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…
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)	• Select a "just right/good fit" book by myself. • Choose a book that interests me from different genres. • Choose a book that will help me answer my questions. • Describe the plot, characters, setting, main ideas, and author's purpose in a book. • Use story clues and my own background knowledge to participate in a book discussion. • Use information I know about authors and illustrators to select books that I will enjoy. • Participate in the *Iowa Children's Choice Award* voting. • Use books, magazines, the Internet, and other technology for information and things that interest me.	• 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, mystery, adventure, fantasy, science fiction). • Read or listen to nonfiction (biography, information books, poetry). • 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 (*Iowa Children's Choice Award*). • Use a variety of print and electronic resources for information and personal interest.

✐ = 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 and CRCSD Technology Literacy expectations)	Ideas Regarding Acceptable Evidence of Student Learning: (Bold type indicates area to assess)
The student can…	I can…	Individually and collaboratively…
A. Access information efficiently and effectively. 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 -T) 3. Identify a variety of potential sources of information. (1.1.4) (21st -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)	• Ask questions about finding resources, using information I already know. • Explain how fiction and nonfiction books are organized in the library. • **Locate books in everybody, fiction, nonfiction, and biography sections.** • Use a dictionary, encyclopedia, or atlas to answer questions, asking for guidance when needed. • Use different parts of a book to find information. • Use keywords to help me find information. • **Use the title, author or keyword within the online catalog to help locate books in the library.** • Use computer resources to find information.	• Use prior knowledge to develop questions about finding resources. • Understand grouping of materials by call number. • **Locate materials on library shelves by call numbers, if not mastered in 4th grade.** • Use a dictionary, encyclopedia, and atlas. • Understand that information can be found in a variety of sources, recognizing unique features of each source. • Use a table of contents, index, and glossary. • Understand visual literacy clues (e.g. tables, charts, and timelines). • Identify the author, title, title page, illustrator, cover, spine, publisher, and copyright date. • Use strategies to identify appropriate keywords (introduction to Boolean searching). • **Use the electronic library catalog to search by keyword, author, and title, if not mastered in 4th grade.** • Use basic online information tools.

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page 2   **Cedar Rapids Community School District**

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 Technology Literacy expectations)	Ideas Regarding Acceptable Evidence of Student Learning: (Bold type indicates area to assess)
The student can…	I can…	Individually and collaboratively…
B. Evaluate information critically and competently 6. Determine accuracy, relevance, and comprehensiveness. (1.1.5) (21st -T) 7. Distinguish among fact, point of view, and opinion. (1.1.7) (21st -T) 8. Identify inaccurate and misleading information. (1.1.7) (21st -T) 9. Select information relevant to the problem or question at hand. (1.1.5/1.1.7) (21st -T) 10. Derive meaning from information presented in a variety of formats. (1.1.6/1.1.7) (21st -T)	• Skim and scan 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. • Understand the importance of accurate information with adult help. • Take notes and summarize from a reference or nonfiction source or computer resource.	• Use headings, subheadings, table of contents, index, skimming and scanning for appropriate information. • Identify the appropriate use of reference materials, e.g. encyclopedia, atlas, nonfiction book. • Determine accuracy and relevance of print and nonprint information with adult guidance. • Identify and extract relevant information in print and electronic resources with adult guidance. • Develop note-taking and summarizing skills.

C. Use information accurately, creatively and ethically.
11. Organize information for practical application (2.1.2/4.1.6) (21st -T)
12. Integrate new information into current knowledge (2.1.1/2.1.3/2.1.6) (21st -T)
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)
14. Use technology effectively to organize, present and document research findings (2.1.4/3.1.4) (21st -T)
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)
16. Reflect on strategies for revising and improving process and product. (3.1.1) (21st -T)
	• Use the Big 6 Research Model with teacher assistance
	  1. Task Definition
	  2. Information Seeking Strategies
	  3. Location and Access
	  4. Use of information
	  5. Synthesis
	  6. Evaluation
	• Follow writing steps to share ideas I've learned.
	• Use word processing, drawing, presentation, graphing, and other computer tools to illustrate my ideas.
		• Organize information using such techniques as graphic organizers, storyboarding, or webbing.
		• Present the results of an information search in a new form, e.g. multimedia or print project.
		• Use a writing process to share new understandings.
		• Present, perform, or share a print or multimedia project to share new understandings.
		• Evaluate project and process.
		
		(Refer to the CRCSD 5th Grade Technology Literacy Student Learning Expectations)

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 and CRCSD Technology Literacy expectations)	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. (1.1.5/3.1.5) (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)	• 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 create a basic bibliography. • I can work cooperatively in a group.	• 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, author, date, and/or the website domain name of sources used when completing projects. • Work as a team member to produce a group project. (Refer to the CRCSD 5th Grade Technology Literacy Student Learning Expectations)

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Cedar Rapids Community School District