students will consider...</i> <ul style="list-style-type: none"> ● What are the characteristics of books in each section of the library? ● How is each section of the library organized? ● What is the purpose of the Dewey Decimal System? ● Why are there 10 main classes within the Dewey Decimal System? ● Where is the call number on a book and what does it mean? ● How is the call number used to locate books?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Locate each specific section of the library. ● Describe characteristics of books in each section of the library. ● Recognize sections of the library are organized differently. ● Distinguish between each type of call number unique to each section of the library. ● Utilize call numbers to independently locate books in the library. ● Identify locations of the ten main classes in the Dewey Decimal System. 		
Unit Duration:		
6 Weeks and ongoing		



Unit 2: *Appreciation of Literature*

Standards	Transfer Goal(s) /Big Ideas	
<p>AASL: I. Inquire II. Include III. Collaborate V. Explore</p> <p>MLS: Reading:</p> <ul style="list-style-type: none"> ● 1. Develop and apply skills to the reading process ● 2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures 	<ul style="list-style-type: none"> ● Develop an appreciation of literature by listening, reading, and using critical thinking skills to foster respect for others in their own community as well as around the world. ● Evaluate the quality of materials found in the library. ● Identify different genres and classify why a piece of literature belongs within that genre. ● Participate in the Mark Twain Reading Program by reading or listening to at least four of the twelve nominees and selecting their favorite to cast their vote in the spring. 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Cultural diversity can be found in a variety of books. ● Reading or listening to a variety of books frequently increases appreciation of literature. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● What are your personal preferences when listening to or reading a piece of literature? ● What makes cultures different? ● What kinds of books do you like to read? ● Why do you like those kinds of books?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Participate in the Mark Twain Reader Program by reading or listening to at least four of the twelve nominees and voting for their choice. ● Listen to or read holiday books and engage in related activities. ● Listen to or read culturally diverse literature available in the library. ● Listen to or read a variety of genres available in the library. 		
Unit Duration		
10 weeks and ongoing		

Unit 3:
Book Format

Standards	Transfer Goal(s) /Big Ideas	
<p>AASL: I. Inquire</p> <p>MLS: Reading:</p> <ul style="list-style-type: none"> 3. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times. 	<ul style="list-style-type: none"> Recognize, locate and utilize text features in books to find information. 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Parts of a book/text features can be used to find information. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> What are important text features? Where are specific text features located? How can you use the table of contents, index, glossary, bold word, graphs, diagrams, illustrations/photographs, captions, and maps to find information?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> Utilize the table of contents, index, glossary, bold word, graphs, diagrams, illustrations/photographs, captions, and maps and other text features to locate information. 		
Unit Duration:		
2 weeks and ongoing		



Unit 4: *Reference Materials*

Standards	Transfer Goal(s) /Big Ideas	
<p>AASL: I. Inquire IV. Curate V. Explore</p> <p>MLS: Reading:</p> <ul style="list-style-type: none"> 3. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times. 	<ul style="list-style-type: none"> Describe similarities and differences in reference materials (print or electronic) and use those resources to locate information on a topic of interest. Recognize key characteristics of social responsibility as well as plagiarism and copyright restrictions. 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Reference materials include different types of information. Reference materials are organized in different ways. Select reference materials have print and electronic versions. Different problems require different sources to solve. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> What types of information can be found in specific reference materials? How is information found in reference materials? What are similarities and differences of print vs. online reference sources? Which reference source is most efficient to answer your question?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> Describe types of information found in various materials(ie: dictionaries, encyclopedias, almanacs, etc) . Explain how the reference materials are organized. Compare and contrast print vs. online references. Utilize the appropriate reference source to answer a question. 		
Unit Duration:		
6 weeks and ongoing		



Unit 5: *Technology Skills*

Standards	Transfer Goal(s) /Big Ideas	
AASL I. Inquire VI. Engage V. Explore	<ul style="list-style-type: none">● Access and utilize resources on the library homepage and library catalog to conduct a basic search as well as an advanced search.	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none">● The library's online catalog is used to find materials in the library.● The online catalog can be searched by Title, Author, and Subject to find materials efficiently as well as subject, series, or keyword.	<i>Students will consider...</i> <ul style="list-style-type: none">● How is the online catalog accessed?● What type of search is best to find a desired book?● How do I use information from the online catalog to find the book in the library?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none">● Use their Chromebooks to access the library online catalog.● Access and utilize resources on the library homepage.● Conduct a title, author, or subject search to find a book on a topic of interest.● Conduct a subject, series, or keyword advanced search to find a book on a topic of interest.● Use information from the online catalog to locate a book on the shelf and in specific sections.		
Unit Duration:		
4 weeks and ongoing		



Unit 6: 21st Century Skills/Critical Thinking

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire II. Include III. Collaborate V. Explore	<ul style="list-style-type: none"> Effectively and confidently engage in the essential skills of critical thinking, problem solving, collaborating, and using technology to ensure success in today's world. 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> Problems can be solved in more than one way Working together requires sharing, listening, and cooperating. New knowledge is created by persisting through self-directed pursuits by tinkering and making. 	<i>Students will consider...</i> <ul style="list-style-type: none"> What could you have done differently? How does working with others help solve a problem? What are some obstacles you may run into when working with others? How can you consider other students' ideas?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> Work with STEM materials to solve problems Work cooperatively with others Have respect for STEM materials Learn from mistakes and have the opportunity to reevaluate and adjust 		
Unit Duration:		
2 weeks and ongoing		



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
6 weeks and ongoing	Library Organization	Library books from each section of the library.	<p>Locate each specific section of the library.</p> <p>Describe characteristics of books in each section of the library.</p> <p>Recognize sections of the library are organized differently.</p> <p>Distinguish between each type of call number unique to each section of the library.</p> <p>Utilize call numbers to locate books in designated sections of the library.</p> <p>Identify locations of the ten main classes in the Dewey Decimal System.</p>	Observation
13 weeks and ongoing	Appreciation of Literature	<p>Mark Twain nominees and book trailers for nominees</p> <p>Holiday books</p> <p>Grade level appropriate and culturally diverse texts</p>	<p>Participate in the Mark Twain Reader Program by reading or listening to at least four of the twelve nominees and voting for their choice.</p> <p>Listen to or read holiday books and engage in related activities.</p> <p>Listen to or read culturally diverse literature available in the library.</p> <p>Listen to or read a variety of genres available in the library.</p>	<p>Observation and conferring</p> <p>Checklist of nominees read</p>

2 weeks and ongoing	Book Format	Grade level appropriate texts	Utilize the table of contents, index, glossary, bold word, graphs, diagrams, illustrations/photographs, captions, and maps and other text features to locate information.	Observation
6 weeks and ongoing	Reference Materials	Dictionaries, Thesauruses, Encyclopedias, Almanacs, Atlases (print or electronic)	Students will describe types of information found in dictionaries, thesauruses, encyclopedias, almanacs, and atlases and how they are organized. Students will compare/contrast print vs. online resources. Students will choose an appropriate resource to answer a question.	Students can share with a partner/whole class resources used to answer questions.
4 weeks and ongoing	Technology Skills	Chromebooks Individual student log-ins School library homepage/Destiny	Students will access and utilize resources on the library homepage. Students will use their chromebooks and their school library homepage to search for books by title, subject and author as well as an advanced search by subject, series, or keyword.	Observation, conferring
2 weeks and ongoing	21st Century Skill/Critical Thinking	Various STEM and Makerspace equipment/materials	Students will create solutions to problems using STEM materials. Students will share their creations/solutions with others to receive feedback from their peers.	Observation, conferring

Social Studies Integration Curriculum

Grade level: Fourth Grade	
<p><u>Missouri Learning Standards Social Studies 2016:</u></p> <p>History (bookshelf):</p> <ul style="list-style-type: none"> ● 3. Knowledge of continuity and change in the history of Missouri and the United States. <ul style="list-style-type: none"> ○ C- Identify and describe the contributions of historically significant individuals to America and the United States prior to 1800. <p>Civics:</p> <ul style="list-style-type: none"> ● 1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States. <ul style="list-style-type: none"> ○ A- With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed, and the redress of grievances. ○ B- Explain the major purposes of the U.S. Constitution; With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances, and popular sovereignty. ○ C- Explain the major purpose of the Bill of Rights; identify important principles in the Bill of Rights. ○ D- Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present. ○ E- Describe the character traits and civic attitudes of historically significant individuals in American history prior to 1800. 	<p><u>Suggestions:</u></p> <p>History 3C & Civics 1E: ongoing Consider having a special shelf for influential Americans just for 4th grade. Covered through Read Aloud (President’s Day, Black History Month, Inventors, etc.)</p> <p>Civics 1A, 1B, 1C: integrate into Unit 4: Reference Materials 1 lesson Direct Instruction Digital Media</p> <p>Civics 1D: integrate into Unit 2: Appreciation of Literature 1 lesson President’s Day, Black History Month (Ruby Bridges), Women’s History Month</p>

Geography:

- 5. *Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment.*
 - *A - Construct and interpret historical and current maps.*
 - *B - Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.*
 - *C - Identify and compare physical characteristics of specific regions within the nation. Identify and compare diverse human geographic characteristics of the nation.*
 - *D - Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.*
 - *E - Analyze how changes in communication and transportation technologies affect people's lives.*
 - *F - Identify different regions in the United States and analyze how their characteristics affect people who live there.*

Geography 5A, 5B, 5C: Integrate into Unit 4: **Reference Materials**

1 - 2 lesson

Digital Media

Geography 5D, 5E, 5F: Integrate into Units 2 & 4: **Appreciation of Literature and Reference Materials**

1 - 2 lesson

Biographies/Inventors

Choice Boards/Destiny Collections

TOTAL TIME REQUIRED TO INTEGRATE SS STANDARDS:

4 - 6 SESSIONS

Library/Media Course Overview

Grade level(s): 5th - 6th	
Course Rationale	Course Description
<i>The Intermediate Library Media Center serves to prepare students to be effective, responsible, and independent users of information. Students will develop knowledge and skills related to an appreciation of literature, safe use of technology and multimedia information resources, and research with interdisciplinary connections.</i>	<i>The Library Media Program will support students in becoming independent users of the Library Media Center. Students will learn ways to select books that will enhance their reading experiences both for pleasure and knowledge. They will develop skills in locating, using, and evaluating information from both print and electronic resources. The librarian will work within curriculum areas using a team approach enabling the library media specialist to teach in a truly integrated fashion.</i>
Transfer Goals/Big Ideas	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Think Critically ● Solve Problems ● Evaluate Information ● Read for Enjoyment and Pursuit of Learning 	
Priority Missouri Learning Standards/National Standards	
<p><u><i>American Association of School Librarians (AASL) Shared Foundations 2017:</i></u></p> <ul style="list-style-type: none"> ● <i>I. Inquire - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.</i> <i>Learners approach the world from an inquiry stance.</i> <ul style="list-style-type: none"> ○ <i>A. Think - Learners ask questions rooted in prior knowledge and curiosity</i> <ul style="list-style-type: none"> ■ <i>Learners display curiosity and initiative by:</i> <ol style="list-style-type: none"> 1. <i>Formulating questions about a personal interest or a curricular topic.</i> 2. <i>Recalling prior and background knowledge as context for new meaning.</i> 	

- *B. Create - Learners strive to make meaning and create new knowledge using an inquiry process.*
 - *Learners engage with new knowledge by following a process that includes:*
 1. *Using evidence to investigate questions.*
 2. *Devising and implementing a plan to fill knowledge gaps.*
 3. *Generating products that illustrate learning.*
- *C. Share - Learners share designs, solutions, and evidence with peers and authentic audiences.*
 - *Learners adapt, communicate, and exchange learning products with others in a cycle that includes:*
 1. *Interacting with content presented by others.*
 2. *Providing constructive feedback.*
 3. *Acting on feedback to improve.*
 4. *Sharing products with an authentic audience*
- *D. Grow - Learners make personal connections by engaging in an iterative inquiry process and reflecting on their learning.*
 - *Learners participate in an ongoing inquiry-based process by:*
 1. *Continually seeking knowledge.*
 2. *Engaging in sustained inquiry.*
 3. *Enacting new understanding through real-world connections.*
 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.***
 - Learners demonstrate empathy and equity as they embrace diversity and make informed decisions.***
 - *A. Think - Learners appreciate the value of and critically analyze the merits of different perspectives.*
 - *Learners contribute a balanced perspective when participating in a learning community by:*
 1. *Articulating an awareness of the contributions of a range of learners.*
 2. *Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.*
 3. *Describing their understanding of cultural relevancy and placement within the global learning community*
 - *B. Create - Learners deepen their understandings as they identify with the stories, thinking, and experiences of others.*
 - *Learners adjust their awareness of the global learning community by:*
 1. *Interacting with learners who reflect a range of perspectives.*
 2. *Evaluating a variety of perspectives during learning activities.*
 3. *Representing diverse perspectives during learning activities.*
 - *C. Share - Learners respectfully communicate thoughts and ideas while listening to others who have contrasting points of view.*
 - *Learners exhibit empathy with and tolerance for diverse ideas by:*
 1. *Engaging in informed conversation and active debate.*
 2. *Contributing to discussions in which multiple viewpoints on a topic are expressed.*

- *D. Grow - Learners seek opportunities to learn about others' differing experiences and opinions.*
 - *Learners demonstrate empathy and equity in knowledge building within the global learning community by:*
 1. *Seeking interactions with a range of learners.*
 2. *Demonstrating interest in other perspectives during learning activities.*
 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.**

Learners demonstrate the communication strategies needed to participate fully in a learning community.

 - *A. Think - Learners deepen understandings and solve problems more effectively when they work together*
 - *Learners identify collaborative opportunities by:*
 1. *Demonstrating their desire to broaden and deepen understandings.*
 2. *Developing new understandings through engagement in a learning group.*
 3. *Deciding to solve problems informed by group interaction.*
 - *B. Create - Learners use a variety of communication tools and resources to articulate their thoughts, negotiate meaning, and integrate new ideas into their thinking.*
 - *Learners participate in personal, social, and intellectual networks by:*
 1. *Using a variety of communication tools and resources.*
 2. *Establishing connections with other learners to build on their own prior knowledge and create new knowledge*
 - *C. Share - Learners solicit and respond to feedback, think flexibly, and seek diverse perspectives when solving problems.*
 - *Learners work productively with others to solve problems by:*
 1. *Soliciting and responding to feedback from others.*
 2. *Involving diverse perspectives in their own inquiry processes.*
 - *D. Grow - Learners learn with and from others by contributing to discussions and making meaning together*
 - *Learners actively participate with others in learning situations by:*
 1. *1. Actively contributing to group discussions.*
 2. *2. Recognizing learning as a social responsibility.*
- **IV. Curate - Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance**

Learners become critical thinkers and discerning users of information and look beyond obvious sources.

 - *A. Think - Learners find, evaluate and select information sources in response to an information need.*
 - *Learners act on an information need by:*
 1. *Determining the need to gather information.*
 2. *Identifying possible sources of information.*
 3. *Making critical choices about information sources to use.*
 - *B. Create - Learners add value to a collection of resources by organizing and annotating them.*

- *Learners gather information appropriate to the task by:*
 1. *Seeking a variety of sources.*
 2. *Collecting information representing diverse perspectives.*
 3. *Systematically questioning and assessing the validity and accuracy of information.*
 4. *Organizing information by priority, topic, or other systematic scheme*
 - *C. Share - Learners develop their own personal resource collections and exchange organized information sets with others.*
 - *Learners exchange information resources within and beyond their learning community by:*
 1. *Accessing and evaluating collaboratively constructed information sites.*
 2. *Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.*
 3. *Joining with others to compare and contrast information derived from collaboratively constructed information sites.*
 - *D. Grow - Learners reflect on and revise their information sets in an initiative process.*
 - *Learners select and organize information for a variety of audiences by:*
 1. *Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.*
 2. *Integrating and depicting in a conceptual knowledge network their understanding gained from resources.*
 3. *Openly communicating curation processes for others to use, interpret, and validate.*
- **V. Explore - Learners have a growth mindset and develop the habit of lifelong learning.**
 - *A. Think - Learners extend learning as they pursue topics of personal interest by reading, writing, and tinkering.*
 - *Learners develop and satisfy personal curiosity by:*
 1. *Reading widely and deeply in multiple formats and write and create for a variety of purposes.*
 2. *Reflecting and questioning assumptions and possible misconceptions.*
 3. *Engaging in inquiry-based processes for personal growth.*
 - *B. Create - Learners construct new knowledge and solutions that are personally relevant using inquiry and design processes.*
 - *Learners construct new knowledge by:*
 1. *Problem solving through cycles of design, implementation, and reflection.*
 2. *Persisting through self-directed pursuits by tinkering and making.*
 - *C. Share - Learners work in local and global communities to identify, investigate, and solve authentic problems.*
 - *Learners engage with the learning community by:*
 1. *Expressing curiosity about a topic of personal interest or curricular relevance.*
 2. *Co-constructing innovative means of investigation.*
 3. *Collaboratively identifying innovative solutions to a challenge or problem.*
 - *D. Grow - Learners identify their own potential by accepting feedback and self-assessing.*
 - *Learners develop through experience and reflection by:*
 1. *Iteratively responding to challenges.*

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

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

● **VI. Engage - Learners demonstrate integrity in their use of information and ideas.**

○ *A. Think - Learners maintain a critical stance while exploring, using, and citing a wide range of resources.*

■ *Learners follow ethical and legal guidelines for gathering and using information by:*

1. *Responsibly applying information, technology, and media to learning.*

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

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

○ *B. Create - Learners effectively communicate new ideas while acknowledging and respecting intellectual property rights.*

■ *Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:*

1. *Ethically using and reproducing others' work.*

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

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

○ *C. Share - Learners practice civil discourse and cultural awareness by participating in local and global communities.*

■ *Learners responsibly, ethically, and legally share new information with a global community by:*

