

AASL National Standard 4: Pursue personal and aesthetic growth

(AASL Standards - Refer to numbered indicators in parentheses)

<p>Student Learning Expectations Iowa Library Information Curriculum Framework Standard 1: Reads widely both for information and in pursuit of personal interests</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>The student can...</p>	<p>I can...</p>	<p>Individually and collaboratively...</p>
<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 nonfiction 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. • Find the plot, characters, setting, main idea, and author's purpose 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> and/or the <i>Iowa Children's Choice 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 traditional world literature/folklore. • Read or listen to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction). • Read or listen to nonfiction (biography, information books, poetry). • Identify literary elements of plot, character, setting, theme, point of view, and author's purpose. • 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</i> and/or <i>Iowa Children's Choice 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

Cedar Rapids Community School District

AASL National Standard 1: Inquire, think critically and gain knowledge

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

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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 and CRCSD Literacy Technology Expectations)	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"> 1. Use prior knowledge to determine the need for information. (1.1.2) (21st -E, T) 2. Formulate questions based on information needs. (1.1.1/1.1.3) (21st -E, T) 3. Identify a variety of potential sources of information. (1.1.4) (21st -E, T) 4. Develop and use successful strategies for locating information. (1.1.4/1.1.5) (21st -T) 5. 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 nonfiction and fiction. • Understand that each book should be in only its spot on the shelf. • Find different sections in a library (everybody, fiction, nonfiction, biography). • Locate books in the everybody, fiction, nonfiction, and biography sections, asking for help when needed. • Use a dictionary, encyclopedia, or atlas to answer questions, asking for help when needed. • Locate and name parts of a book. • Understand that knowing the title, author or keyword will help me find a book in the library. • Understand 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 everybody and fiction books. • Locate the biography section and favorite nonfiction sections of the library. • Learn to use a dictionary, encyclopedia, and atlas. • Learn that information can be found in a variety of sources, recognizing unique features of each source. • Learn to use a table of contents and index. • Identify the author, title, title page, illustrator, cover, spine, publisher, and copyright date. • Learn to use the electronic library catalog.

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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 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>
<p>B. Evaluate information critically and competently</p> <p>6. Determine accuracy, relevance, and comprehensiveness. (1.1.5) (21st -T)</p> <p>7. Distinguish among fact, point of view, and opinion. (1.1.7) (21st -T)</p> <p>8. Identify inaccurate and misleading information. (1.1.7) (21st -T)</p> <p>9. Select information relevant to the problem or question at hand. (1.1.5/1.1.7) (21st -T)</p> <p>10. Derive meaning from information presented in a variety of formats. (1.1.6/1.1.7) (21st -T)</p>	<ul style="list-style-type: none"> • Use different parts of a book to find information. • Know which kind of book to use for the information that I need, asking for help when needed. • Take notes from a reference or nonfiction book. 	<ul style="list-style-type: none"> • Use headings, subheadings, table of contents, index. • Identify the appropriate use of reference materials, e.g. encyclopedia, atlas, nonfiction book with adult guidance. • Identify and extract relevant information in print and electronic resources with adult guidance. • Develop note-taking skills.
<p>C. Use information accurately, creatively and ethically.</p> <p>11. Organize information for practical application. (2.1.2/4.1.6) (21st -T)</p> <p>12. Integrate new information into current knowledge. (2.1.1/2.1.3/2.1.6) (21st -T)</p> <p>13. Create and communicate information and ideas in appropriate formats. (2.1.2/2.1.4/2.1.6/3.1.3/4.1.8) (21st -T)</p> <p>14. Use technology effectively to organize, present and document research findings. (2.1.4/3.1.4) (21st -T)</p> <p>15. Design, develop and evaluate information products and solutions both for school assignments and personal interests. (2.1.6/3.1.3/3.1.4/4.1.8) (21st -T)</p> <p>16. 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"> • Organize information using such techniques as graphic organizers, storyboarding, or webbing. • Present the results of information search in a new form, e.g. multimedia or print project. <p>(Refer to the CRCSD 3rd Grade Technology Literacy Student Learning Expectations)</p>

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

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<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. (1.1.5/3.1.5) (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. (1.1.9/2.1.5/3.1.2) (21st -E, T) 5. Participate and collaborate as a member of a team of learners. (1.1.9/2.1.5/3.1.2) (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. • Create a basic bibliography. • 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 sources for research projects with adult guidance. • Record title and author of sources used when completing projects. • Work collaboratively as a team member. <p>(Refer to the CRCSD 3rd Grade Technology Literacy Student Learning Expectations)</p>

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