

AASL National Standard 4: Pursue personal and aesthetic growth

(AASL Standards - Refer to numbered indicators in parentheses)

Student Learning Expectations Iowa Library Information Curriculum Framework Standard 1 : Reads widely both for information and in pursuit of personal interests	I Can Statement: (Highlighted type supports Reading Plan on a Page)	Ideas Regarding Acceptable Evidence of Student Learning: (Bold type indicates area to assess)
The student can...	I can...	Individually and collaboratively...
<ol style="list-style-type: none"> 1. Be a competent and self-motivated reader. (4.1.3/4.1.4) 2. Read both fiction and non-fiction with comprehension. (4.1.1) 3. Use a variety of reading strategies to understand literature. (4.1.4) 4. Use a variety of reading strategies to understand nonfiction and informational text. (4.1.4) 5. Develop a background in types of literature and literary elements. (4.1.3) 6. Connect ideas to personal interests and previous knowledge and experience. (4.1.2/4.1.5) 7. Apply critical thinking skills when reading, viewing and listening. (4.1.2) 8. Respond to literature and other creative expressions of information in many formats. (4.1.3) 	<ul style="list-style-type: none"> • Select a “just right/good fit” book by myself. • Choose a book that interests me. • Choose a book that will help me answer my questions, with the teacher’s help. • Enjoy all kinds of books by listening to a reader or by reading them by myself. • Find the plot, characters, setting, and main ideas in a book. • Use story clues and my own background knowledge to take part in a book discussion. • Use information I know about authors and illustrators to select books that I will enjoy. • Take part in the <i>Goldfinch Award</i> voting. 	<ul style="list-style-type: none"> • Apply guidelines for choosing a “just right/good fit” book during checkout. • Read for pleasure, to learn and solve information needs. • Read or listen to types of fiction in picture book and novel format. • Read or listen to nonfiction (biography, information books, poetry). • Read or listen to traditional world literature/folklore. • Identify literary elements of plot, character, setting, theme, point of view. • Increase understanding of literature by participating in discussion (opinions & responses, compare/contrast, inferences, predictions, main idea, details). • Read or listen to a variety of authors and illustrators. • Read or listen to award-winning literature (<i>Goldfinch Award, Caldecott Award</i>).

☞ = opportunities to integrate Technology Literacy
 ★ = SEB assesses this skill
 📱 = technology assesses this skill
 ☒ = not reported

(21st -F)=Financial Literacy
 (21st-E)=Employability Skills
 (21st-T)=Technology Literacy
 (21st-C)=Civic Literacy
 (21st-H)=Health Literacy

AASL National Standard 1: Inquire, think critically and gain knowledge (AASL Standards - Refer to numbered indicators in parentheses)

AASL National Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and apply new knowledge

Student Learning Expectations Iowa Library Information Curriculum Framework Standard 2 : Inquiry - Information Access and Research	I Can Statement: (Highlighted type supports Reading Plan on a Page)	Ideas Regarding Acceptable Evidence of Student Learning: (Bold type indicates area to assess)
The student can...	I can...	Individually and collaboratively...
<p>A. Access information efficiently and effectively.</p> <ol style="list-style-type: none"> Use prior knowledge to determine the need for additional information. (1.1.2) (21st -E,T) Formulate questions based on information needs. (1.1.1/1.1.3) (21st -E, T) Identify a variety of potential sources of information. (1.1.4) (21st -E, T) Develop and use successful strategies for locating information. (1.1.4) (21st -E, T) Use technology effectively to locate information. (1.1.8) (21st -T) Use a variety of print and electronic tools to find information. (1.1.6/1.1.8/4.1.7) (21st -T) 	<ul style="list-style-type: none"> Ask a question about finding a book. Tell the difference between fact and fiction (reality and fantasy). Find different sections in the library. (Everybody, fiction, nonfiction) Locate books by authors in the Everybody and Fiction section. Locate and name the parts of a book. Use a dictionary and glossary with adult help. Understand that knowing the title, author and keyword will help me find a book in the library. Explain that the purpose of the online catalog is to help locate books in the library. 	<ul style="list-style-type: none"> Ask a question about finding a book or locating information. Define the difference between fiction and nonfiction. Recognize and begin to understand grouping of materials by call number. Locate books by authors in the Everybody and Fiction section Identify author, title, title page, illustrator, cover, spine. Begin to understand the use of a dictionary and glossary. Begin to understand that information can be found in a variety of sources (resource materials). Begin to learn the electronic catalog.
<p>B. Evaluate information critically and competently</p> <ol style="list-style-type: none"> Determine accuracy, relevance, and comprehensiveness (1.1.5) (21st -T) Distinguish among fact, point of view, and opinion (1.1.7) (21st -T) Identify inaccurate and misleading information (1.1.7) (21st T) Select information relevant to the problem or question at hand (1.1.7) (21st -T) 	<ul style="list-style-type: none"> Use different parts of a book to find information. Begin exploring different kinds of information books with help from the teacher. 	<ul style="list-style-type: none"> Use headings, subheadings, table of contents, index, and captions to find and comprehend information. Learn the appropriate use of information materials, e.g. beginning encyclopedia, beginning atlas, nonfiction book with adult guidance.