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

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

○ *D. Grow - Learners use information, technology, and media responsibly while reflecting on their learning and seeking to inspire others.*

■ *Learners engage with information to extend personal learning by:*

1. *Personalizing their use of information and information technologies.*

2. *Reflecting on the process of ethical generation of knowledge.*

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

MO Learning Standards (MLS) English Language Arts 2016 (K-5):

Reading:

● 1. *Develop and apply skills to the reading process*

○ *C - Making Connections*

○ *D - Independent Text*

● 2. *Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.*

○ *A - Fiction*

○ *B - Poetry*

○ *C - Drama*

● 4. *Comprehend and Analyze words, images, graphics and sounds in various media and digital forms to impact meaning*

- A - Digital and Media Literacy

Writing:

- 1. Apply a writing process to develop a text for audience and purpose
 - D - Produce/Publish and Share Writing
- 3. Gather, analyze, evaluate, and use information from a variety of sources
 - A - Research Process
 -

MO Learning Standards (MLS) English Language Arts 2016 (6-12):

Reading Literary Text:

- 3. Synthesize Ideas from Multiple Texts
 - A - Text in Forms
 - B - Relationships in Texts
 - C - Historical Context
 - D - Comprehension

Reading Informational Text:

- 3. Synthesize Ideas from Multiple Texts
 - A - Text/Forms
 - B - Relationship/ Texts
 - C - Historical Context

Writing:

- 1. Approaching the Task as a Researcher
 - A - Research

MO Learning Standards (MLS) Computer Science (5th grade):

Impacts of Computing:

- Safety Laws and Ethics
 - 1 - Observe intellectual property rights and give credit when using resources.
 - 2 - Continue to discuss and understand the implications of positive and negative digital footprints and that they never go away



Unit 1: *Access to Information*

Standards	Transfer Goal(s) /Big Ideas	
<p>AASL: I. Inquire IV. Curate V. Explore</p> <p>MLS - ELA (K-5): Reading: <ul style="list-style-type: none"> 1. Develop and apply skills to the reading process </p> <p>MLS - ELA (6-12): Reading Informational Text: <ul style="list-style-type: none"> 3. Synthesize Ideas from Multiple Texts </p> <p>MLS - Computer Science: Impacts of Computing <ul style="list-style-type: none"> Safety, Law & Ethics </p>	<ul style="list-style-type: none"> Think Critically <ul style="list-style-type: none"> Identify library resources that will support student’s interests Evaluate Information <ul style="list-style-type: none"> Determine the proper resources to support research needs 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> They have multiple resources available to support their academic and personal interests. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> Why is it essential to be able to navigate and use the library resources? What resources are available? How can resources be accessed and utilized?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> Navigate and use the library to access materials Utilize Online Public Access Catalog (OPAC), subscription databases, and internet to curate a wide variety of resources for research needs Navigate, organize and use a variety of resources to aide in research 		
Unit Duration:		
2 visits		



Unit 2:
Appreciation of Literature

Standards	Transfer Goal(s) /Big Ideas	
<p>AASL: I. Inquire II. Include IV. Curate VI. Engage</p> <p>MLS - ELA (K-5): Reading: <ul style="list-style-type: none">1. Develop and apply skills to the reading process2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p>MLS - ELA (6-12): Reading Literary Text: <ul style="list-style-type: none">3. Synthesize ideas from Multiple Texts</p>	<ul style="list-style-type: none">● Think Critically<ul style="list-style-type: none">○ Understanding that literature, like life, is full of diverse characters and settings● Read for Enjoyment and Pursuit of Learning<ul style="list-style-type: none">○ Gain empathy and respect for people of other cultures, races and religion and apply that understanding towards real life relationships	
	<p style="text-align: center;">Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none">● By challenging themselves as readers, they can explore diverse cultures and perspectives that provide windows and mirrors in which they can see themselves and others who are not like them.	<p style="text-align: center;">Essential Questions</p> <p><i>Students will consider...</i></p> <ul style="list-style-type: none">● Why is it important to build lifelong reading habits?● How does literature help us gain empathy and respect for all types of people?

Learning Targets

Students will...

- Read from a variety of formats including digital and print resources.
- Explore new genres that fulfill interests (graphic novels, magazines, e-books)
- Challenge themselves as readers to go beyond the previous depth, length and breadth of topics.
- Become more aware of literature as a reflection of and an influence on human experience. (windows and mirrors)
- Be exposed to the books nominated for state and national awards.
- Refer to blogs, websites, best-selling lists, and other online and print resources that help guide literature choices.
- Demonstrate appreciation of literature and other creative expressions leading to aesthetic growth and the development of personal interests.

Unit Duration:

Ongoing throughout the school year



Unit 3: *The Research Process*

Standards	Transfer Goal(s) /Big Ideas		
<p>AASL:</p> <p>I. Inquire II. Include III. Collaborate IV. Curate V. Explore</p> <p>MLS - ELA (K-5):</p> <p>Reading:</p> <ul style="list-style-type: none">1. Develop and apply skills to the reading process4. Comprehend and Analyze words, images, graphics and sounds in various media and digital forms to impact meaning <p>Writing:</p> <ul style="list-style-type: none">3. Gather, analyze, evaluate, and use information from a variety of sources <p>MLS - ELA (6-12):</p> <p>Reading Informational Text:</p> <ul style="list-style-type: none">3. Synthesize Ideas from Multiple Texts <p>Writing:</p> <ul style="list-style-type: none">1. Approaching the Task as a Researcher	<ul style="list-style-type: none">Think critically about the information gathered to support the research topicEvaluate the credibility of sources while citing and giving proper credit to original sourcesSynthesize for the purpose of sharing new learning	Enduring Understandings	Essential Questions
		<p><i>Students will understand that...</i></p> <ul style="list-style-type: none">Researching involves gathering information from a variety of relevant sources, both digital and print. All resources need to be evaluated to determine their credibility. Using databases has distinct advantages over search engines.	<p><i>Students will consider...</i></p> <ul style="list-style-type: none">How will you best choose resources to support your research?How do you evaluate information to determine its credibility?How do you properly cite sources for your research?

Learning Targets

Students will...

- Formulate essential questions on a topic to select an appropriate resource
- Apply relevant information from experiences or gather relevant information from print and digital sources
- Analyze and evaluate resources for accuracy and reliability
- Summarize and paraphrase information in notes and finished work
- Use proper citation to credit the original source
- Demonstrate the ability to locate an answer to a questions by synthesizing information from multiple sources
- Understand copyright limitations of multimedia materials, fair use policies, plagiarism, and the public domain

Unit Duration:

Ongoing throughout the year



Unit 4: *Technology and Digital Citizenship*

Standards	Transfer Goal(s) /Big Ideas	
<p>AASL: I. Inquire II. Include III. Collaborate IV. Curate V. Explore VI. Engage</p> <p>MLS - ELA (K-5) Writing: <ul style="list-style-type: none"> ● 1 D - Produce/Publish and Share Writing </p> <p>MLS - ELA (6-12): Writing: <ul style="list-style-type: none"> ● 3. Approaching the Task as a Reader </p> <p>MLS - Computer Science: Impacts of Computing <ul style="list-style-type: none"> ● Safety, Law & Ethics </p>	<ul style="list-style-type: none"> ● Think critically about which digital tool will best support organization of information ● Demonstrate new understanding using digital tools ● Practice being a responsible digital citizen 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> It is important to practice responsible and ethical use of information while using a variety of interactive tools to aid in productivity and collaboration.</p>	<p><i>Students will consider...</i> Which digital tool will best support organization of information? Why is it important to be a responsible digital citizen?</p>
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Explore tools to help with personal and collaborative organization of information for projects (calendars, brainstorming, collaboration tools/apps) ● Use interactive tools to explore, share, and publish new understanding (Padlet, Google Workspace for Education, Flipgrid, Screencastify, etc.) ● Respect copyright/intellectual property rights of content providers ● Recognize fair use and copyright law and understand consequences of plagiarism in school and beyond 		

- Use citation tools to document quotations and cite sources using correct bibliographic formats
- Describe the concept of digital footprint
- Practice responsible and ethical use of information resources, both in their own library and in other institutions
- Use social networking tools to responsibly and safely share information and ideas and to collaborate with others

Unit Duration:

Ongoing throughout the school year



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Access to Information	<ul style="list-style-type: none"> ● Destiny ● LC website ● Databases ● Public Library Website 	<ul style="list-style-type: none"> ● Navigate and use the library to access materials ● Utilize OPAC, subscription databases, public library resource access, and internet to curate a wide variety of resources for research needs ● Navigate, organize and use a variety of resources to aide in research 	<ul style="list-style-type: none"> ● Observation ● Classroom Teacher Feedback ● Exit Ticket
Ongoing	Appreciation of Literature	<ul style="list-style-type: none"> ● Diverse collection of literature ● State and National Award Nominated Books ● Online recommendation websites 	<ul style="list-style-type: none"> ● Formulate essential questions on a topic to select an appropriate resource ● Apply relevant information from experiences or gather relevant information from print and digital sources ● Analyze and evaluate resources for accuracy and reliability ● Summarize and paraphrase information in notes and finished work ● Use proper citation to credit the original source ● Demonstrate the ability to locate an answer to a questions by 	<ul style="list-style-type: none"> ● Observation ● Classroom Teacher Feedback ● Exit Ticket

Ongoing	Research Process	<ul style="list-style-type: none"> ● Dictionaries ● Thesauruses ● Encyclopedias ● Almanacs ● Atlases (print or electronic) ● Databases ● Credible websites 	<p>synthesizing information from multiple sources</p> <ul style="list-style-type: none"> ● Understand copyright limitations of multimedia materials, fair use policies, plagiarism, and the public domain ● Formulate essential questions on a topic to select an appropriate resource ● Apply relevant information from experiences or gather relevant information from print and digital sources ● Analyze and evaluate resources for accuracy and reliability ● Summarize and paraphrase information in notes and finished work ● Use proper citation to credit the original source ● Demonstrate the ability to locate an answer to a questions by synthesizing information from multiple sources ● Understand copyright limitations of multimedia materials, fair use policies, plagiarism, and the public domain 	<ul style="list-style-type: none"> ● Observation ● Classroom Teacher Feedback ● Exit Ticket
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Ongoing	Technology/ Digital Citizenship	<ul style="list-style-type: none"> ● Interactive Tools 	<ul style="list-style-type: none"> ● Explore tools to help with personal and collaborative organization of information for projects (calendars, brainstorming, collaboration tools/apps) ● Use interactive tools to explore, share, and publish new understanding (Padlet, Google, Flipgrid, Screencastify, etc.) ● Respect copyright/intellectual property rights of content providers ● Recognize fair use and copyright law and understand consequences of plagiarism in school and beyond ● Use citation tools to document quotations and cite sources using correct bibliographic formats ● Describe the concept of digital footprint ● Practice responsible and ethical use of information resources, both in their own library and in other institutions ● Use social networking tools to responsibly and safely share information and ideas and to collaborate with others 	<ul style="list-style-type: none"> ● Observation ● Classroom Teacher Feedback ● Exit Ticket
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Library/Media Course Overview

Grade level(s): 7th-8th grade

Course Rationale

The Library Media Center serves to prepare students to be effective, responsible, and independent users of information. Students will develop knowledge and skills related to an appreciation of literature, safe use of technology and multimedia information resources, and research with interdisciplinary connections.

Course Description

The Library Media Program will provide a resource-rich environment that empowers students to become effective users of information and technologies, fosters a love of reading, and prepares students for a productive role in a global society. The librarian will work within curriculum areas using a team approach enabling the library media specialist to teach in a truly integrated fashion.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to...

- Think Critically
- Solve Problems
- Evaluate Information
- Read for Enjoyment and Pursuit of Learning

Priority Missouri Learning Standards/National Standards

American Association of School Librarians (AASL) Shared Foundations 2017:

- ***I. Inquire - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.***
Learners approach the world from an inquiry stance.
 - *A. Think - Learners ask questions rooted in prior knowledge and curiosity*
 - *Learners display curiosity and initiative by:*
 1. *Formulating questions about a personal interest or a curricular topic.*
 2. *Recalling prior and background knowledge as context for new meaning.*
 - *B. Create - Learners strive to make meaning and create new knowledge using an inquiry process.*

- *D. Grow - Learners seek opportunities to learn about others' differing experiences and opinions.*
 - *Learners demonstrate empathy and equity in knowledge building within the global learning community by:*
 1. *Seeking interactions with a range of learners.*
 2. *Demonstrating interest in other perspectives during learning activities.*
 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.**

Learners demonstrate the communication strategies needed to participate fully in a learning community.

 - *A. Think - Learners deepen understandings and solve problems more effectively when they work together*
 - *Learners identify collaborative opportunities by:*
 1. *Demonstrating their desire to broaden and deepen understandings.*
 2. *Developing new understandings through engagement in a learning group.*
 3. *Deciding to solve problems informed by group interaction.*
 - *B. Create - Learners use a variety of communication tools and resources to articulate their thoughts, negotiate meaning, and integrate new ideas into their thinking.*
 - *Learners participate in personal, social, and intellectual networks by:*
 1. *Using a variety of communication tools and resources.*
 2. *Establishing connections with other learners to build on their own prior knowledge and create new knowledge*
 - *C. Share - Learners solicit and respond to feedback, think flexibly, and seek diverse perspectives when solving problems.*
 - *Learners work productively with others to solve problems by:*
 1. *Soliciting and responding to feedback from others.*
 2. *Involving diverse perspectives in their own inquiry processes.*
 - *D. Grow - Learners learn with and from others by contributing to discussions and making meaning together*
 - *Learners actively participate with others in learning situations by:*
 1. *1. Actively contributing to group discussions.*
 2. *2. Recognizing learning as a social responsibility.*
- **IV. Curate - Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance**

Learners become critical thinkers and discerning users of information and look beyond obvious sources.

 - *A. Think - Learners find, evaluate and select information sources in response to an information need.*
 - *Learners act on an information need by:*
 1. *Determining the need to gather information.*
 2. *Identifying possible sources of information.*
 3. *Making critical choices about information sources to use.*
 - *B. Create - Learners add value to a collection of resources by organizing and annotating them.*

- *Learners gather information appropriate to the task by:*
 1. *Seeking a variety of sources.*
 2. *Collecting information representing diverse perspectives.*
 3. *Systematically questioning and assessing the validity and accuracy of information.*
 4. *Organizing information by priority, topic, or other systematic scheme*
 - *C. Share - Learners develop their own personal resource collections and exchange organized information sets with others.*
 - *Learners exchange information resources within and beyond their learning community by:*
 1. *Accessing and evaluating collaboratively constructed information sites.*
 2. *Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.*
 3. *Joining with others to compare and contrast information derived from collaboratively constructed information sites.*
 - *D. Grow - Learners reflect on and revise their information sets in an initiative process.*
 - *Learners select and organize information for a variety of audiences by:*
 1. *Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.*
 2. *Integrating and depicting in a conceptual knowledge network their understanding gained from resources.*
 3. *Openly communicating curation processes for others to use, interpret, and validate.*
- ***V. Explore - Learners have a growth mindset and develop the habit of lifelong learning.***
 - *A. Think - Learners extend learning as they pursue topics of personal interest by reading, writing, and tinkering.*
 - *Learners develop and satisfy personal curiosity by:*
 1. *Reading widely and deeply in multiple formats and write and create for a variety of purposes.*
 2. *Reflecting and questioning assumptions and possible misconceptions.*
 3. *Engaging in inquiry-based processes for personal growth.*
 - *B. Create - Learners construct new knowledge and solutions that are personally relevant using inquiry and design processes.*
 - *Learners construct new knowledge by:*
 1. *Problem solving through cycles of design, implementation, and reflection.*
 2. *Persisting through self-directed pursuits by tinkering and making.*
 - *C. Share - Learners work in local and global communities to identify, investigate, and solve authentic problems.*
 - *Learners engage with the learning community by:*
 1. *Expressing curiosity about a topic of personal interest or curricular relevance.*
 2. *Co-constructing innovative means of investigation.*
 3. *Collaboratively identifying innovative solutions to a challenge or problem.*
 - *D. Grow - Learners identify their own potential by accepting feedback and self-assessing.*
 - *Learners develop through experience and reflection by:*
 1. *Iteratively responding to challenges.*

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

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

● **VI. Engage - Learners demonstrate integrity in their use of information and ideas.**

○ *A. Think - Learners maintain a critical stance while exploring, using, and citing a wide range of resources.*

■ *Learners follow ethical and legal guidelines for gathering and using information by:*

1. *Responsibly applying information, technology, and media to learning.*

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

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

○ *B. Create - Learners effectively communicate new ideas while acknowledging and respecting intellectual property rights.*

■ *Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:*

1. *Ethically using and reproducing others' work.*

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

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

○ *C. Share - Learners practice civil discourse and cultural awareness by participating in local and global communities.*

■ *Learners responsibly, ethically, and legally share new information with a global community by:*

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

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

○ *D. Grow - Learners use information, technology, and media responsibly while reflecting on their learning and seeking to inspire others.*

■ *Learners engage with information to extend personal learning by:*

1. *Personalizing their use of information and information technologies.*

2. *Reflecting on the process of ethical generation of knowledge.*

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

MO Learning Standards (MLS) English Language Arts 2016 (6-12):

Reading Literary Text:

● **3. Synthesize Ideas from Multiple Texts**

○ *A - Text in Forms*

○ *B - Relationships in Texts*

○ *C - Historical Context*

○ *D - Comprehension*

Reading Informational Text:

● **3. Synthesize Ideas from Multiple Texts**

○ *A - Text/Forms*

- *B - Relationship/ Texts*
- *C - Historical Context*

Writing:

- *1. Approaching the Task as a Researcher*
 - *A - Research*
- *3. Approaching the Task as a Reader*
 - *A- Revise and Edit*
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others (grade 7).



