

AASL National Standard 4: Pursue personal and aesthetic growth

(AASL Standards - Refer to numbered indicators in parentheses)

<p><b>Student Learning Expectations</b> Iowa Library Information Curriculum Framework Standard 1 : Reads widely both for information and in pursuit of personal interests</p>	<p><b>I Can Statement:</b> <b>(Highlighted type supports Reading Plan on a Page)</b></p>	<p><b>Ideas Regarding Acceptable Evidence of Student Learning:</b> <b>(Bold type indicates area to assess)</b></p>
<p>The student can...</p>	<p>I can...</p>	<p>Individually and collaboratively...</p>
<ol style="list-style-type: none"> <li>1. Be a competent and self-motivated reader. (4.1.3/4.1.4)</li> <li>2. Read both fiction and non-fiction with comprehension. (4.1.1)</li> <li>3. Use a variety of reading strategies to understand literature. (4.1.4)</li> <li>4. Use a variety of reading strategies to understand nonfiction and informational text. (4.1.4)</li> <li>5. Develop a background in types of literature and literary elements. (4.1.3)</li> <li>6. Connect ideas to personal interests and previous knowledge and experience. (4.1.2/4.1.5)</li> <li>7. Apply critical thinking skills when reading, viewing and listening. (4.1.2)</li> <li>8. Respond to literature and other creative expressions of information in many formats. (4.1.3)</li> </ol>	<ul style="list-style-type: none"> <li>• Choose a book that interests me.</li> <li>• Choose a book that will answer my questions with a teacher’s help.</li> <li>• Enjoy a book by listening to the reader or looking at the pictures.</li> <li>• Use both words and pictures to understand a book.</li> <li>• Use information I know about authors and illustrators to select books that I will enjoy.</li> <li>• Take part in the <i>Goldfinch Award</i> voting.</li> </ul>	<ul style="list-style-type: none"> <li>• Select books that are of interest and/or answer questions.</li> <li>• Listen to a variety of Everybody books.</li> <li>• Listen to nonfiction books.</li> <li>• Listen to traditional world literature/folklore.</li> <li>• Identify literary elements of plot, character, setting.</li> <li>• Increase understanding of literature by participating in discussion (opinions &amp; responses, compare/contrast, inferences, predictions, main idea, details).</li> <li>• Engage in an in-depth study of an author's and/or illustrator's body of work.</li> <li>• Listen to award-winning literature (e.g. <i>Goldfinch, Caldecott</i>).</li> </ul>

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

(21<sup>st</sup> -F)=Financial Literacy  
 (21<sup>st</sup>-E)=Employability Skills  
 (21<sup>st</sup>-T)=Technology Literacy  
 (21<sup>st</sup>-C)=Civic Literacy  
 (21<sup>st</sup>-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

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<b>Student Learning Expectations</b> Iowa Library Information Curriculum Framework Standard 2: Inquiry - Information Access and Research	<b>I Can Statement:</b> (Highlighted type supports Reading Plan on a Page)	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b> (Bold type indicates area to assess)
The student can...	I can...	Individually and collaboratively...
<p><b>A. Access information efficiently and effectively.</b></p> <ol style="list-style-type: none"> <li>1. Use prior knowledge to determine the need for additional information. (1.1.2) (21<sup>st</sup> -E)</li> <li>2. Formulate questions based on information needs. (1.1.1/1.1.3) (21<sup>st</sup> -E)</li> <li>3. Identify a variety of potential sources of information. (1.1.4) (21<sup>st</sup> -E)</li> <li>4. Develop and use successful strategies for locating information. (1.1.4)</li> <li>5. Use technology effectively to locate information. (1.1.8)</li> <li>6. Use a variety of print and electronic tools to find information. (1.1.6/1.1.8/4.1.7)</li> </ol>	<ul style="list-style-type: none"> <li>• Ask a question about finding a book.</li> <li>• Tell the difference between fact and fiction (reality and fantasy).</li> <li>• Understand that the library has different places for different types of books and materials.</li> <li>• <b>Find the alphabet markers in the Everybody books.</b></li> <li>• Find library books with help from a teacher.</li> <li>• Tell you that the author writes the words in a book.</li> <li>• Tell you that an illustrator draws the pictures in a book.</li> <li>• Point to the cover, spine and title on a book.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask a question about finding a book or locating information.</li> <li>• Define difference between fiction and nonfiction.</li> <li>• <b>Understand grouping of materials by call number (Everybody).</b></li> <li>• Check out a variety of books.</li> <li>• Describe the roles of an author and illustrator.</li> <li>• Identify a book's cover, spine, and title.</li> </ul>
<p><b>B. Evaluate information critically and competently.</b></p> <ol style="list-style-type: none"> <li>7. Determine accuracy, relevance, and comprehensiveness. (1.1.5)</li> <li>8. Distinguish among fact, point of view, and opinion. (1.1.7)</li> <li>9. Identify inaccurate and misleading information. (1.1.7)</li> <li>10. Select information relevant to the problem or question at hand. (1.1.7)</li> </ol>	<ul style="list-style-type: none"> <li>• Not assessed at Kindergarten level</li> </ul>	

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<p><b>Student Learning Expectations</b> Iowa Library Information Curriculum Framework Standard 2: Inquiry - Information Access and Research</p>	<p><b>I Can Statement:</b> (Highlighted type supports Reading Plan on a Page)</p>	<p><b>Ideas Regarding Acceptable Evidence of Student Learning:</b> (Bold type indicates area to assess)</p>
<p>11. Derive meaning from information presented in a variety of formats. (1.1.7)</p>		
<p><b>C. Use information accurately, creatively and ethically.</b> 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"> <li>● Not assessed at Kindergarten level</li> </ul>	

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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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<b>Student Learning Expectations</b> Iowa Library Information Curriculum Framework Standard 3: Seeks multiple perspectives, shares information and ideas with others and uses information and resources ethically.	<b>I Can Statement:</b> (Highlighted type supports Reading Plan on a Page)	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b> (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 <sup>st</sup> -E) 3. Use technology and resources responsibly. (3.1.6) (21 <sup>st</sup> -F) 4. Work independently and in groups to pursue information to solve problems. (1.1.9) (21 <sup>st</sup> -E) 5. Participate and collaborate as a member of a team of learners. (1.1.9) (21 <sup>st</sup> -E)	<ul style="list-style-type: none"> <li>• Follow library rules.</li> <li>• 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</li> <li>• Return a book to its spot on the shelf using a shelf marker.</li> <li>• Work together with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow library procedures.</li> <li>• Demonstrate proper care of books, materials and equipment.</li> <li>• Use a shelf marker when browsing to keep a book in its own location.</li> <li>• Work collaboratively as a team member.</li> </ul>

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