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<p>Student Learning Expectations Iowa Library Information Curriculum Framework Standard 2 : Inquiry - Information Access and Research</p>	<p>I Can Statement: (Highlighted type supports Reading Plan on a Page)</p>	<p>Ideas Regarding Acceptable Evidence of Student Learning: (Bold type indicates area to assess)</p>
<p>11. Derive meaning from information presented in a variety of formats (1.1.7) (21st -T)</p>		
<p>C. Use information accurately, creatively and ethically.</p> <p>12. Organize information for practical application. (2.1.2/4.1.6) (21st -T)</p> <p>13. Integrate new information into current knowledge. (2.1.1/2.1.3) (21st -T)</p> <p>14. Create and communicate information and ideas in appropriate formats. (2.1.2/2.1.4/4.1.8) (21st -T)</p> <p>15. Use technology effectively to organize, present and document research findings. (2.1.4) (21st -T)</p> <p>16. Design, develop and evaluate information products and solutions both for school assignments and personal interests. (2.1.6/4.1.8) (21st -T)</p> <p>17. Reflect on strategies for revising and improving process and product. (3.1.1) (21st -T)</p>	<ul style="list-style-type: none"> • Begin exploring the Super 3 Research Model with teacher assistance. <ol style="list-style-type: none"> 1. Plan 2. Do 3. Review 	<ul style="list-style-type: none"> • Use basic graphic organizers to record information with direct teacher instruction.

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AASL National Standard 3: Share knowledge and participate ethically and productively as members of our democratic society

(AASL Standards - Refer to numbered indicators in parentheses)

<p>Student Learning Expectations Iowa Library Information Curriculum Framework Standard 3: Seeks multiple perspectives, shares information and ideas with others and uses information and resources ethically.</p>	<p>I Can Statement: (Highlighted type supports Reading Plan on a Page and CRCSD Technology Literacy Expectations)</p>	<p>Ideas Regarding Acceptable Evidence of Student Learning: (Bold type indicates area to assess)</p>
<p>The student can...</p>	<p>I can...</p>	<p>Individually and collaboratively...</p>
<ol style="list-style-type: none"> 1. Seek information from diverse sources, contexts, disciplines and cultures. (1.1.5) (21st -T) 2. Respect intellectual property rights and understands the need for documenting sources. (3.1.6) (21st -E, T, C) 3. Use technology and resources responsibly. (3.1.6) (21st -F, E, T) 4. Work independently and in groups to pursue information to solve problems. (1.1.9) (21st -E, T) 5. Participate and collaborate as a member of a team of learners. (1.1.9) (21st -E, T) 	<ul style="list-style-type: none"> • Respect library materials and rules. • Understand that authors and illustrators own their work. • Use books and computer resources to create projects to show what I've learned. • I can work cooperatively in a group. 	<ul style="list-style-type: none"> • Practice responsible use of library materials and technology. • Understand that authors and illustrators own their work. • Use a number of pre-selected sources for beginning research projects with adult guidance. • Work collaboratively as a team member. <p>(Refer to the CRCSD 2nd Grade Technology Literacy Student Learning Expectations)</p>

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