Unit 1: *Access to Information*

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire IV. Curate V. Explore MLS: Reading Informational Text: <ul style="list-style-type: none"> ● 3. Synthesize Ideas from Multiple Texts 	<ul style="list-style-type: none"> ● Think Critically <ul style="list-style-type: none"> ○ Identify library resources that will support student’s interests ● Evaluate Information <ul style="list-style-type: none"> ○ Determine the proper resources to support research needs 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> ● They have multiple resources available to support their academic and personal interests. 	<i>Students will consider...</i> <ul style="list-style-type: none"> ● Why is it essential to be able to navigate and use the library resources? ● What resources are available? ● How can resources be accessed and utilized?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Navigate and use the library to access materials ● Utilize Online Public Access Catalog (OPAC), subscription databases, public library resource access, and internet to curate a wide variety of resources for research needs ● Navigate, organize and use a variety of resources to aide in research 		
Unit Duration:		
2 Visits		



Unit 2: *Appreciation of Literature*

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire II. Include IV. Curate VI. Engage MLS: Reading Literary Text: <ul style="list-style-type: none"> ● 3. Synthesize ideas from Multiple Texts 	<ul style="list-style-type: none"> ● Think Critically <ul style="list-style-type: none"> ○ Understanding that literature, like life, is full of diverse characters and settings ● Read for Enjoyment and Pursuit of Learning <ul style="list-style-type: none"> ○ Gain empathy and respect for people of other cultures, races and religion and apply that understanding towards real life relationships 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> ● By challenging themselves as readers, they can explore diverse cultures and perspectives that provide windows and mirrors in which they can see themselves and others who are not like them. 	<i>Students will consider...</i> <ul style="list-style-type: none"> ● Why is it important to build lifelong reading habits? ● How does literature help us gain empathy and respect for all types of people?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Read from a variety of formats including digital and print resources. ● Explore new genres that fulfill interests (graphic novels, magazines, e-books) ● Challenge themselves as readers to go beyond the previous depth, length and breadth of topics. ● Become more aware of literature as a reflection of and an influence on human experience. (windows and mirrors) ● Be exposed to the books nominated for state and national awards. ● Refer to blogs, websites, best-selling lists, and other online and print resources that help guide literature choices. ● Demonstrate appreciation of literature and other creative expressions lead to aesthetic growth and the development of personal interests. 		
Unit Duration:		
Ongoing throughout school year		



Unit 3: *Research Process*

Standards	Transfer Goal(s) /Big Ideas	
<p>AASL: I. Inquire II. Include III. Collaborate IV. Curate V. Explore</p> <p>MLS: Reading Informational Text: <ul style="list-style-type: none"> ● 3. Synthesize Ideas from Multiple Texts Writing: <ul style="list-style-type: none"> ● 1. Approaching the Task as a Researcher ● 3. Approaching the Task as a Reader </p>	<ul style="list-style-type: none"> ● Think critically about the information gathered to support the research topic ● Evaluate the credibility of sources while citing and giving proper credit to original sources ● Synthesize for the purpose of sharing new learning 	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Researching involves gathering information from a variety of relevant sources, both digital and print. All resources need to be evaluated to determine their credibility. Using databases has distinct advantages over search engines. 	<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> ● How will you best choose resources to support your research? ● How do you evaluate information to determine its credibility? ● How do you properly cite sources for your research?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Formulate essential questions on a topic to select an appropriate resource ● Apply relevant information from experiences or gather relevant information from print and digital sources ● Analyze and evaluate resources for accuracy and reliability ● Summarize and paraphrase information in notes and finished work ● Use proper citation to credit the original source ● Demonstrate the ability to locate an answer to a questions by synthesizing information from multiple sources 		

- Understand copyright limitations of multimedia materials, fair use policies, plagiarism, and the public domain

Unit Duration:

Ongoing throughout school year



Unit 4: *Technology/Digital Citizenship*

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire II. Include III. Collaborate IV. Curate V. Explore VI. Engage MLS: Writing: <ul style="list-style-type: none"> ● 3. Approaching the Task as a Reader 	<ul style="list-style-type: none"> ● Think critically about which digital tool will best support organization of information ● Demonstrate new understanding using digital tools ● Practice being a responsible digital citizen 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> It is important to practice responsible and ethical use of information while using a variety of interactive tools to aid in productivity and collaboration.	<i>Students will consider...</i> Which digital tool will best support organization of information? Why is it important to be a responsible digital citizen?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Explore tools to help with personal and collaborative organization of information for projects (calendars, brainstorming, collaboration tools/apps) ● Use interactive tools to explore, share, and publish new understanding (Padlet, Google Workspace for Education, Flipgrid, Screencastify, etc.) ● Respect copyright/intellectual property rights of content providers ● Recognize fair use and copyright law and understand consequences of plagiarism in school and beyond ● Use citation tools to document quotations and cite sources using correct bibliographic formats ● Describe the concept of digital footprint ● Practice responsible and ethical use of information resources, both in their own library and in other institutions ● Use social networking tools to responsibly and safely share information and ideas and to collaborate with others 		
Unit Duration:		
Ongoing throughout school year		



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Access to Information	<ul style="list-style-type: none"> ● Destiny ● LC website ● Databases ● Public Library Website 	<ul style="list-style-type: none"> ● Navigate and use the library to access materials ● Utilize OPAC, subscription databases, public library resource access, and internet to curate a wide variety of resources for research needs ● Navigate, organize and use a variety of resources to aide in research 	<ul style="list-style-type: none"> ● Observation ● Classroom Teacher Feedback ● Exit Ticket
Ongoing	Appreciation of Literature	<ul style="list-style-type: none"> ● Diverse collection of literature ● State and National Award Nominated Books ● Online recommendation websites 	<ul style="list-style-type: none"> ● Formulate essential questions on a topic to select an appropriate resource ● Apply relevant information from experiences or gather relevant information from print and digital sources ● Analyze and evaluate resources for accuracy and reliability ● Summarize and paraphrase information in notes and finished work ● Use proper citation to credit the original source ● Demonstrate the ability to locate an answer to a questions by 	<ul style="list-style-type: none"> ● Observation ● Classroom Teacher Feedback ● Exit Ticket

Ongoing	Research Process	<ul style="list-style-type: none"> ● Dictionaries ● Thesauruses ● Encyclopedias ● Almanacs ● Atlases (print or electronic) ● Databases ● Credible websites 	<p>synthesizing information from multiple sources</p> <ul style="list-style-type: none"> ● Understand copyright limitations of multimedia materials, fair use policies, plagiarism, and the public domain <ul style="list-style-type: none"> ● Formulate essential questions on a topic to select an appropriate resource ● Apply relevant information from experiences or gather relevant information from print and digital sources ● Analyze and evaluate resources for accuracy and reliability ● Summarize and paraphrase information in notes and finished work ● Use proper citation to credit the original source ● Demonstrate the ability to locate an answer to a questions by synthesizing information from multiple sources ● Understand copyright limitations of multimedia materials, fair use policies, plagiarism, and the public domain 	<ul style="list-style-type: none"> ● Observation ● Classroom Teacher Feedback ● Exit Ticket
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Ongoing	Technology/ Digital Citizenship	<ul style="list-style-type: none"> ● Interactive Tools 	<ul style="list-style-type: none"> ● Explore tools to help with personal and collaborative organization of information for projects (calendars, brainstorming, collaboration tools/apps) ● Use interactive tools to explore, share, and publish new understanding (Padlet, Google, Flipgrid, Screencastify) ● Respect copyright/intellectual property rights of content providers ● Recognize fair use and copyright law and understand consequences of plagiarism in school and beyond ● Use citation tools to document quotations and cite sources using correct bibliographic formats ● Describe the concept of digital footprint ● Practice responsible and ethical use of information resources, both in their own library and in other institutions ● Use social networking tools to responsibly and safely share information and ideas and to collaborate with others 	<ul style="list-style-type: none"> ● Observation ● Classroom Teacher Feedback ● Exit Ticket
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Library/Media Course Overview

Grade level(s): 9th - 12th

Course Rationale

The rationale of the SCSD High School Library Media Center Program is to prepare students to be effective, responsible, and independent users of information. We strive to increase the information literacy of our students through instruction in the Library Media Center and collaboration with the entire school community.

Course Description

The high school library media program equips students to be information literate, life-long learners, and skilled users of academic, personal, and career-related information in a rapidly evolving digital world. It provides a full range of print and digital resources which represent a diversity of experiences, opinions, social and cultural perspectives, and promotes reading to satisfy students' academic and personal needs. Librarians collaborate with classroom teachers to foster digital literacy, research, and reading promotion to provide authentic, personalized experiences for students to enhance their learning. Content includes access to information, appreciation of literature, research process, and technology/digital citizenship.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to...

- Think Critically
- Solve Problems
- Evaluate Information
- Read for Enjoyment and Pursuit of Learning
- Demonstrate new understanding using digital tools
- Practice being a responsible digital citizen

Priority Missouri Learning Standards/National Standards

American Association of School Librarians (AASL) Shared Foundations 2017:

- ***I. Inquire - Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.***
Learners approach the world from an inquiry stance.
 - *A. Think - Learners ask questions rooted in prior knowledge and curiosity*

- *Learners exhibit empathy with and tolerance for diverse ideas by:*
 1. *Engaging in informed conversation and active debate.*
 2. *Contributing to discussions in which multiple viewpoints on a topic are expressed.*
 - *D. Grow - Learners seek opportunities to learn about others' differing experiences and opinions.*
 - *Learners demonstrate empathy and equity in knowledge building within the global learning community by:*
 1. *Seeking interactions with a range of learners.*
 2. *Demonstrating interest in other perspectives during learning activities.*
 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.**

Learners demonstrate the communication strategies needed to participate fully in a learning community.

 - *A. Think - Learners deepen understandings and solve problems more effectively when they work together*
 - *Learners identify collaborative opportunities by:*
 1. *Demonstrating their desire to broaden and deepen understandings.*
 2. *Developing new understandings through engagement in a learning group.*
 3. *Deciding to solve problems informed by group interaction.*
 - *B. Create - Learners use a variety of communication tools and resources to articulate their thoughts, negotiate meaning, and integrate new ideas into their thinking.*
 - *Learners participate in personal, social, and intellectual networks by:*
 1. *Using a variety of communication tools and resources.*
 2. *Establishing connections with other learners to build on their own prior knowledge and create new knowledge*
 - *C. Share - Learners solicit and respond to feedback, think flexibly, and seek diverse perspectives when solving problems.*
 - *Learners work productively with others to solve problems by:*
 1. *Soliciting and responding to feedback from others.*
 2. *Involving diverse perspectives in their own inquiry processes.*
 - *D. Grow - Learners learn with and from others by contributing to discussions and making meaning together*
 - *Learners actively participate with others in learning situations by:*
 1. *Actively contributing to group discussions.*
 2. *Recognizing learning as a social responsibility.*
- **IV. Curate - Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance**

Learners become critical thinkers and discerning users of information and look beyond obvious sources.

- *A. Think - Learners find, evaluate and select information sources in response to an information need.*
 - *Learners act on an information need by:*
 1. *Determining the need to gather information.*

- 2. *Identifying possible sources of information.*
 - 3. *Making critical choices about information sources to use.*
 - *B. Create - Learners add value to a collection of resources by organizing and annotating them.*
 - *Learners gather information appropriate to the task by:*
 - 1. *Seeking a variety of sources.*
 - 2. *Collecting information representing diverse perspectives.*
 - 3. *Systematically questioning and assessing the validity and accuracy of information.*
 - 4. *Organizing information by priority, topic, or other systematic scheme*
 - *C. Share - Learners develop their own personal resource collections and exchange organized information sets with others.*
 - *Learners exchange information resources within and beyond their learning community by:*
 - 1. *Accessing and evaluating collaboratively constructed information sites.*
 - 2. *Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.*
 - 3. *Joining with others to compare and contrast information derived from collaboratively constructed information sites.*
 - *D. Grow - Learners reflect on and revise their information sets in an initiative process.*
 - *Learners select and organize information for a variety of audiences by:*
 - 1. *Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.*
 - 2. *Integrating and depicting in a conceptual knowledge network their understanding gained from resources.*
 - 3. *Openly communicating curation processes for others to use, interpret, and validate.*
- ***V. Explore - Learners have a growth mindset and develop the habit of lifelong learning.***
 - *A. Think - Learners extend learning as they pursue topics of personal interest by reading, writing, and tinkering.*
 - *Learners develop and satisfy personal curiosity by:*
 - 1. *Reading widely and deeply in multiple formats and write and create for a variety of purposes.*
 - 2. *Reflecting and questioning assumptions and possible misconceptions.*
 - 3. *Engaging in inquiry-based processes for personal growth.*
 - *B. Create - Learners construct new knowledge and solutions that are personally relevant using inquiry and design processes.*
 - *Learners construct new knowledge by:*
 - 1. *Problem solving through cycles of design, implementation, and reflection.*
 - 2. *Persisting through self-directed pursuits by tinkering and making.*
 - *C. Share - Learners work in local and global communities to identify, investigate, and solve authentic problems.*
 - *Learners engage with the learning community by:*
 - 1. *Expressing curiosity about a topic of personal interest or curricular relevance.*
 - 2. *Co-constructing innovative means of investigation.*
 - 3. *Collaboratively identifying innovative solutions to a challenge or problem.*

- *D. Grow - Learners identify their own potential by accepting feedback and self-assessing.*
 - *Learners develop through experience and reflection by:*
 1. *Iteratively responding to challenges.*
 2. *Recognizing capabilities and skills that can be developed, improved, and expanded.*
 3. *Open-mindedly accepting feedback for positive and constructive growth.*
- **VI. Engage - Learners demonstrate integrity in their use of information and ideas.**
 - *A. Think - Learners maintain a critical stance while exploring, using, and citing a wide range of resources.*
 - *Learners follow ethical and legal guidelines for gathering and using information by:*
 1. *Responsibly applying information, technology, and media to learning.*
 2. *Understanding the ethical use of information, technology, and media.*
 3. *Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.*
 - *B. Create - Learners effectively communicate new ideas while acknowledging and respecting intellectual property rights.*
 - *Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:*
 1. *Ethically using and reproducing others' work.*
 2. *Acknowledging authorship and demonstrating respect for the intellectual property of others.*
 3. *Including elements in personal-knowledge products that allow others to credit content appropriately.*
 - *C. Share - Learners practice civil discourse and cultural awareness by participating in local and global communities.*
 - *Learners responsibly, ethically, and legally share new information with a global community by:*
 1. *Sharing information resources in accordance with modification, reuse, and remix policies.*
 2. *Disseminating new knowledge through means appropriate for the intended audience.*
 - *D. Grow - Learners use information, technology, and media responsibly while reflecting on their learning and seeking to inspire others.*
 - *Learners engage with information to extend personal learning by:*
 1. *Personalizing their use of information and information technologies.*
 2. *Reflecting on the process of ethical generation of knowledge.*
 3. *Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.*

MO Learning Standards (MLS) English Language Arts 2016:

Reading Literary Text:

- **3. Synthesize Ideas from Multiple Texts**
 - *A - Text in Forms*
 - *B - Relationships in Texts*
 - *C - Historical Context*
 - *D - Comprehension*

Reading Informational Text:

- 3. Synthesize Ideas from Multiple Texts
 - A - Text/Forms
 - B - Relationship/ Texts
 - C - Historical Context

Writing:

- 1. Approaching the Task as a Researcher
 - A - Research



Unit 1: *Access to Information*

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire IV. Curate V. Explore VI. Engage MLS: Reading Informational Text: <ul style="list-style-type: none">3. Synthesize Ideas from Multiple Texts	<ul style="list-style-type: none">Think critically when selecting resources for informational needsEvaluate information for credibility and appropriateness	
	Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none">They can access a variety of information for academic and personal inquiry-based pursuits.	Essential Questions <i>Students will consider...</i> <ul style="list-style-type: none">What are the specific information needs?What resources are available?How can resources be accessed and utilized?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none">Navigate and use the physical library to access materialsUtilize electronic resources such as the online library catalog, subscription databases, and Internet to curate a wide variety of resources for research needsNavigate, organize, and use a variety of resources to aid in research		
Unit Duration:		
Ongoing		



Unit 2: *Appreciation of Literature*

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire II. Include III. Collaborate VI. Engage MLS: Reading Literary Text: <ul style="list-style-type: none"> ● 3. Synthesize ideas from Multiple Texts 	<ul style="list-style-type: none"> ● Think critically to make connections between literature and life ● Read for enjoyment and pursuit of learning 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> ● Reading provides knowledge and insight into students' lives and that of others, and promotes understanding of the human experience. 	<i>Students will consider...</i> <ul style="list-style-type: none"> ● What type of reading material is needed for learning and/or personal enjoyment? ● How does reading encourage understanding of self and others?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Investigate resources for personal curiosity or interest to build upon knowledge ● Recognize award winning state, national, and other literature can provide perspective for other people's experiences and that of their own ● Awareness that reading is essential for acquiring knowledge and enhancing understanding ● Share reading experiences and/or opinions on literature with others ● Become more aware of literature as a reflection of and an influence on human experience (windows and mirrors). 		
Unit Duration:		
Ongoing		



Unit 3: *Research Process*

Standards	Transfer Goal(s) /Big Ideas	
<p>AASL: I. Inquire II. Include III. Collaborate IV. Curate V. Explore</p> <p>MLS: Reading Informational Text: ● 3. Synthesize Ideas from Multiple Texts</p> <p>Writing: ● 1. Approaching the Task as a Researcher</p>	<ul style="list-style-type: none">● Think critically when selecting resources for informational needs● Solve problems by utilizing the research process● Evaluate information for credibility and appropriateness	
		Enduring Understandings
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none">● They must evaluate information to determine its merit and use it ethically and legally in order to answer academic and personal questions.	<p><i>Students will consider...</i></p> <ul style="list-style-type: none">● Where can information be accessed?● What is the purpose and merit of that information?● How can that information be ethically and legally used?
Learning Targets		
<p><i>Students will...</i></p> <ul style="list-style-type: none">● Investigate and construct inquiry-based questions relating to academic and/or personal interests● Research multiple perspectives on topics● Respect ownership when working with others and/or using resources● Locate and select appropriate resources for academic and personal research needs● Evaluate information and sources for credibility● Demonstrate curiosity, creativity, and problem solving by exploring academic and/or personal interests		
Unit Duration:		
Ongoing		



