

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 with help. • Choose a book that interests me. • Choose a book that will answer my questions with a teacher's help. • Enjoy all kinds of books by listening to a reader or by reading them by myself. • Use both words and pictures to understand a book. • 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 with adult guidance. • Read or listen to a variety of Everybody and Fiction books. • Read or listen to nonfiction books (information books, poetry). • Read or listen to traditional world literature/folklore. • Identify literary elements of plot, character, setting, author's purpose. • Increase understanding of literature by participating in discussion (opinions & responses, compare/contrast, inferences, predictions, main idea, details). • Engage in an in-depth study of an author's and/or illustrator's body of work. • Read or listen to award-winning literature (e.g. <i>Goldfinch</i>, <i>Caldecott</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 National Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and apply new knowledge

(AASL Standards - Refer to numbered indicators in parentheses)

| 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) |
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| 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 additional information. (1.1.2) (21st -E) 2. Formulate questions based on information needs. (1.1.1/1.1.3) (21st -E) 3. Identify a variety of potential sources of information. (1.1.4) (21st -E) 4. Develop and use successful strategies for locating information. (1.1.4) 5. Use technology effectively to locate information. (1.1.8) 6. Use a variety of print and electronic tools to find information. (1.1.6/1.1.8/4.1.7) | <ul style="list-style-type: none"> • Ask a question about finding a book. • Tell the difference between fact and fiction (reality and fantasy). • Understand that the library has different places for different types of books and materials. • Find books in the Everybody section. • Find and name parts of a book. | <ul style="list-style-type: none"> • Ask a question about finding a book or locating information. • Define the difference between fiction and nonfiction. • Understand grouping of materials by call number (Everybody, Fiction). • Recognize and locate Everybody books by selected authors. • Identify author, title, title page, illustrator, cover, and spine. |
| <p>B. Evaluate information critically and competently.</p> <ol style="list-style-type: none"> 7. Determine accuracy, relevance, and comprehensiveness. (1.1.5) 8. Distinguish among fact, point of view, and opinion. (1.1.7) 9. Identify inaccurate and misleading information. (1.1.7) 10. Select information relevant to the problem | <ul style="list-style-type: none"> • Not assessed at 1st grade level | |

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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>or question at hand. (1.1.7) 11. Derive meaning from information presented in a variety of formats. (1.1.7)</p> | | |
| <p>C. Use information accurately, creatively and ethically. 12. Organize information for practical application. (2.1.2/4.1.6) 13. Integrate new information into current knowledge. (2.1.1/2.1.3) 14. Create and communicate information and ideas in appropriate formats. (2.1.2/2.1.4/4.1.8) 15. Use technology effectively to organize, present and document research findings. (2.1.4) 16. Design, develop and evaluate information products and solutions both for school assignments and personal interests. (2.1.6/4.1.8) 17. Reflect on strategies for revising and improving process and product. (3.1.1)</p> | <ul style="list-style-type: none"> • Not assessed at 1st grade level | |

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

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| 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. | 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... |
| 1. Seek information from diverse sources, contexts, disciplines and cultures. (1.1.5) 2. Respect intellectual property rights and understands the need for documenting sources. (3.1.6) (21 st -E) 3. Use technology and resources responsibly. (3.1.6) (21 st -F) 4. Work independently and in groups to pursue information to solve problems. (1.1.9) (21 st -E) 5. Participate and collaborate as a member of a team of learners. (1.1.9) (21 st -E) | <ul style="list-style-type: none"> • Follow library rules. • Carefully use library materials: Turn the pages of a book carefully Use a bookmark to hold my place Keep books safe at home Return books to the library on time • Return a book to its spot on the shelf using a shelf marker. • Work together with others. | <ul style="list-style-type: none"> • Follow library procedures. • Demonstrate proper care of books, materials and equipment. • Use a shelf marker when browsing to keep a book in its own location. • Work collaboratively as a team member. |

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