Unit 4: Technology/Digital Citizenship

Standards	Transfer Goal(s) /Big Ideas	
AASL: I. Inquire II. Include III. Collaborate IV. Curate V. Explore MLS: Writing: <ul style="list-style-type: none"> ● 1. Approaching the Task as a Researcher 	<ul style="list-style-type: none"> ● Think critically when selecting resources for informational needs ● Solve problems by utilizing the research process ● Evaluate information for credibility and appropriateness ● Demonstrate new understanding using digital tools ● Practice being a responsible digital citizen 	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> <ul style="list-style-type: none"> ● They must evaluate any information for bias and credibility ● They must respect digital privacy and ownership rights ● They should be aware of digital tools to aid in productivity and collaboration 	<i>Students will consider...</i> <ul style="list-style-type: none"> ● What constitutes bias, misinformation, or unverified sources? ● How should information/media be presented to properly credit sources and/or collaborators? ● Which digital tool(s) are best for different products and collaborative efforts?
Learning Targets		
<i>Students will...</i> <ul style="list-style-type: none"> ● Analyze resources for bias and misinformation ● Demonstrates curiosity, creativity, and problem solving by exploring academic and/or personal interests ● Respect ownership when working with others and/or using resources (ie. avoiding plagiarism, recognizing collaborative work, and types of copyright) ● Utilize a variety of digital tools when curating, creating, and collaborating 		
Unit Duration:		
Ongoing		



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Ongoing	Access to Information	<ul style="list-style-type: none"> • Destiny • Library website • Subscription databases • Public library website 	<ul style="list-style-type: none"> • Navigate and use the library to access materials • Utilize online library catalog , subscription databases, public library resources, and Internet to curate a wide variety of resources for research needs • Navigate, organize, and use a variety of resources to aid in research 	<ul style="list-style-type: none"> • Observation • Classroom teacher feedback • Common Formative Assessment (CFA) 1, 2
Ongoing	Appreciation of Literature	<ul style="list-style-type: none"> • Diverse collection of literature • State, national and other award nominated books • Online recommendations 	<ul style="list-style-type: none"> • Draw conclusions about self and the world from literature • Investigate the wide variety of literature types (genres, themes, periods, etc.) • Share and/or discuss reading with others in order to enhance understanding 	<ul style="list-style-type: none"> • Observation • Classroom teacher feedback • Gateway readers voting/party • Survey and/or exit ticket
Ongoing	Research Process	<ul style="list-style-type: none"> • Print materials • Subscription databases • Internet resources 	<ul style="list-style-type: none"> • Formulate essential questions on a topic to select appropriate resources • Apply relevant information from personal experiences or gather 	<ul style="list-style-type: none"> • Observation • CFA 1, 2 • Classroom teacher feedback • Exit ticket

Ongoing	Technology/ Digital Citizenship	<ul style="list-style-type: none"> • Webtools and apps 	<p>relevant information from print and digital sources</p> <ul style="list-style-type: none"> • Analyze and evaluate resources for credibility • Summarize and paraphrase information • Use proper citation to credit sources as appropriate to discipline • Analyze, synthesize, and evaluate information from multiple sources • Understand copyright limitations of multimedia materials, fair use policies, plagiarism, the public domain, and Creative Commons <ul style="list-style-type: none"> • Use interactive tools to explore, share, and publish new understanding (Padlet, Google apps, Flipgrid, MyBib, Screencastify, etc.) • Respect and recognize copyright, intellectual property rights, and fair use to understand consequences of plagiarism • Use citation tools to assist with correct bibliographic formats • Understand responsibility in sharing information and ideas safely to collaborate with others 	<ul style="list-style-type: none"> • Observation • Classroom Teacher Feedback • Exit Ticket
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Appendix A

American Association of School Librarians (AASL) Standards Framework for Learners

From the National School Library Standards for Learners, School Librarians, and School Libraries | standards.aasli.org | © 2018 American Library Association



AASL Standards Framework for Learners

SHARED FOUNDATIONS AND KEY COMMITMENTS

DOMAINS AND COMPETENCIES	I. INQUIRE	II. INCLUDE	III. COLLABORATE	IV. CURATE	V. EXPLORE	VI. ENGAGE
	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	Work effectively with others to broaden perspectives and work toward common goals.	Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	Discover and innovate in a growth mindset developed through experience and reflection.	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	<p>Learners display curiosity and initiative by:</p> <ol style="list-style-type: none"> Formulating questions about a personal interest or a curricular topic. Recalling prior and background knowledge as context for new meaning. 	<p>Learners contribute a balanced perspective when participating in a learning community by:</p> <ol style="list-style-type: none"> Articulating an awareness of the contributions of a range of learners. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. Describing their understanding of cultural relevancy and placement within the global learning community. 	<p>Learners identify collaborative opportunities by:</p> <ol style="list-style-type: none"> Demonstrating their desire to broaden and deepen understandings. Developing new understandings through engagement in a learning group. Deciding to solve problems informed by group interaction. 	<p>Learners act on an information need by:</p> <ol style="list-style-type: none"> Determining the need to gather information. Identifying possible sources of information. Making critical choices about information sources to use. 	<p>Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> Reading widely and deeply in multiple formats and write and create for a variety of purposes. Reflecting and questioning assumptions and possible misconceptions. Engaging in inquiry-based processes for personal growth. 	<p>Learners follow ethical and legal guidelines for gathering and using information by:</p> <ol style="list-style-type: none"> Responsibly applying information, technology, and media to learning. Understanding the ethical use of information, technology, and media. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
B. CREATE	<p>Learners engage with new knowledge by following a process that includes:</p> <ol style="list-style-type: none"> Using evidence to investigate questions. Devising and implementing a plan to fill knowledge gaps. Generating products that illustrate learning. 	<p>Learners adjust their awareness of the global learning community by:</p> <ol style="list-style-type: none"> Interacting with learners who reflect a range of perspectives. Evaluating a variety of perspectives during learning activities. Representing diverse perspectives during learning activities. 	<p>Learners participate in personal, social, and intellectual networks by:</p> <ol style="list-style-type: none"> Using a variety of communication tools and resources. Establishing connections with other learners to build on their own prior knowledge and create new knowledge. 	<p>Learners gather information appropriate to the task by:</p> <ol style="list-style-type: none"> Seeking a variety of sources. Collecting information representing diverse perspectives. Systematically questioning and assessing the validity and accuracy of information. Organizing information by priority, topic, or other systematic scheme. 	<p>Learners construct new knowledge by:</p> <ol style="list-style-type: none"> Problem solving through cycles of design, implementation, and reflection. Persisting through self-directed pursuits by tinkering and making. 	<p>Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</p> <ol style="list-style-type: none"> Ethically using and reproducing others' work. Acknowledging authorship and demonstrating respect for the intellectual property of others. Including elements in personal-knowledge products that allow others to credit content appropriately.
C. SHARE	<p>Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</p> <ol style="list-style-type: none"> Interacting with content presented by others. Providing constructive feedback. Acting on feedback to improve. Sharing products with an authentic audience. 	<p>Learners exhibit empathy with and tolerance for diverse ideas by:</p> <ol style="list-style-type: none"> Engaging in informed conversation and active debate. Contributing to discussions in which multiple viewpoints on a topic are expressed. 	<p>Learners work productively with others to solve problems by:</p> <ol style="list-style-type: none"> Soliciting and responding to feedback from others. Involving diverse perspectives in their own inquiry processes. 	<p>Learners exchange information resources within and beyond their learning community by:</p> <ol style="list-style-type: none"> Accessing and evaluating collaboratively constructed information sites. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. Joining with others to compare and contrast information derived from collaboratively constructed information sites. 	<p>Learners engage with the learning community by:</p> <ol style="list-style-type: none"> Expressing curiosity about a topic of personal interest or curricular relevance. Co-constructing innovative means of investigation. Collaboratively identifying innovative solutions to a challenge or problem. 	<p>Learners responsibly, ethically, and legally share new information with a global community by:</p> <ol style="list-style-type: none"> Sharing information resources in accordance with modification, reuse, and remix policies. Disseminating new knowledge through means appropriate for the intended audience.
D. GROW	<p>Learners participate in an ongoing inquiry-based process by:</p> <ol style="list-style-type: none"> Continually seeking knowledge. Engaging in sustained inquiry. Enacting new understanding through real-world connections. Using reflection to guide informed decisions. 	<p>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</p> <ol style="list-style-type: none"> Seeking interactions with a range of learners. Demonstrating interest in other perspectives during learning activities. Reflecting on their own place within the global learning community. 	<p>Learners actively participate with others in learning situations by:</p> <ol style="list-style-type: none"> Actively contributing to group discussions. Recognizing learning as a social responsibility. 	<p>Learners select and organize information for a variety of audiences by:</p> <ol style="list-style-type: none"> Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. Openly communicating curation processes for others to use, interpret, and validate. 	<p>Learners develop through experience and reflection by:</p> <ol style="list-style-type: none"> Iteratively responding to challenges. Recognizing capabilities and skills that can be developed, improved, and expanded. Open-mindedly accepting feedback for positive and constructive growth. 	<p>Learners engage with information to extend personal learning by:</p> <ol style="list-style-type: none"> Personalizing their use of information and information technologies. Reflecting on the process of ethical generation of knowledge. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

Common Beliefs

How do we define the qualities of well-prepared learners, effective school librarians, and dynamic school libraries?

IN THE STANDARDS remodeling process, the American Association of School Librarians (AASL) reviewed Common Beliefs from earlier AASL Standards and official AASL position statements. These documents, and feedback collected from more than 1,300 school librarians and stakeholders nationally, provided AASL with a clear expression of the qualities of well-prepared learners, effective school librarians, and dynamic school libraries. The following Common Beliefs and summary descriptions were identified as central to the profession.

1. The school library is a unique and essential part of a learning community.

As a destination for on-site and virtual personalized learning, the school library is a vital connection between school and home. As the leader of this space and its functions, the school librarian ensures that the school library environment provides all members of the school community access to information and technology, connecting learning to real-world events. By providing access to an array of well-managed resources, school librarians enable academic knowledge to be linked to deep understanding.

2. Qualified school librarians lead effective school libraries.

As they guide organizational and personal change, effective school librarians model, promote, and foster inquiry learning in adequately staffed and resourced school libraries. Qualified school librarians have been educated and certified to perform interlinked, interdisciplinary, and cross-cutting roles as instructional leaders, program administrators, educators, collaborative partners, and information specialists.

3. Learners should be prepared for college, career, and life.

Committed to inclusion and equity, effective school librarians use evidence to determine what works, for whom and under what conditions for each learner; complemented by community engagement and innovative leadership, school librarians improve all learners' opportunities for success. This success empowers learners to persist in inquiry, advanced study, enriching professional work, and community participation through continuous improvement within and beyond the school building and school day.

4. Reading is the core of personal and academic competency.

In the school library, learners engage with relevant information resources and digital learning opportunities in a culture of reading. School librarians initiate and elevate motivational reading initiatives by using story and personal narrative to engage learners. School librarians curate current digital and print materials and technology to provide access to high-quality reading materials that encourage learners, educators, and families to become lifelong learners and readers.

5. Intellectual freedom is every learner's right.

Learners have the freedom to speak and hear what others have to say, rather than allowing others to control their access to ideas and information; the school librarian's responsibility is to develop these dispositions in learners, educators, and all other members of the learning community.

6. Information technologies must be appropriately integrated and equitably available.

Although information technology is woven into almost every aspect of learning and life, not every learner and educator has equitable access to up-to-date, appropriate technology and connectivity. An effective school library bridges digital and socioeconomic divides to affect information technology access and skill.

Appendix B

K-5 ELA Missouri Learning Standards: Grade-Level Expectations

Missouri Department of Elementary and Secondary Education

Spring 2016

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov

Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, develop and demonstrate reading skills in response to read-alouds by:	Develop and demonstrate reading skills in response to reading text and read-alouds by:	Develop and demonstrate reading skills in response to text by:	Develop and demonstrate reading skills in response to text by:	Develop and demonstrate reading skills in response to text by:	Develop and demonstrate reading skills in response to text by:
	<p>Comprehension</p> <p>6-12 Correlation Reading Literary 1A, Reading Informational 1A</p> <p>a. predicting what might happen next in a text based on the cover, title, and illustrations</p> <p>b. asking and responding to questions about texts read aloud</p> <p>c. retelling main ideas or important facts from a read aloud or familiar story</p> <p>d. connecting the information and events of a text to experiences</p> <p>e. recognizing beginning, middle, and end</p>	<p>a. predicting what will happen next using prior knowledge</p> <p>b. <u>asking and</u> responding to relevant questions</p> <p>c. seeking clarification and locating facts and details about stories and other texts</p> <p>d. retelling main ideas in sequence including key details</p> <p>e. recognizing beginning, middle, and end</p> <p>f. monitoring comprehension and making corrections and adjustments when that understanding breaks down</p>	<p>a. using text features to make and confirm predictions, explain why not confirmed</p> <p>b. asking and responding to relevant questions</p> <p>c. seeking clarification and using information/facts and details <u>about texts</u> and supporting answers with evidence from text</p> <p>d. retelling a story's beginning, middle, and end and determining its central message, lesson, or moral</p> <p>e. monitoring comprehension and making corrections and adjustments when understanding breaks down</p>	<p>a. explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story</p> <p>b. drawing conclusions and support with textual evidence</p> <p>c. summarizing a story's beginning, middle, and end determining its central message, lesson, or moral</p> <p>d. monitoring comprehension and making corrections and adjustments when understanding breaks down</p>	<p>a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p>b. drawing conclusions by providing textual evidence of what the text says explicitly</p> <p>c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p>	<p>a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p>c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p>

Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	With assistance, develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:
	<p>a. identifying and sorting pictures of objects into conceptual categories</p> <p>b. demonstrating understanding of opposites (antonyms)</p> <p>c. distinguishing meaning between verbs describing the same action</p> <p>d. using a picture dictionary to find words</p> <p>e. using words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>a. using common affixes to figure out the meaning of a word</p> <p>b. identifying common root words and their inflectional endings</p> <p>c. identifying words that name actions and words that name persons, places, or things</p> <p>d. recognizing that compound words are made up of shorter words</p> <p>e. determining what words mean from how they are used in context of a sentence either heard or read</p> <p>f. sorting words into conceptual categories</p> <p>g. distinguishing shades of meaning among verbs and adjectives</p> <p>h. locating words in a dictionary</p>	<p>a. using prefixes, root words, and suffixes to determine the meaning of words</p> <p>b. using knowledge of the meaning of individual words to determine the meaning of compound words</p> <p>c. using context to determine the meaning of a new word or multiple-meaning word in text</p> <p>d. using antonyms and synonyms</p> <p>e. locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases</p> <p>f. distinguishing meaning among closely related verbs and adjectives</p>	<p>a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words</p> <p>b. using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words</p> <p>c. using homographs and homophones</p> <p>d. distinguishing the literal and non-literal meanings of words and phrases in context</p> <p>e. determining the meaning of the new word formed when a known affix is added to a known base word</p>	<p>a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes</p> <p>b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words</p> <p>c. completing analogies</p> <p>d. identifying the meaning of common idioms and figurative language</p> <p>e. using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words</p>	<p>a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context</p> <p>b. using context to determine meaning of unfamiliar or multiple-meaning words</p> <p>c. constructing analogies</p> <p>d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text</p> <p>e. identifying and using words and phrases that signal contrast, addition, and relationships</p>
Vocabulary	6-12 Correlation Reading Literary 1B, Reading Informational 1B					

Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B (cont'd)		i. using words and phrases acquired through conversations, reading and being read to, and responding to texts	g. recognizing that some words have literal and non-literal meanings h. using conversational, general academic, and domain-specific words and phrases	f. using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words g. discussing analogies h. determining the meaning of <u>the</u> author's use of similes and metaphors to produce imagery i. using conversational, general academic, and domain-specific words and phrases	f. using conversational, general academic, and domain-specific words and phrases	f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices g. using conversational, general academic, and domain-specific words and phrases
Vocabulary 6-12 Correlation Reading Literary 1B, Reading Informational 1B						

Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	With assistance, determine the connection between:	Determine the connection between:	Determine the relevant connections between:	Explain relevant connections between:	Explain relevant connections between:	Compare, contrast, and analyze relevant connections between:
Making Connections 6-12 Correlation Reading Literary 3B	a. text to self (text ideas and own experiences) b. text to text (text ideas including similarities and differences in fiction and nonfiction)	a. text to text (text ideas, including similarities and differences in fiction and nonfiction)	a. text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction) b. text to world (text ideas regarding experiences in the world)	a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world)	a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)	a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)
	As students mature and grow as readers, the text level and connections should become more complex.					

Reading

1		Develop and apply skills to the reading process.					
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
D	Read independently for sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:
	Independent Text No 6- 12 Correlation	a. engaging with text as developmentally appropriate	a. engaging with and <u>reading text</u> that is developmentally appropriate b. producing evidence of reading	a. reading text that is developmentally appropriate b. producing evidence of reading	a. reading text that is developmentally appropriate b. producing evidence of reading	a. reading text that is developmentally appropriate b. producing evidence of reading	a. reading text that is developmentally appropriate b. producing evidence of reading

Reading

2 Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, read, infer, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw <u>conclusions</u> :
	<p>a. identify elements of a story, including setting, character, and key events</p> <p>b. retell a main event from a story read aloud and familiar stories</p> <p>c. recognize sensory details and recurring phrases</p> <p>d. recognize different types of texts</p> <p>e. name author and illustrator of a story and describe how each is telling the story</p> <p>f. compare and contrast adventures of characters in familiar stories</p> <p>g. ask and answer questions about unknown words in text</p>	<p>a. describe characters, setting, problem, solution, and events in logical sequences</p> <p>b. describe the main idea of a story</p> <p>c. describe sensory details</p> <p>d. explain recurring phrases <u>and why</u> they are used</p> <p>e. explain the actions of the main character and the reasons for those actions</p> <p>f. identify who is telling the story</p> <p>g. compare and contrast adventures and experiences of characters in stories</p>	<p>a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson</p> <p>b. describe the main characters in works of fiction, including their traits, motivations, and feelings</p> <p>c. compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events</p> <p>d. describe cause-and-effect relationships</p> <p>e. explain how the story changes based on who is telling the story</p> <p>f. compare and contrast the differences in points of view of characters and how stories are narrated</p>	<p>a. summarize and sequence the events/plot and explain how past events impact future events</p> <p>b. describe the personality traits of characters from their thoughts, words, and actions</p> <p>c. describe the interaction of characters, including relationships and how they change</p> <p>d. paraphrase the big idea/themes and supporting details of texts</p> <p>e. compare and contrast key elements in various types of fiction</p> <p>f. explain cause-and-effect relationships</p> <p>g. distinguish their own point of view from that of the narrator or those of the characters</p>	<p>a. summarize and sequence the events/plot, explain how past events impact future events, and identify the theme</p> <p>b. describe the personality traits of characters from their thoughts, words, and actions</p> <p>c. describe the interaction of characters, including relationships and how they change</p> <p>d. compare and contrast the adventures or exploits of characters and their roles</p> <p>e. compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person</p>	<p>a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</p> <p>b. explain the theme or moral lesson, conflict, and resolution in a story or novel</p> <p>c. describe how a narrator's or speaker's point of view influences events</p> <p>d. recognize foreshadowing</p> <p>e. explain the effect of a historical event or movement in literature</p> <p>f. introduce origin myths and culturally significant characters/events in mythology</p> <p>g. introduce different forms of third-person points of view in stories</p>
Fiction 6-12 Correlation Reading Literary 1A						

Reading

2		Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times				
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
Poetry 6-12 Correlation Reading Literary 1A, 2A, 2C	a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds	a. use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds	a. describe how rhythm, <u>rhyme,</u> <u>and</u> repetition create imagery in poetry b. use onomatopoeia	a. use examples of alliteration b. identify basic forms of poetry	a. explain structural elements of poetry	a. explain how poets use sound and visual elements in poetry b. identify forms of poems

Reading

2		Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.					
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
	Drama 6-12 Correlation Reading Literary 1A, 2A, 2C	<ul style="list-style-type: none"> a. identify characters in a puppet play or performance by actors 	<ul style="list-style-type: none"> a. identify characters and dialogue in plays or performances by actors b. recognize sensory details in literary texts 	<ul style="list-style-type: none"> a. identify characters, setting, acts, and scenes in plays b. identify the elements of dialogue and use them in informal plays 	<ul style="list-style-type: none"> a. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed b. identify language that creates a graphic visual experience and appeals to the senses 	<ul style="list-style-type: none"> a. analyze how characters change from the beginning to the end of a play or film b. explain structural elements of dramatic literature 	<ul style="list-style-type: none"> a. analyze the similarities between an original text and its dramatic adaptation b. identify structural elements of dramatic literature c. evaluate the critical impact of sensory details, imagery, and figurative language

Reading

3		Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.					
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
	<p>a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations</p> <p>b. use titles and illustrations to make predictions about text</p> <p>c. identify text features</p> <p>d. identify the meaning of environmental print</p>	<p>a. use text features to restate the main idea</p> <p>b. explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words</p> <p>c. use text features to locate specific information in text</p> <p>d. follow written multi-step directions with picture cues to assist with understanding</p>	<p>a. identify the main idea of sections of text and distinguish it from the topic</p> <p>b. demonstrate understanding by locating facts to answer and/or ask questions</p> <p>c. use text features to locate specific information</p> <p>d. explain common graphic features to assist in the interpretation of text</p> <p>e. follow written multi-step directions</p> <p>f. describe connections between and state the order of the events or ideas</p>	<p>a. explain the author’s purpose</p> <p>b. identify the details or facts that support the main idea</p> <p>c. use text and graphic features to locate information and to make and verify predictions</p> <p>d. follow and explain a set of written multi-step directions</p> <p>e. describe the relationship between events, ideas, concepts, or steps</p>	<p>a. use multiple text features to locate information and gain an overview of the contents of text</p> <p>b. describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure</p> <p>c. interpret and explain factual information presented graphically</p>	<p>a. use multiple text features and graphics to locate information and gain an overview of the contents of text</p> <p>b. interpret details from procedural text to complete a task, solve a problem, or perform an action</p> <p>c. interpret factual or quantitative information</p>	
Text Features 6-12 Correlation Reading_ Informational 1A, 1C							

Reading

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
Literary Techniques 6-12 Correlation Reading Informational 1D, 2D, 2B, 2C	a. respond to examples of sensory details	a. distinguish between fiction and nonfiction b. identify examples of sensory details	a. explain why a text is fiction or nonfiction b. ask and answer questions to clarify meaning c. explain examples of sensory details	a. distinguish the difference between a biography and an autobiography b. distinguish fact from opinion c. distinguish point of view from what the author is trying to persuade the reader to think or do d. explain examples of sound devices, literal and nonliteral meanings, and figurative language	a. explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography b. analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis c. explain how an author uses language to present information to influence what the reader thinks or does	a. evaluate <u>if the</u> author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent c. verify facts through established methods d. identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument e. recognize exaggerated, contradictory, or misleading statements

Reading

3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B (cont'd)						f. explain the type of evidence used to support a claim in a persuasive text g. use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning
Literary Techniques 6-12 Correlation Reading Informational 1D, 2D, 2B, 2C						

Reading

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
Text Structures 6-12 Correlation Reading Informational 2A	<ul style="list-style-type: none"> a. <u>ask and</u> answer questions to clarify meaning b. identify basic similarities and differences between two texts on the same topic c. name the main topic and recall key details of the text d. ask and answer questions about unknown words in a text 	<ul style="list-style-type: none"> a. ask and answer questions to clarify meaning b. identify main ideas and provide supporting details c. describe the connection between two individuals, events, ideas, or pieces of information in a text d. identify reasons an author gives to support points in a text e. identify similarities and differences between texts on the same topic 	<ul style="list-style-type: none"> a. explain main ideas and supporting details b. describe the connection between events and retell the sequence of events c. describe the connection between and identify problems and solutions d. identify the author's purpose e. compare and contrast the most important points presented by text on the same topic 	<ul style="list-style-type: none"> a. describe relationships among events, ideas, concepts, and cause and effect in texts b. explain the relationship between problems and solutions c. use information gained from illustrations and words to demonstrate understanding of the text d. explain the author's purpose e. compare and contrast the most important points and key details presented in texts on the same topic 	<ul style="list-style-type: none"> a. distinguish fact from opinion in a text and explain how to verify what is a fact b. explain explicit and implicit relationships among ideas in texts c. explain author's purpose d. compare and contrast a firsthand and secondhand account of the same event or topic 	<ul style="list-style-type: none"> a. identify devices used in biographies and autobiographies, including how an author presents major events in a person's life b. explain the difference between a stated and implied purpose for an expository text c. analyze how the pattern of organization of a text influences the relationships d. analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view e. integrate information from several texts on the same topic in order to write or speak about the <u>subject</u> <u>knowledgeably</u>

Reading

4 Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, develop an awareness of media literacy by:	With assistance, develop an awareness of media literacy by:	Read to develop an understanding of media and its components by:	Read to develop an understanding of media and its components by:	Read to develop an understanding of media and its components by:	Read to develop an understanding of media and its components by:
	<ul style="list-style-type: none"> a. identifying different forms of media b. identifying techniques used in media 	<ul style="list-style-type: none"> a. distinguishing purposes of media b. explaining techniques used in media 	<ul style="list-style-type: none"> a. explaining purposes of media b. describing techniques used to create media messages c. identifying various written conventions for using digital media 	<ul style="list-style-type: none"> a. understanding how communication changes when moving from one genre of media to another b. explaining how various design techniques used in media influence the message c. comparing various written conventions used for digital media d. identifying text structures and graphics features of a web page 	<ul style="list-style-type: none"> a. explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior b. explaining how various design techniques used in media influence the message c. comparing various written conventions used for digital media d. explaining text structures and graphics features of a web page <u>and how</u> they help readers to comprehend text 	<ul style="list-style-type: none"> a. explaining how messages conveyed in various forms of media are presented differently b. comparing and contrasting the difference in techniques used in media c. identifying the point of view of media presentations d. analyzing various digital media venues for levels of formality and informality e. explaining textual and graphics features of a web page and how they help readers to comprehend text
Digital and Media Literacy 6-12 Correlation Reading Literacy 3A						

Reading Foundations

1 Understand how English is written and read (Start of Reading Foundations).						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop print awareness in the reading process by:	Develop print awareness in the reading process by:	Develop print awareness in the reading process by:			
	<ul style="list-style-type: none"> a. identifying all upper- and lower-case letters b. sequencing the letters of the alphabet c. demonstrating that books are read left to right, top to bottom d. demonstrating that written words are made up of different letters e. knowing that a sentence is comprised of a group of words separated by spaces f. demonstrating one-to-one correspondence between spoken words and written words 	<ul style="list-style-type: none"> a. recognizing that sentences are comprised of words separated by spaces b. recognizing the distinguishing features of a sentence 	<ul style="list-style-type: none"> a. understanding that sentences are organized into paragraphs to convey meaning 			
Print Awareness No 6-12 Correlation						

Reading Foundations

2 Understand how English is written and read.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop phonemic awareness in the reading process by:	Develop phonemic awareness in the reading process by:				
	<ul style="list-style-type: none"> a. identifying sounds in spoken words b. producing rhymes in response to spoken words c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound e. blending spoken onsets and rimes to form simple words f. blending spoken phonemes to form one-syllable words g. isolating the initial, medial, and final sounds in spoken words h. segmenting <u>spoken words</u> into two or three phonemes 	<ul style="list-style-type: none"> a. producing and identifying sounds and syllables in spoken words b. distinguishing between long and short vowel sounds c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed d. blending spoken phonemes to form one- or two-syllable words including consonant blends e. segmenting <u>spoken words</u> of three to five phonemes into individual phonemes 				
Phonemic Awareness No 6-12 Correlation						

Reading Foundations

3		Understand how English is written and read.					
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:
	<p>Phonics No 6-12 Correlation</p> <ul style="list-style-type: none"> a. producing and writing letter(s) for most short vowel and consonant sounds b. reading high-frequency words c. blending letter sounds to decode simple words d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words 	<ul style="list-style-type: none"> a. decoding words in context by using letter-sound knowledge b. identifying letters for the spelling of short and long vowels c. producing consonant blends d. producing consonant digraphs e. combining sounds from letters and common spelling patterns to create and decode recognizable words f. using syllabication patterns to decode words g. reading irregularly spelled words h. reading root words with inflectional endings i. reading contractions and compound words j. reading high-frequency words k. demonstrating decoding skills when reading 	<ul style="list-style-type: none"> a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs b. distinguishing long and short vowels when reading regularly spelled one-syllable words c. decoding regularly spelled two-syllable words with long vowels d. decoding words with vowel diphthongs e. decoding words with vowel digraphs f. reading words with common prefixes and suffixes g. using contractions 	<ul style="list-style-type: none"> a. decoding multisyllabic words in context and independent of context by applying common spelling patterns b. decoding words that double final consonants when adding an ending c. using the <u>meaning</u> of common prefixes and suffixes d. using the meaning of homophones e. decoding known and unknown words <u>by spelling</u> patterns f. reading irregularly spelled high-frequency words 	<ul style="list-style-type: none"> a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context b. reading root words, prefixes, and suffixes and important words from specific content curricula <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> Continue to address earlier standards as needed and as applies to more difficult texts. </div>	<ul style="list-style-type: none"> a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context b. reading root words, prefixes, suffixes, and important words from <u>all specific</u> content curricula 	

Reading Foundations

3	Understand how English is written and read.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A (cont'd)			h. using common syllable patterns to decode words including <i>r</i> -controlled vowels i. reading irregularly spelled high-frequency words j. demonstrating decoding skills when reading new words in a text			
Phonics No 6-12 Correlation						

Reading Foundations

4		Understand how English is written and read.					
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Read, with support, appropriate texts with purpose and understanding	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and <u>for comprehension</u>	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and <u>for comprehension</u>	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and <u>for comprehension</u>	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and <u>for comprehension</u>	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
	Fluency No 6-12 Correlation	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

1	Apply a writing process to develop a text for audience and purpose.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Follow a writing process, with assistance, to generate a writing plan through:	Follow a writing process to plan a first draft by:	Follow a writing <u>process</u> to plan a first draft by:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:
Prewriting 6-12 Correlation Writing 2A	<ul style="list-style-type: none"> a. using pictures, oral language or written letters, and/or words 	<ul style="list-style-type: none"> a. brainstorming and recording key ideas 	<ul style="list-style-type: none"> a. brainstorming and recording key ideas using a graphic organizer 	<ul style="list-style-type: none"> a. using a simple prewriting strategy when given the purpose and the intended audience 	<ul style="list-style-type: none"> a. selecting a genre appropriate for conveying the purpose to an intended audience b. formulating questions related to the topic c. accessing prior knowledge or building background knowledge related to the topic d. using a prewriting strategy 	<ul style="list-style-type: none"> a. selecting a genre appropriate for conveying the purpose to an intended audience b. formulating questions related to the topic c. accessing prior knowledge or building background knowledge related to the topic d. using a prewriting strategy

Writing

1 Apply a writing process to develop a text for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:
Draft 6-12 Correlation Writing 2A	a. sequencing the actions or details through letters, words, and pictures	a. sequencing ideas into sentences and staying on topic throughout the text b. generating evidence of a simple opening and simple closing	a. sequencing ideas into clear and coherent sentences b. generating paragraphs with one main idea c. creating evidence of a beginning, middle, and end d. addressing an appropriate audience	a. generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory b. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate) c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end d. addressing an appropriate audience	a. generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs d. addressing an appropriate audience	a. choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph c. categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
	<i>Note: Refer to Grade K, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 1, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 2, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 3, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 4, W2A-C genre-specific standards.</i>	

Writing

1	Apply a writing process to develop a text for audience and purpose.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B (cont'd)						<p>d. restating the overall main idea in the concluding statement</p> <p>e. addressing an appropriate audience, organization, and purpose</p> <p><i>Note: Refer to Grade 5, W2A-C genre-specific standards.</i></p>
Draft 6-12 Correlation Writing 2A						

Writing

1 Apply a writing process to develop a text for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance to:	Reread, revise, and edit drafts with assistance to:
	a. respond to questions and suggestions, adding details to strengthen writing b. edit by leaving spaces between words in a sentence	a. respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing b. edit by leaving spaces between words in sentences c. edit for language conventions	a. strengthen writing as needed by revising <ul style="list-style-type: none"> • main idea • details • word choice • sentence construction • event order • audience • voice b. edit for language conventions	a. develop and strengthen writing by revising <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice b. edit for language conventions	a. develop and strengthen writing by revising <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from multiple sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice b. edit for language conventions	a. develop and strengthen writing by revising <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • organizational structure • details/facts (from multiple sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience <u>and</u> <u>purpose</u> • voice b. edit for language conventions
Revise/Edit 6-12 Correlation Writing 3A						

Writing

1	Apply a writing process to develop a text for audience and purpose.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
D	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:
Produce/Publish and Share Writing 6-12 Correlation Writing 2A	a. explore a variety of conventional/digital tools to produce and publish writing	a. use a variety of conventional/digital tools to produce and publish writing	a. use a variety of conventional/digital tools to produce and publish writing b. introduce keyboarding skills	a. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others	a. use technology, including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting	a. use technology, including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting
	<i>Note: Refer to Grade K, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 1, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 2, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 3, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 4, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 5, W2A-C genre-specific standards.</i>

Writing

2 Compose well-developed writing texts for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, draw/write opinion texts that:	Write opinion texts that:	Write opinion texts that:	Write opinion texts that:	Write opinion texts that:	Write opinion texts that:
	<p>a. use a combination of drawing and/or writing to tell an opinion about a topic or <u>text being studied</u></p> <p>b. give logical reasons for suggesting that others follow a particular course of action or line of thinking</p> <p>c. use words that are related to the topic</p>	<p>a. introduce a topic or text being studied</p> <p>b. state an opinion about the topic or text and provide a reason for the opinion</p> <p>c. use some specific words that are related to the topic</p> <p>d. follow a sense of order in writing</p> <p>e. provide some sense of closure</p>	<p>a. introduce a topic or text being studied, using complete sentences</p> <p>b. state an opinion about the topic or text and provide reasons for the opinion</p> <p>c. use specific words that are related to the topic and audience</p> <p>d. use linking/transition words and phrases to signal event order</p> <p>e. provide evidence of a beginning, middle, and concluding statement or section</p>	<p>a. introduce a topic or text being studied, using connected sentences</p> <p>b. state an opinion or establish a position and provide reasons for the opinion/position</p> <p>c. use specific and accurate words that are related to the topic, audience, and purpose</p> <p>d. contain information using student's original language except when using direct quotation from a source</p> <p>e. reference the name of the author(s) or name of the source used for details or facts included in the text</p> <p>f. use transitions to connect opinion and reason</p> <p>g. provide clear evidence of a beginning, middle, and, concluding statement or paragraph</p>	<p>a. introduce a topic or text being studied, using an introductory paragraph</p> <p>b. state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details</p> <p>c. use specific and accurate words that are related to the topic, audience, and purpose</p> <p>d. contain information using student's original language except when using direct quotation from a source</p> <p>e. reference the name of the author(s) or name of the source used for details or facts included in the text</p> <p>f. use transitions to connect opinion and reason</p>	<p>a. introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose</p> <p>b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details</p> <p>c. use specific and accurate words that are related to the topic, audience, and purpose</p> <p>d. contain information using student's original language except when using direct quotation from a source</p> <p>e. reference the name of the author(s) or name of the source used for details or facts included in the text</p> <p>f. use transitions to connect opinion and reason</p>
Opinion/Argumentative 6-12 Correlation Writing 2A						

Writing

2 Compose well-developed writing texts for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A (cont'd)					g. organize the supporting details/reasons <u>into</u> <u>introductory</u> , supporting, and concluding paragraphs	g. organize the supporting details/reasons <u>into</u> <u>introductory</u> , supporting, and concluding paragraphs
Opinion/Argumentative 6-12 Correlation Writing 2A						

Writing

2 Compose well-developed writing texts for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	With assistance, draw or write informative/explanatory texts that:	Write informative/explanatory texts that:	Write informative/explanatory texts that:	Write informative/explanatory texts that:	Write informative/explanatory texts that:	Write informative/explanatory texts that:
	<p>a. use a combination of drawing and/or writing to name and inform about a topic or a text being studied</p> <p>b. use words that are related to the topic</p>	<p>a. introduce a topic or text being studied and supply facts</p> <p>b. use some specific words that are related to the topic</p> <p>c. follow a sense of order in writing</p> <p>d. create some sense of closure</p>	<p>a. introduce a topic or text being studied, using complete sentences</p> <p>b. use facts and definitions to develop points in generating paragraphs</p> <p>c. use specific words that are related to the topic and audience</p> <p>d. use linking words and phrases to signal event order</p> <p>e. create a concluding statement or paragraph</p>	<p>a. introduce a topic or text being studied</p> <p>b. develop the topic with simple facts, definitions, details, and explanations</p> <p>c. use <u>specific, relevant</u> words that are related to the topic, audience, and purpose</p> <p>d. use the student's original language except when quoting from a source</p> <p>e. use transition words to connect ideas within categories of information</p> <p>f. create a concluding statement or paragraph</p>	<p>a. introduce a topic or text being studied</p> <p>b. develop the topic with simple facts, definitions, details, and explanations</p> <p>c. use <u>specific, relevant</u> words that are related to the topic, audience, and purpose</p> <p>d. use the student's original language except when quoting from a source</p> <p>e. use transition words to connect ideas within categories of information</p> <p>f. create a concluding statement or paragraph</p>	<p>a. introduce a topic using a topic sentence in an introductory paragraph</p> <p>b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations</p> <p>c. use <u>specific, relevant, and accurate</u> words that are suited to the topic, audience, and purpose</p> <p>d. contain information using student's original language except when using direct quotations from a source</p> <p>e. use transitions to connect categories of information</p> <p>f. use text structures when useful</p> <p>g. create a concluding paragraph related to the information</p>
Informative/Explanatory 6-12 Correlation Writing 2A						

Writing

2 Compose well-developed writing texts for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	With assistance, draw and/or write fiction or non-fiction narratives and poems that:	Write fiction or non-fiction narratives and poems that:	Write fiction or non-fiction narratives and poems that:	Write fiction or non-fiction narratives and poems that:	Write fiction or non-fiction narratives and poems that:	Write fiction or non-fiction narratives and poems that:
	<ul style="list-style-type: none"> a. use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined b. tell the reader about a character or personal event c. place events in the order they occurred d. use words that are related to the topic e. provide a reaction to what happened in the events 	<ul style="list-style-type: none"> a. narrate a story or experience b. use details to describe the story or experience c. place events in the order they occurred d. use linking words to indicate beginning/middle/end e. use words that are related to the topic f. provide a reaction to what happened in the events 	<ul style="list-style-type: none"> a. establish a situation/topic based on the student's experience or imagination b. introduce a main character and setting c. develop sensory details d. follow a logical sequence of events using complete sentences to create a beginning/middle/end e. use linking/transition words to signal event order f. use specific words that are related to the topic and audience 	<ul style="list-style-type: none"> a. establish a setting and situation/topic and introduce a narrator <u>and/or</u> <u>characters</u> b. use narrative techniques, such as dialogue and descriptions c. establish and organize an event sequence to establish a beginning/middle/end d. use transition words and phrases to signal event order e. use specific and relevant words that are related to the topic, audience, and purpose 	<ul style="list-style-type: none"> a. establish a setting and situation/topic and introduce a narrator <u>and/or</u> <u>characters</u> b. use narrative techniques, such as dialogue, motivation, and descriptions c. organize an event sequence that unfolds naturally to establish a beginning/middle/end d. use a variety of transitions to manage the sequence of events e. use specific, <u>relevant, and</u> accurate words that are suited to the topic, audience, and purpose 	<ul style="list-style-type: none"> a. establish a setting and situation/topic and introduce a narrator <u>and/or</u> <u>characters</u> b. use narrative techniques, such as dialogue, motivation, and descriptions c. organize an event sequence that unfolds naturally to establish a beginning/middle/end d. use a variety of transitions to manage the sequence of events e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
Narrative/Literary 6-12 Correlation Writing 2A						

Writing

3 Gather, analyze, evaluate, and use information from a variety of sources.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, apply research process to:	With assistance, apply research process to:	Apply research process to:	Apply research process to:	Apply research process to:	Apply research process to:
Research Process 6-12 Correlation Writing 1A	<ul style="list-style-type: none"> a. generate a list of open-ended questions about topics of class interest b. decide what sources or people in the classroom, school, library, or home can answer their questions c. gather evidence from sources d. use pictures in conjunction with writing when documenting research 	<ul style="list-style-type: none"> a. generate a list of open-ended questions about topics of interest b. decide what sources of information might be relevant to answer these questions c. gather personal and natural evidence from available sources as well as from interviews with local experts d. organize information found during group or individual research, using graphic organizers or other aids e. make informal presentations of information gathered f. self-evaluate using previously established teacher/student criteria 	<ul style="list-style-type: none"> a. generate a list of open-ended questions <u>about topics</u> of interest b. create an individual question about a topic c. use own question to find information on a topic d. gather evidence from available sources, literary and informational e. record basic information from literary and informational texts in simple visual format f. present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria 	<ul style="list-style-type: none"> a. generate a list of subject-appropriate topics b. create an individual question about a topic c. decide what sources of information might be relevant to answer these questions d. locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts e. determine the accuracy and relevance of the information related to a selected question f. take simple notes in own words and sort evidence into provided categories or organizer g. use quotation marks to denote direct quotations when recording specific words and sentences from a source 	<ul style="list-style-type: none"> a. generate a list of subject-appropriate topics b. create a research question to address relevant to a chosen topic c. identify a variety of relevant sources, literary and informational d. use organizational features of print and digital sources efficiently to <u>locate information</u> e. convert graphic/visual data into written notes f. determine the accuracy of the information gathered g. differentiate between paraphrasing and plagiarism when using ideas of others h. record bibliographic information from sources according to a standard format 	<ul style="list-style-type: none"> a. generate a list of subject-appropriate topics b. formulate and refine an open-ended research question c. follow guidelines for collecting and recording information d. select relevant resources, literary and informational e. assess relevance, accuracy, and reliability of information in print and digital sources f. convert graphic/visual <u>data into</u> written notes g. differentiate between paraphrasing and plagiarism when using ideas of others h. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria

Writing

3	Gather, analyze, evaluate, and use information from a variety of sources.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A (cont'd)				<ul style="list-style-type: none"> h. create a resource page from notes i. present and evaluate the information in a report or annotated display, using previously established teacher/student criteria 	<ul style="list-style-type: none"> i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria 	<ul style="list-style-type: none"> i. record bibliographic information from sources according to a standard format
Research Process 6-12 Correlation Writing 1A						

Language

1 Communicate using conventions of English language.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:
	<p>a. identify naming words (nouns) and action words (verbs)</p> <p>b. use plural <u>words</u> <u>when</u> speaking</p> <p>c. express time and space</p> <p>d. demonstrate the use of complete sentences in shared language activities</p> <p>e. use question words in sentences</p>	<p>a. use nouns and action verbs that designate past, present, and future in sentences</p> <p>b. use adjectives/adverbs in sentences</p> <p>c. use the conjunctions <i>and</i>, <i>but</i>, and <i>so</i> in sentences</p> <p>d. use the articles <i>a</i>, <i>an</i>, and <i>the</i> in sentences</p> <p>e. use common prepositions</p> <p>f. use common pronouns</p> <p>g. produce complete simple and compound sentences</p>	<p>a. use nouns and pronouns in writing</p> <p>b. use collective nouns</p> <p>c. use common irregular nouns</p> <p>d. use reflexive pronouns</p> <p>e. use regular verbs</p> <p>f. use helping verbs with regular verbs</p> <p>g. use adjectives and adverbs in sentences</p> <p>h. produce simple declarative, imperative, exclamatory, and interrogative sentences</p>	<p>a. use regular and irregular verbs and simple verb tenses</p> <p>b. use helping verbs <u>with irregular</u> verbs</p> <p>c. use complete subject and complete predicate in a sentence</p> <p>d. use comparative, superlative, and demonstrative adjectives and adverbs</p> <p>e. use subject/verb agreement in sentences</p> <p>f. produce simple and compound imperative, exclamatory, and interrogative sentences</p> <p>g. use 1st-, 2nd-, <u>and</u> 3rd-person pronouns and their antecedents</p>	<p>a. use the “be” helping verbs with <u>ing</u> verbs</p> <p>b. use and order adjectives within sentences to conventional patterns</p> <p>c. use progressive verbs to show past, present, and future</p> <p>d. use adverbs in writing</p> <p>e. use subject/verb agreement with 1st-, 2nd-, and 3rd-person pronouns</p> <p>f. use prepositions correctly in a sentence</p> <p>g. recognize the difference between and use coordinating conjunctions and subordinating conjunctions</p> <p>h. produce and expand the complete simple and <u>compound four</u> types of sentences</p> <p>i. correct sentence fragments and run-on sentences in writing</p>	<p>a. explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection</p> <p>b. use relative pronouns and relative adverbs</p> <p>c. use pronouns consistently across a text</p> <p>d. use and correct verb tenses</p> <p>e. produce a variety of complex sentences in writing</p>
Grammar 6-12 Correlation Writing 3A						

Language

1 Communicate using conventions of English language.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	In written text:	In written text:	In written text:	In written text:	In written text:	In written text:
Punctuation, Capitalization, Spelling 6-12 Correlation Writing 3A	<ul style="list-style-type: none"> a. print in upper- and lowercase letters b. recognize that a sentence ends with punctuation marks c. capitalize own first and last name d. capitalize first word in a sentence e. capitalize the pronoun <i>I</i> f. write and name the printed letters that match the sound g. use inventive spelling with beginning, final, and medial sounds h. write and name letters for consonant and vowel sounds i. use correct spelling of own first and last names 	<ul style="list-style-type: none"> a. print legibly, using correct spacing between words and sentences b. use ending punctuation c. capitalize the first letter of others' first and last names d. use commas to separate single words in a series e. spell words using regular spelling patterns f. spell words phonetically using phonemic awareness and spelling knowledge g. arrange words in alphabetical order to the first letter 	<ul style="list-style-type: none"> a. write legibly (print, cursive) b. use dialogue that contains quotation marks c. use apostrophes correctly for contractions d. capitalize weeks, days, months, holidays e. capitalize abbreviated titles of people f. spell words using irregular spelling patterns g. spell and use the plural of nouns by adding <i>-es</i> to nouns ending <i>in -s, -ss, -sh, -ch,</i> or <i>-x</i> h. use nouns that change their spelling in plural form i. arrange words in alphabetical order to the second letter 	<ul style="list-style-type: none"> a. write legibly (print, cursive) b. use an apostrophe to form possessives c. demonstrate and use commas and quotation marks in dialogue d. capitalize dialogue correctly e. use commas for greeting and closing of a friendly letter f. capitalize names of places g. capitalize titles of books, stories, and songs h. use spelling patterns and generalizations to spell compound words i. spell words that double the consonant j. spell plural words that change <i>y</i> to <i>ies</i> k. consult reference materials to check and correct spellings l. arrange words in alphabetical order to the third letter 	<ul style="list-style-type: none"> a. write legibly b. punctuate a dialogue between two or more characters c. insert a comma before a coordinating conjunction in a compound sentence d. capitalize proper adjectives e. use correct capitalization f. spell words <u>with suffixes</u> by dropping or leaving the final <i>e</i> g. spell words ending in the long <i>e</i> sound h. alphabetize reference sources i. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context 	<ul style="list-style-type: none"> a. write legibly b. use a comma before a coordinating conjunction when writing compound sentences c. use a comma to separate an introductory clause in a complex sentence d. use a comma to set off the words <i>yes</i> and <i>no</i> e. use italics when keyboarding titles of books, magazines, and newspapers f. use underlining when writing titles of books, magazines, and newspapers g. use quotation marks when writing titles of stories, songs, poems, articles h. use apostrophes in singular nouns to show possession i. write apostrophes in regular plural nouns to show possession

Language

1	Communicate using conventions of English language.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B (cont'd)						j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context
Punctuation, Capitalization, Spelling 6-12 Correlation Writing 3A						

Speaking/Listening

1 Listen for a purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:
	a. following classroom listening rules b. continuing a conversation through multiple exchanges c. following one-step instructions, according to classroom expectations	a. following classroom listening rules b. building on others' talk in conversations by responding to the comments of others c. following two-step instructions, according to classroom expectations	a. following classroom listening rules b. following three-step instructions, according to classroom expectations	a. following classroom listening rules b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others c. following three-step instructions, according to classroom expectations	a. following, generating, and justifying classroom listening rules b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the <u>discussion, and linking to the remarks of others</u> c. following and restating multi-step instructions that involve a <u>short-related</u> sequence of actions, according to classroom expectations	a. following agreed upon rules for listening and fulfilling discussion rules independently b. posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others c. following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations d. listening for speaker's message and summarizing main points based on evidence
Purpose 6-12 Correlation Speaking/Listening 1A, 1C						

Speaking/Listening

2		Listen for entertainment.					
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Entertainment No 6-12 Correlation	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal setting by:
		a. demonstrating active listening, according to classroom expectations	a. demonstrating active listening, according to classroom expectations	a. demonstrating active listening, according to classroom expectations	a. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations	a. generating and following active listening rules, according to classroom expectations	a. <u>evaluating and modifying</u> own active listening skills

Speaking/Listening

3 Speak effectively in collaborative discussions.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Speak clearly using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
	Collaborative Discussions 6-12 Correlation Speaking/Listening 1A, 1C a. taking turns speaking, according to classroom expectations b. continuing a conversation through multiple exchanges c. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media	a. taking turns speaking, according to classroom expectations b. building on others' talk in conversations by responding to comments of others c. confirming comprehension of read-alouds and other media by retelling and asking appropriate questions	a. taking turns in discussion with a shoulder partner, according to classroom expectations b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions	a. coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion b. responding appropriately to discussion in a variety of settings, according to classroom expectations c. expressing opinions of read-alouds and independent reading topics	a. contributing to discussion after listening to others' ideas, according to classroom expectations b. expressing opinions of read-alouds and independent reading and relating opinion to others	a. summarizing points made by others before presenting own ideas, according to classroom expectations b. providing and evaluating evidence to support opinion

Speaking/Listening

4		Speak effectively when presenting.					
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Speak clearly and audibly, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
	Presenting 6-12 Correlation Speaking/Listening 2A, 2B, 2C	<ul style="list-style-type: none"> a. describing personal experiences using a prop, picture, or other visual aid b. speaking in complete sentences 	<ul style="list-style-type: none"> a. explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding b. reciting poetry with a group or individually c. using complete sentences and adjusting volume, as needed 	<ul style="list-style-type: none"> a. explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience b. recalling and telling a story with details, including a beginning, middle, and end c. using academic language and conventions 	<ul style="list-style-type: none"> a. using presentation skills and/or appropriate technology b. presenting information with clear ideas and details while speaking clearly at an understandable pace c. giving an informal presentation using a variety of media d. choosing words and phrases for effect (adjectives, action verbs, figurative language) e. using academic language and conventions 	<ul style="list-style-type: none"> a. paraphrasing portions of a text read aloud or information presented in diverse media and formats b. using efficient presentation skills with available resources c. incorporating descriptive and sequential details in a student-designed or teacher-assigned topic d. giving a formal presentation to classmates, using a variety of media e. speaking with expression and fluency f. adjusting formal/informal language according to context and topic 	<ul style="list-style-type: none"> a. using efficient presentation skills with available resources using a variety of media b. planning an appropriate presentation based on audience c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint

Appendix C

6-12 English Language Arts Grade-Level Expectations

Missouri Department of Elementary and Secondary Education

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The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov

Reading Literary Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
Evidence/Inference K-5 correlation RIA, R2A, B, C					
B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
Word Meanings K-5 correlation R1B					
C	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).
Text Features K-5 correlation R1A					

Reading Literary Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
D	Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.	Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
Summarize/Theme K-5 correlation R2A					

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	Analyze how a text's form or overall structure contributes to meaning.	Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.	Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
Structure K-5 correlation R2B, R2C					

Reading Literary Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
B Point of View No K-5 correlation	Explain how an author develops the point of view of the narrator or speaker in a text.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.	Analyze how point of view is reflected in the characters, setting, and plot.	Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
C Craft and Meaning K-5 correlation R2B, R2C	Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.	Analyze how specific word choices contribute to meaning and tone.	Analyze how specific word choices and sentence structures contribute to meaning and tone.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.
D Interaction and Meaning K-5 correlation R2A	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.	Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

Reading Literary Text

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Analyze multiple performances of a story, drama, or poem, evaluating how each version interprets the source text.	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
Text in Forms K-5 correlation R4A					
B	Compare and contrast texts in different genres that address similar themes or topics.	Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.	Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.	Explain how and why an author alludes to or transforms source material within his or her text.	Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
Relationships in Texts K-5 correlation R1C					
C	Explain how plot and conflict reflect historical and/or cultural contexts.	Explain how characters and settings reflect historical and/or cultural contexts.	Explain how themes reflect historical and/or cultural contexts.	Analyze how multiple texts reflect historical and/or cultural contexts.	Evaluate how an author's work reflects his or her historical/cultural perspective.
Historical Context K-5 correlation R2A					

Reading Literary Text

D	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
Comprehension K-5 Correlation R1A, R1D					

Reading Informational Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A Evidence/Inference K-5 correlation R1A, R3A, B, C	Draw conclusions, infer and, analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
B Word Meanings K-5 correlation R1B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
C Text Features K-5 correlation R3A	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

Reading Informational Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
D	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
Summarize/Claim K-5 correlation R3B, R3C					

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.	Analyze how a text's organization or overall structure contributes to meaning.	Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.	Analyze how an author's choices concerning how to structure a text or sequence information impact the reader.	Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
Structure K-5 correlation R3C					

Reading Informational Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
B	Explain how an author's point of view or purpose is conveyed in a text.	Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.	Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.	Analyze how an author uses rhetoric to advance point of view or purpose.	Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
C	Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning.	Analyze how word choice contributes to meaning and tone.	Analyze how word choice and sentence structure contribute to meaning and tone.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.

Reading Informational Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
D	Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.
Argument/Evidence K-5 correlation R3B					

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	Analyze how similar ideas or topics are portrayed in different media formats.	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
Texts/Forms K-5 correlation R4A					

Reading Informational Text

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
B	Compare and contrast one author's presentation of events with that of another.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.	Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.	Evaluate how effectively two or more texts develop similar ideas/topics.	Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
Relationships/ Texts K-5 correlation RIC					
C	Explain how the text reflects historical and/or cultural contexts.	Explain how the text reflects historical and/or cultural contexts.	Explain how the central ideas of text reflect historical and/or cultural contexts.	Analyze how multiple texts reflect the historical and/or cultural contexts.	Evaluate how an author's work reflects his or her historical/cultural perspective.
Historical Context No K-5 correlation					
D	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.
Comprehension K-5 Correlation RIA, RID					

Writing

1 Approaching the Task as a Researcher					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	a. Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.	a. Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.	a. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.	a. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	a. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
	b. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Research K-5 correlation W3A					

Writing

2 Approaching the Task as a Writer					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
<p>A</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>a. Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>

Writing

2 Approaching the Task as a Writer					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A (cont'd)	c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.	c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.	c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.		
Development K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C					

Writing

3 Approaching the Task as a Reader					
A	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
Revise and Edit K-5 correlation W1C	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.</p> <p>b. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.</p> <p>b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.</p> <p>b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.</p>

Writing

3 Approaching the Task as a Reader					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A (cont'd)	<p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<p>b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.</p>	<p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.</p>	<p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
Revise and Edit					
K-5 correlation W1C					

Speaking and Listening

1 Collaborating					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
Conversations K-5 correlation SL.1A, SL.3A					
B	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
Questioning K-5 correlation SL.3A					

Speaking and Listening

C	Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.	Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Viewpoints of others K-5 correlation SL1A					
2 Presenting					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
Verbal Delivery K-5 correlation SL4A					

Speaking and Listening

B	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.	Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
Nonverbal K-5 correlation SL4A					
C	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.	Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.	Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
Multimedia K-5 correlation SL4A					

Appendix D

K-5 Social Studies Grade Level Expectations

Missouri Department of Elementary and Secondary Education

Spring 2016

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th Floor; 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov

Social Studies K-5

1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
A. Purposes and principles of the Declaration of Independence					With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.	Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.
B. Purposes and principles of the Constitution	Identify reasons for making rules within the school.	Identify and explain why cities make laws.	Explain and give examples of how laws and rules are made and changed within a community.	Explain and give examples of how laws are made and changed within the state. Explain the major purposes of the Missouri Constitution.	Explain the major purposes of the U.S. Constitution. With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty.	Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.
C. Purposes and principles of the Bill of Rights	Discuss the concept of individual rights.	Discuss how individual rights are protected.	Examine how individual rights are protected within a community.	Examine how individual rights are protected within our state.	Explain the major purpose of the Bill of Rights. Identify important principles in the Bill of Rights.	Apply the principles of the Bill of Rights to historical time periods being studied and to current events.

1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States (con't)						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
D. Role of citizens and governments in carrying out constitutional principles		Give examples of being an active and informed citizen in your classroom or community.	Analyze how being an active and informed citizen makes a difference in your community. List the consequences of citizens not actively participating in their communities.	Explain how the State of Missouri relies on responsible citizen participation and draw implications for how people should participate.	Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
E. Character traits and civic attitudes of significant individuals	Describe the character traits of role models within your family or school.	Describe the character traits of role models within your community.	Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation. See teacher resources for illustrative examples.	Describe the character traits and civic attitudes of influential Missourians. See teacher resources for illustrative examples.	Describe the character traits and civic attitudes of historically significant individuals in American history prior to c. 1800. See teacher resources for illustrative examples.	Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 – 2000. See teacher resources for illustrative examples.
F. Knowledge of the symbols of our state and nation	Identify the flag as a symbol of our nation. Recite the Pledge of Allegiance.	Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell. Recognize and explain the significance of symbols of your local community.	Describe the importance of the Pledge of Allegiance. Recognize and explain the significance of national symbols including national landmarks, national parks, and important memorials. See teacher resources for illustrative examples)	Explain how the National Anthem symbolizes our nation. Recognize and explain the significance of the Gateway Arch and the Great Seal of Missouri and other symbols of our state.	Recognize and explain the significance of national symbols associated with historical events and time periods being studied.	Recognize and explain the significance of national symbols associated with historical events and time periods being studied.

Social Studies K-5

2. Knowledge of principles and processes of governance systems						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
A.						
Purposes and roles of government				Explain how governments balance individual rights with common good to solve local community or state issues.	Explain how the purpose and roles of government were debated c. early settlements to 1800.	Explain how the purpose and roles of government have been debated across historical time periods to current times.
B.						
Dispute resolution				Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.	Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to c. 1800.	Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from c. 1800 -2000.
C.						
Processes of governmental systems in decision making	Describe why groups need to make decisions and how those decisions are made in families and classrooms.	Describe how authoritative decisions are made, enforced and interpreted within schools and local communities.	Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making.	Describe how authoritative decisions are made, enforced and interpreted by the state government across historical time periods and/or in current events.	Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.	Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.
D.						
Functions of governmental systems	Describe roles and responsibilities of people in authority in families and in groups.	Describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.	Identify and explain the concept of branches and functions of government.	Identify and explain the functions of the three branches of government in Missouri.	Identify and explain the functions of the three branches of government in the federal government.	Distinguish between powers and functions of local, state and national government in the past and present.

Social Studies K-5

3a. Knowledge of continuity and change in the history of Missouri and the United States						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<p>A.</p> <p>Understand the movement of people from many regions of the world to North America</p>			<p>Compare the culture and people in our community across multiple time periods.</p>	<p>Describe the migration of native Americans to Missouri prior to European settlement in the state.</p> <p>Describe the discovery, exploration and early settlement of Missouri by European immigrants.</p> <p>Describe the reasons African peoples were enslaved and brought to Missouri.</p>	<p>Describe the migrations of native Americans prior to 1800.</p> <p>Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.</p> <p>Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.</p>	<p>Outline the territorial expansion of the United States.</p> <p>Describe the impact of migration on immigrants and the United States c. 1800-2000.</p>
<p>B.</p> <p>Historical perspective / Thinking / Passage of time</p>	<p>Create a personal history.</p> <p>Compare your family's life in the past and present.</p>	<p>Compare and contrast our community in the past and the present.</p>	<p>Compare and contrast the changing habitats, resources, art and daily lives of native American people in regions of the U.S.</p>	<p>Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri.</p> <p>Examine changing cultural interactions and conflicts among Missourians after the Civil War.</p>	<p>Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800.</p>	<p>Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 – 2000.</p>

Social Studies K-5

3a. Knowledge of continuity and change in the history of Missouri and the United States						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
C.	Describe the contributions of people typically studied in K-5 programs associated with national holidays. (See teacher resources for illustrative examples)	Describe the contributions of people typically studied in K-5 programs associated with national holidays. (See teacher resources for illustrative examples)	Describe the contributions of inventors or pioneers in their field who influenced progress in our nation. (See teacher resources for illustrative examples)	Identify and describe the historical significance of the individuals from Missouri who have made contributions to our state and nation. (See teacher resources for illustrative examples)	Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800. (See teacher resources for illustrative examples)	Identify and describe the contributions of historically significant individuals to the United States from c. 1800 – 2000. (See teacher resources for illustrative examples)
D.					Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies. Explain the factors that contributed to the colonists' success.	

Social Studies K-5

3a. Knowledge of continuity and change in the history of Missouri and the United States						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
E.						
Political developments and reform movements in the U.S.				Discuss the causes and consequences of the Dred Scott decision on Missouri and the nation.	Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights. Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to 1800.	Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000
F.						
Westward Expansion and settlement in the US				Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark. Evaluate the impact of westward expansion on the Native Americans in Missouri. Discuss issues of Missouri statehood. (See teacher resources for illustrative examples)	Investigate the causes and consequences of westward expansion prior to 1800.	Investigate the causes and consequences of westward expansion c. 1800-2000.

Social Studies K-5

3a. Knowledge of continuity and change in the history of Missouri and the United States						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
G.				<p>Explain Missouri’s role in the Civil War, including the concept of a border state.</p> <p>Describe the consequences of the Civil War in Missouri including on education, transportation, and communication.</p>		<p>Identify political, economic and social causes and consequences of the Civil War and Reconstruction.</p>
Understanding the causes and consequences of the Civil War						
H.						<p>Identify political, economic, and social causes and consequences of the Great Depression.</p>
Major economic developments in the United States						
I.						<p>Identify political, economic, and social causes and consequences of World War I and WWII on the United States.</p> <p>Identify the political, economic and social consequences of the Cold War on the United States.</p>
Causes, comparisons, and results of major twentieth-century wars						

4. Knowledge of economic concepts and principles						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
A. Knowledge of basic economic concepts	Describe examples of scarcity within your family and school.	Describe examples of scarcity within your school and community.	Describe consumption and production and the relationship to goods and services within your region.	Compare and contrast private and public goods and services.	Compare and contrast saving and financial investment.	Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.
	Describe examples of opportunity cost within your family and school.	Describe examples of goods and services within your school and community.	Demonstrate how people use money to buy and sell goods and services.	Define natural, capital and human resources.	Explain the relationship between profit and loss in economic decisions.	
	Describe examples of needs and wants within your family and school.	Describe consumers and producers and the relationship to goods and services within your school and community.	Demonstrate how people barter to exchange goods and services.	Define economy.	Distinguish among natural, capital and human resources.	
			Explain the relationship of income, labor, and wages.	Explain supply and demand.		
B.			Describe a personal cost-benefit situation.	Conduct a personal cost-benefit analysis.	Conduct a public cost-benefit analysis.	
Understanding the consequences of economic decisions						
C.				Define taxes and explain how taxes are generated and used.	Explain how the government utilizes taxes to provide goods and services.	
Understanding various types of taxes and their purposes						

Social Studies K-5

D.				Explain factors, past and present, that influence changes in our state's economy.	Explain factors, past and present, that influence changes in state and regional economies.	Explain factors, past and present, that influence changes in our nation's economy. Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.
Factors that influence the economy						

Social Studies K-5

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
A. Reading and constructing maps	Identify maps as representations of real places.	Identify globes as representations of real places.	Read and construct maps with title and key.	Read and construct historical and current maps.	Construct and interpret historical and current maps	Use geographic sources to acquire information, answer questions and solve problems.
	With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc. Match legend symbols to map features.	With assistance, read, construct, and use maps which have a title and key. Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo etc. Use a compass rose to identify cardinal directions on a map.	Identify the properties and use of different types of maps for a variety of purposes.			Construct maps for relevant social studies topics.
B. Understanding the concept of location to make predictions and solve problems.	Apply positional words to locations within the classroom	Locate a place by pointing it out on a map and by describing its relative location.	Name and locate the regions in your community. Name and locate regions of the world.	Name and locate major cities, rivers, regions, and states which border Missouri. Describe and use absolute location using a grid system.	Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.	Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics. Locate and describe real places, using absolute and relative location.

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
C.		Identify physical characteristics of your community. (See teacher resources for illustrative examples)	Identify and describe physical characteristics of the world. (See teacher resources for illustrative examples)	Identify and compare physical geographic characteristics of Missouri. (See teacher resources for illustrative examples)	Identify and compare physical characteristics of specific regions within the nation.	Describe and analyze physical characteristics of the nation.
		Describe human characteristics of your community. (See teacher resources for illustrative examples)	Identify and describe physical characteristics of the student's region in Missouri. (See teacher resources for illustrative examples)	Describe human characteristics of the student's region in Missouri. (See teacher resources for illustrative examples)	Identify and compare diverse human geographic characteristics of the nation.	Describe and analyze diverse human characteristics of the nation.
D.				Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.	Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.	Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.

Social Studies K-5

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
E. Understanding relationships between and among places			Describe different types of communication and transportation and identify their advantages and disadvantages. Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.	Describe how changes in communication and transportation technologies affect people's lives.	Analyze how changes in communication and transportation technologies affect people's lives.	Evaluate how changes in communication and transportation technologies affect people's lives.
F. Understanding relationships between and among regions			Define the concept of regions as places which have unifying political, physical, or cultural characteristics. Identify examples of different regions in Missouri. (See teacher resources for illustrative examples) Describe why people of different groups settle more in one place or region than another.	Identify regions in Missouri. Compare regions in Missouri. (See teacher resources for illustrative examples)	Identify different regions in the United States and analyze how their characteristics affect people who live there.	Describe different regions in the United States and analyze how their characteristics affect people who live there.

Social Studies K-5

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
G. Using geography to interpret, explain and predict			Explain how geography affects the way people live today.	Explain how geography affected important events in Missouri history.	Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed.	Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed. Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.

Social Studies K-5

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
A. Cultural characteristics of all people	Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.	Describe cultural characteristics of your school and community. (See teacher resources for illustrative examples)	Compare the cultural characteristics of regions in the state. (See teacher resources for illustrative examples)	Compare the cultural characteristics of regions in Missouri. (See teacher resources for illustrative examples)	Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800. (See teacher resources for illustrative examples)	Compare cultural characteristics across historical time periods in the U.S. post c.1800 (See teacher resources for illustrative examples) Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.
B. Methods of resolving conflicts	Explain how to resolve disputes peacefully in the classroom and on the playground.	Propose peaceful resolutions of disputes in the classroom and on the playground.	Demonstrate a peaceful resolution to a dispute.	Take part in a constructive process or method for resolving conflicts.	Apply constructive processes or methods for resolving conflicts.	Evaluate constructive processes or methods for resolving conflicts.
C. Ideas and beliefs of different cultures	Share stories related to your family cultural traditions and family lore.	Recount stories about locations, people, and cultural events in your community.	Recall stories and songs that reflect the cultural history of peoples from various regions in the United States including regional folk figures, Native American legends and African American folktales.	Research stories and songs that reflect the cultural history of Missouri.	Research stories and songs that reflect the cultural history of the early United States prior to 1800.	Research stories and songs that reflect the cultural history of the United States c. 1800-2000.

Social Studies K-5

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
D. Cultural heritage and preservation	Describe how you and your family remember and commemorate your cultural heritage.	Describe how your community commemorates its cultural heritage.	Describe how regions commemorate cultural heritage.	Describe how people in Missouri preserve their cultural heritage.	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.
E. Changing of roles of various groups				Examine the changing roles of Native Americans, Immigrants, African Americans, women and others in Missouri history.	Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to c. 1800.	Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.

Social Studies K-5

7. Knowledge of the use of tools of social science inquiry						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
A. Identify, select, analyze, and evaluate resources to create a product of social science inquiry	Label and analyze different social studies' sources with guidance and support from an adult. Use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)	Identify and analyze primary and secondary social studies' sources in classroom discussion with guidance and support from an adult. Identify and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)	Describe and analyze primary and secondary social studies' sources in classroom discussion with guidance and support. Select and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)	Select and analyze primary and secondary social studies' sources to determine importance with guidance and support. Create and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)	Select, analyze, and evaluate primary and secondary social studies' sources with guidance and support. Analyze and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)	Identify, select, analyze, and evaluate resources to create a product of social science inquiry. Evaluate and use artifacts to share information on social studies' topics. (See teacher resources for illustrative examples)
	Use visual tools to communicate information.	Create visual tools to communicate information.	Use visual tools and informational texts to communicate information.	With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.	Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed. Create products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding.	Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas. Create and present products such as maps, graphs, timelines, charts and models, diagrams etc. to communicate information and understanding on social studies' topics.

Social Studies K-5

7. Knowledge of the use of tools of social science inquiry						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
C. Understanding and supporting fact, opinion, bias and point of view in sources.			<p>Explain the difference between fact and opinion in social studies' topics.</p> <p>Explain the concept of point of view in social studies' topics.</p>	<p>Identify facts and opinions in social studies' topics.</p> <p>Identify point of view in social studies' topics.</p>	<p>Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.</p>	<p>Explain how facts and opinions affect point of view and/or bias in social studies' topics.</p> <p>Identify, research, and defend a point of view/position on a social studies' topic.</p>
D. Conducting and presenting research with appropriate resources.	Share findings about a social studies' topic.	Share findings about a social studies' topic.	Share research about a social studies' topic.	Present social studies' research to an audience using appropriate sources.	With assistance, conduct and present social studies' research to an audience using appropriate sources.	Conduct and present social studies' research to an audience using appropriate sources.

Social Studies K-5

7. Knowledge of the use of tools of social science inquiry						
CONCEPTS	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
E. Developing a research plan and identifying resources	Ask questions and find answers, with assistance.	Ask supporting questions and find answers about social studies' topics, with assistance.	Develop supporting questions about social studies' topics, with assistance. Describe a process to answer those questions Discuss types of sources that would be helpful in exploring social studies' questions.	Generate supporting questions about social studies' topics. Use steps in a process to investigate a social studies' question. Use appropriate sources to investigate social studies' questions.	Generate compelling research questions about a social studies' topic. Apply a research process to a compelling social studies' question. Identify and use appropriate resources for investigating a compelling social studies' question.	Generate compelling research questions about a social studies' topic. Create and apply a research process to investigate a compelling social studies' question. Evaluate and use appropriate resources for investigating a compelling social studies' question.
F. Conducting and presenting research with appropriate resources				Investigate an appropriate social studies' question and share results with assistance, if needed.	Research an appropriate social studies' question and share results with an audience.	Conduct and present research on a social studies' question to an audience, using appropriate sources.
G. Supporting a point of view						Research and defend a point of view/position on a social studies' question.

Appendix E

Missouri Exemplary School Library Program Evaluation

DESE LIBRARY RECOGNITION SCORING GUIDE

DESE Recognition of Exemplary Library Programs Scoring Guide Overview

On July 7, 2018, Governor Mike Parson signed Senate Bill 743, a section of which requires the Missouri Department of Elementary and Secondary Education (DESE) to establish a process for recognizing library programs. According to the legislation, a “[s]chool library information and technology program’ [is] a school-based program that is staffed by a school librarian and that provides a broad, flexible array of services, resources, and instruction that support student mastery of the essential academic learning requirements and state standards in all subject areas and the implementation of any school improvement plan of the district.” The legislation defines a school librarian as “a teacher who holds a certificate of license to teach under section 168.021 and is certified as a library media specialist by the department of elementary and secondary education.”

During the 2018-19 school year, a committee of 12 school librarians representing all regions of Missouri and various library configurations (K-12, K-5, 10-12, etc.) met with DESE to develop the process and documents for implementing the recognition program. While the recognition program serves to highlight exemplary programs in Missouri, the committee and DESE see an even greater purpose: to assist school librarians in improving their programs to provide better instruction for students and better support for teachers.

The DESE Library Recognition Scoring Guide is one of the documents created through the partnership of the committee of librarians and DESE. A team of evaluators will use this guide to award the first round of annual recognitions during the 2020-21 school year. Participation in this recognition program is optional for school libraries, and DESE will use the 2019-20 school year to provide opportunities for professional development for librarians who wish to participate in this program either to apply for the award or to improve the services they provide through their libraries.

Because of the breadth and depth of services provided by a strong school library program, the committee of librarians developed a rigorous scoring guide. It contains 21 indicators, each divided into Exemplary (2 points) and Approaching (1 point). In order to receive the DESE recognition, a school library program must score 38 out of 42 possible points without receiving a score of 0 on any indicator. The scoring guide explains the required documentation/evidence needed for each indicator.

DESE is excited about this opportunity to help Missouri school library programs improve and to recognize those programs that provide outstanding services in their districts. Please feel free to contact English Language Arts Assistant Director Lisa Scroggs at lisa.scroggs@dese.mo.gov or 573-751-8468 with questions.

Number of Indicators: 21

Points Possible: 42

Minimum Score Required for Recognition: 38; may not score 0 on any indicator

<p>Category: Instruction Indicator #1: Program regularly delivers differentiated instruction, either directly provided by the librarian or in collaboration with the classroom teacher <i>(AASL—collaborate, engage, explore, inquire)</i></p>
<p>Exemplary (2 points): Exhibits research-based instructional practices in the consistent application of differentiated instructional design</p> <p>Approaching (1 point): Exhibits research-based instructional practices in the application of differentiated instructional design</p>
<p>Required Documentation/Evidence</p> <ul style="list-style-type: none"> Lesson plans or anecdotal evidence exhibiting instructional theory or practices including differentiation, i.e. physical needs, learning styles, skill levels, etc. (Examples: Marzano instructional practices, Kagan cooperative strategies, assistive technology in use, multiple intelligences)

<p>Category: Instruction Indicator #2: Librarian has adequate planning time to curate, plan, and develop instruction and instructional resources <i>(AASL—collaborate, curate, inquire)</i></p>
<p>Exemplary (2 points): Is provided a minimum of 50 uninterrupted minutes of plan time per day existing in a flexible format throughout the week</p> <p>Approaching (1 point): Is provided a minimum of 50 uninterrupted minutes of plan time per day existing in a fixed or hybrid (combination of flexible and fixed) format throughout the week</p>
<p>Required Documentation/Evidence</p> <p>From a list provided in the application, the librarian will select the appropriate descriptor best reflecting plan time. (If plan time is <i>not</i> uninterrupted, provide an explanation.)</p> <ul style="list-style-type: none"> Minimum of 50 uninterrupted minutes per day; flexible schedule Minimum of 50 minutes per day; flexible schedule Minimum of 50 uninterrupted minutes per day; fixed or hybrid (combination of flexible and fixed) schedule Minimum of 50 minutes per day; fixed or hybrid (combination of flexible and fixed) schedule

Category: Instruction

Indicator #3: Program addresses effective and ethical engagement in multiple types of literacy through instruction (examples of types of literacy: digital, media, technology, information, financial, traditional—among others)

(AASL—engage, explore, inquire)

Exemplary (2 points): Exhibits strong evidence of the creation of a critical thinking environment through instruction in five or more types of literacies utilizing state-of-the-art and emerging technologies

Approaching (1 point): Exhibits evidence of literacy instruction in four types of literacies utilizing state-of-the-art and emerging technologies

Required Documentation/Evidence

One piece of evidence exemplifying each type of literacy taught through instruction. Examples may include descriptions of programming, descriptions of lessons, lesson plans, professional development for educators, parent instructional communications (i.e. how to use EBSCOhost from home or safe digital practices), photos of instructional practices, etc.

Category: Instruction

Indicator #4 Program shows evidence of student growth through assessment

(AASL—collaborate, inquire)

Exemplary (2 points): Regularly assesses the impact of instruction through documented, varied, high-quality formative and summative assessments

Approaching (1 point): Assesses the impact of instruction through documented formative and summative assessments

Required Documentation/Evidence

Five assessment samples (including formative and summative assessments); at least two samples must be connected to the same unit of study and represent varied formats. Samples may be provided in various formats: photos, documents, etc.

Category: Instruction

Indicator #5: Program supports student mastery of the essential academic learning requirements and state standards in multiple subject areas

(AASL—collaborate, curate, explore, inquire)

Exemplary (2 points): Establishes collaborative partnerships within and outside of the school community to support multiple subject areas in the mastery of student achievement and the enhancement of life-long learning

Approaching (1 point): Establishes support to multiple subject areas in the mastery of student achievement through the provision of high-quality, relevant resources

Required Documentation/Evidence

Anecdotal evidence expressing the nature of study, collaborative partner, curricula addressed, and the collaborative nature with which the librarian was involved. An example could be collaborating with the science teacher to provide microscopes and slides of various materials within the library as an exploratory center in an effort to enhance the study of cells. An inclusion of the curricular objective of cell study would be included. Five examples should be submitted, each from a different subject area along with coding of relevant standard(s) from the Missouri Learning Standards.

(Other examples: collecting books for a unit of study; hosting a presenter on a topic; developing lesson plans supporting research goals; planning collaboratively with a public library)

Category: Leadership

Indicator #6: Librarian provides professional development to teachers, staff, and/or other librarians

(AASL—engage, explore, inquire)

Exemplary (2 points): Consistently facilitates intentional, purposeful professional development opportunities in a variety of formats

Approaching (1 point): Provides professional development opportunities upon request

Required Documentation/Evidence

List of professional development opportunities facilitated including dates and one-sentence descriptions of topic, purpose, and format. May include session evaluations.

Category: Leadership

Indicator #7: Librarian attends professional development opportunities for librarians at local, state, and/or national level

(AASL—engage)

Exemplary (2 points): Attends multiple library-specific professional learning events per year, which may include but not be limited to conferences, workshops, webinars, podcasts, graduate courses

Approaching (1 point): Attends a minimum of one library-specific professional learning activity (outside of school-/district-provided professional development) per school year

Required Documentation/Evidence

Brief description of sessions attended (including title, date, sponsoring entity) and impact on library program

Category: Leadership

Indicator #8: Librarian functions as an educational leader in the school campus and district by serving on committees and/or cohorts

(AASL—collaborate)

Exemplary (2 points): Is consistently included in campus and district leadership planning

Approaching (1 point): Is occasionally included in campus and district leadership planning

Required Documentation/Evidence

Agendas/Minutes

Administrative statement about librarian's role in planning

Librarian statement of involvement

- Exemplary could be multiple examples from both campus and district.
- Approaching could be multiple examples from campus and/or district with a minimum of one example in each area.

Category: Leadership

Indicator #9: Program regularly communicates and/or collaborates with building- and/or district-level administration concerning library resources, planning, etc.

(AASL—engage, include)

Exemplary (2 points): Communicates quarterly with administration about the state of the library program

Approaching (1 point): Informs building administration about the state of the library program at a minimum of once annually

Required Documentation/Evidence

Copies or summary of information shared with administration that could include meeting notes, presentation, report, etc.

Category: Leadership

Indicator #10: Program regularly communicates and establishes relationships with stakeholders in the community and beyond

(AASL—collaborate, engage)

Exemplary (2 points):

- Identifies stakeholders
- Communicates the mission, vision, and goals of the school library
- Communicates to all stakeholders regarding participation in library-specific activities
- Models and promotes the use of a professional learning network (PLN)

Approaching (1 point):

- Identifies stakeholders
- Communicates the mission, vision, and goals of the school library
- Models and promotes the use of a professional learning network (PLN)

Required Documentation/Evidence

Newsletters, flyers, emails
Description of stakeholders

<p>Category: Leadership Indicator #11 Program participates in implementation of the district’s school improvement plan <i>(AASL—collaborate)</i></p>
<p>Exemplary (2 points): Provides evidence of supporting the implementation of multiple CSIP objectives</p> <p>Approaching (1 point): Provides evidence of supporting the implementation of one CSIP objective</p>
<p>Required Documentation/Evidence</p> <p>Provide a link to district CSIP; identify and explain the support provided to specific CSIP objectives.</p>

<p>Category: Library Environment Indicator #12: Program provides adequate physical space for the library, including flexible space for usage by multiple groups and/or fixed or flexible space for whole-class instruction <i>(AASL—include)</i></p>
<p>Exemplary (2 points): Provides furnishings that are mobile, flexible, and functional enough for a variety of instructional and non-instructional uses for a minimum of two (2) classes (based on the average class size in the building)</p> <p>Approaching (1 point): Provides seating for a minimum of two (2) classes (based on the average class size in the building)</p>
<p>Required Documentation/Evidence</p> <p>Photos accompanied by brief explanation of how spaces are used</p>

Category: Library Environment

Indicator #13: Program offers a variety of programs and/or opportunities for all members of the library community in a safe and inclusive manner

(AASL—include)

Exemplary (2 points): Offers a minimum of four distinct and cross-curricular programs throughout the year that may

- include family and/or community participation
- take place either during or beyond the school day

Approaching (1 point): Offers a minimum of two distinct and cross-curricular programs that may

- include family and/or community participation
- take place either during or beyond the school day

Required Documentation/Evidence

Calendar of events with enough detail to show the purpose and audience for each event; may include photos and/or evaluation from some events.

Category: Library Environment

Indicator #14: Program provides a variety of current technologies in the library, including means of remotely accessing library resources at any time

(AASL—curate, explore, include)

Exemplary (2 points): Provides a website with a curated selection of technology resources and openly licensed digital resources, learning management system, and/or social networking to offer 24/7 access to library

Approaching (1 point): Provides links to district-supported resources with 24/7 access

Required Documentation/Evidence

Link to website

Copies of communication sharing technology resource links with library stakeholders

Category: Library Management

Indicator #15: Program implements flexible scheduling to meet the authentic instructional needs of students

(AASL—collaborate, explore, include)

Exemplary (2 points): The library facility uses a flexible schedule during the length of the school day with all scheduling at the discretion of the professional librarian.

Approaching (1 point): The schedule of the library facility during the length of the school day does not exceed 25 percent fixed scheduling (such as being part of a school’s specials rotation); the remaining 75+ percent of the day’s schedule is flexible and implemented at the discretion of the professional librarian.

Required Documentation/Evidence

Library schedule reflective of four consecutive weeks

Category: Library Management

Indicator #16: Librarian regularly evaluates the library program

(AASL—This indicator includes addressing all AASL Integrated Frameworks while evaluating the school library program.)

Exemplary (2 points): Regularly designs throughout the school year evaluative tools and acquires evaluative information regarding the school library program from all stakeholders: school librarian, principal, certified teachers and/or support staff, parents, students

Approaching (1 point): Annually designs evaluative tools and acquires evaluative information regarding the school library program from four of the following five stakeholders: school librarian, principal, certified teachers and/or support staff, parents, students

Required Documentation/Evidence

Evaluative tool(s) utilized with each stakeholder regarding perception of the library program. These may be in the form of surveys, audio discussions, digital photos of physical documents as well as other data collection methods. These evaluations may include the complete library program, book clubs, special celebrations such as Read Across America Week or Banned Book Week, resource collections, resource development, etc.

<p>Category: Library Management Indicator #17: Program has a budget that is adequate to purchase books, materials, supplies, etc., to meet the library’s strategic plan <i>(AASL—curate, include)</i></p>
<p>Exemplary (2 points): Collaboratively works to establish an adequate budget with the building and/or district administration by communicating a strategic five-year plan that outlines the vision and progression of the school library program goals in connection with the school and/or district strategic plan</p> <p>Approaching (1 point): Collaboratively works to establish an adequate budget with the building and/or district administration by communicating a three-year plan that outlines the vision and progression of the school library program strategic plan</p>
<p>Required Documentation/Evidence</p> <p>Submission of collaborative budgetary plan denoting the library’s strategic plan and its connection to the building or district strategic plan. Submission must include the dollar amount (total and per student) provided by the district to support the library plan. Examples: written reports, spreadsheets.</p>

<p>Category: Library Management Indicator #18: Program maintains a current, relevant, and diverse collection of print and/or digital resources that is responsive to the needs of the community and is tied to curriculum <i>(AASL—curate, explore, include)</i></p>
<p>Exemplary (2 points):</p> <ul style="list-style-type: none"> • Maintains current collection as follows: <ul style="list-style-type: none"> ○ Nonfiction: At least 70 percent of the resources have copyright dates within the most recent 12 years. ○ Fiction: The average age of a fiction collection is less than 15 years old. • Supports access on all subjects that meet the needs, interests, and abilities of all persons in the community the library serves • Supplemental resources extend beyond the school community to connect with the global community <p>Approaching (1 point):</p> <ul style="list-style-type: none"> • Maintains current collection as follows: <ul style="list-style-type: none"> ○ Nonfiction: At least 70 percent of the resources have copyright dates within the most recent 15 years. ○ Fiction: The average age of a fiction collection is less than 17 years old. • Supports access on all subjects that meet the needs, interests, and abilities of all persons in the community the library serves
<p>Required Documentation/Evidence</p> <p>Collection analysis reports that clearly show the currency, relevance, and diversity of the library’s collection</p>

Category: Library Management

Indicator #19: Program maintains policies, procedures, and practices as set by the local school board

(AASL—curate, engage)

Exemplary (2 points): Has an up-to-date policy (within the last five years) including *all* of the following:

- Fines/Damaged materials
- Challenged books
- Collection development
- Volunteers
- Donations
- Borrowing policy
- Inventory
- Acceptable use
- Confidentiality
- Intellectual freedom
- Weeding

Approaching (1 point): Has an up-to-date policy (within the last five years) including nine of the following:

- Fines/Damaged materials
- Challenged books
- Collection development
- Volunteers
- Donations
- Borrowing policy
- Inventory
- Acceptable use
- Confidentiality
- Intellectual freedom
- Weeding

Required Documentation/Evidence

Link(s) to policies

Category: Staffing

Indicator #20: Program maintains an appropriate librarian-to-student ratio

(AASL—include, inquire)

Exemplary (2 points): Exhibits the following:

- 1.0 full-time librarian assigned full time to a library in a school* with a student population of 1-750
- 1.5 full-time librarians assigned full time to a library in a school* with a student population of 751-1,500
- 2.0 full-time librarians assigned full time to a library in a school* with a student population exceeding 1,500

Approaching (1 point): Exhibits ratio of one full-time librarian assigned full time to a library in a single school*.

**Because of the variety of library/school configurations among Missouri schools (one library for two campuses, two libraries on a single campus, etc.), applicant must include a description of the configuration in his/her school and explain how all stakeholders are sufficiently served within this configuration. Library staffing must be such that the library is open to students at any time during the regular school day.*

Required Documentation/Evidence

Written verification from school or district administration regarding student access to library at any time during the regular school day in addition to librarian’s required description of configuration (see above)

Category: Staffing

Indicator #21: Program maintains an appropriate library support staff-to-librarian ratio

(AASL—include, inquire)

Exemplary (2 points): Has one full-time paraprofessional library support staff per librarian without additional outside duties during instructional day to ensure the library is open to students and staff through the entire school day

Approaching (1 point): Has equivalent of one paraprofessional library support staff per librarian performing library-related duties in the library a minimum of 75% of the instructional day to ensure the library is open to students and staff through the entire school day

Required Documentation/Evidence

Written verification from school or district administration verifying paraprofessional hours and library accessibility hours