2. SKILLS

DEFINING SKILLS IN 21ST-CENTURY LEARNING

The demands of the twenty-first century require learners to develop essential information literacy skills to evaluate and make sense of the rapidly proliferating, but often biased and inaccurate, volume of information being published. The "text" of information is presented in many different formats, and learners must develop the skills of multiple literacies (print, digital, media, visual) to determine the intended meaning and to understand it in context. In addition, learners must use critical- and creative-thinking skills to transform the information that they gather into organized knowledge that they can use to make decisions, draw conclusions, and create new knowledge. Learners must develop social learning skills as well, so that they can learn from the diverse perspectives of others and participate productively in their community of learners.

Although schools may define a body of knowledge for students to acquire during their educational experience, no learner will be prepared for successful participation in school or society without

also developing the skills of learning and the ability to adapt those skills to any context and for any reason, both academic and personal.

SKILLS AND THE LEARNING PROCESS

The power of inquiry-based learning is explicitly recognized as one the common beliefs underlying the *Standards for the 21st-Century Learner.* Inquiry is defined as a stance toward learning in which the learners themselves are engaged in asking questions and finding answers, not simply accumulating facts (presented by someone else) that have no relation to previous learning or new understanding. Inquiry follows a continuum of learning experiences, from simply discovering a new idea or an answer to a question, to following a complete inquiry process. A number of inquiry-process models include the same progression. Learners begin by recognizing what they already know and acquiring enough background information to generate questions for investigation. Using their questions to frame their investigations, learners apply the skills needed to determine accurate answers, generate new ideas and interpretations, and make appropriate decisions and conclusions. To complete the inquiry cycle, students express their new understandings, apply them to new situations, and reflect on their own learning process. Learners do not have to complete a full inquiry cycle to be engaged in inquiry-based learning. Any time they are questioning, finding answers, discovering new ideas, and constructing their own meaning they are drawing upon their skills of inquiry.

The skills required for inquiry run the gamut from low-level, fact-location skills to high-level synthesis, evaluation, and creation skills. Students of all ages should be expected to think while they are learning; thinking is not a luxury reserved for the most-skilled or older students. In all cases, however, students should apply the thinking and inquiry skills in the context of some content that they are learning. The skills will enhance the

learning of content; the content will make the learning of skills more meaningful and important.

TEACHING FOR SKILLS

The skills for 21st-century learning are best taught through an approach in which the teacher guides the learners to construct their own understandings and to apply these understandings to any learning experience. One model of instruction that has been used successfully (because it combines direct instruction with independent practice) is a four-step lesson design:

1) direct instruction of the specific skill to be learned (in context of a topic being studied)

2) modeling and guided practice so that learners have an opportunity to see the skill as it is applied successfully

3) independent practice, with learners applying the skill to their own topics

4) reflection and sharing when the learners look at their own application of the skill and determine how well it worked

The acquisition of learning skills is complex and developmental. Students cannot be expected to learn every skill necessary to complete every phase of the learning process during every unit of instruction. School librarians and teachers guide students to successful learning experiences by teaching identified skills and scaffolding other necessary skills. For example, if a school librarian has decided to teach students to evaluate websites during one particular unit, then the school librarian may choose to provide the sites to be evaluated, rather than teaching students to develop search strategies and skills. The development of search strategies would be taught during another unit. Because the skills of 21st-century learning must be developed over time, school librarians may want to design a curriculum plan for teaching the skills in a coherent way across the years of schooling. This plan must be integrated with content-area curricula to match

appropriate skills with classroom content and to ensure that the skills are always taught in context. Sample integrated lessons for many of the skills are included in the action examples in the latter part of this publication.

To facilitate the coherent and continuous development of 21st-century skills, specific benchmarks to be achieved by grades 2, 5, 8, 10, and 12 have been identified for every skills indicator under all four standards. The competencies to be achieved by grade 12 represent the important lifelong-learning skills that students will need to succeed at higher levels of education, in the workplace, and as productive members of society.

BENCHMARKS

GRADE 2

GRADE 5

GRADE 8

GRADE 10

GRADE 12
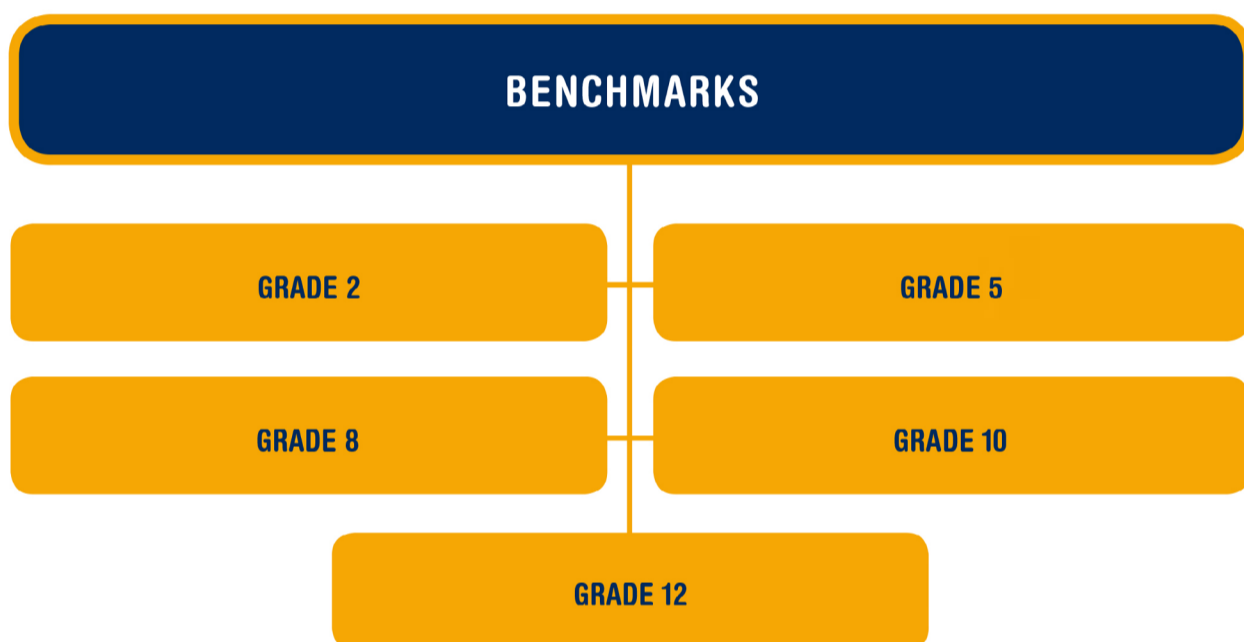
The following charts show a developmental approach to each of the skills covered in the four standards. As school librarians work with the students in their schools, they will differentiate their instruction based on the previous experience and skill level of their students to both challenge and support all their students to reach their highest levels of competency. In some cases school librarians may have to review or re-teach skills designated for a lower grade; in other situations, students may be ready to move to more complex skills designated for grade levels above their own. In all cases students should be able to build on the skills they have acquired to develop more sophisticated and complex skills and strategies.

STANDARD 1: Inquire, think critically, and gain knowledge.

STRAND 1.1: SKILLS

INDICATOR 1.1.1: *Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.*

Grade-Level Benchmarks:

GRADE 2

– Form simple questions and begin to explore ways to answer them.

GRADE 5

– Generate questions and practice different ways to locate and evaluate sources that provide needed information.

GRADE 8

– Use a critical-thinking process that involves asking questions, investigating the answers, and developing new understandings for personal or academic independent-learning activities.

GRADE 10

– With guidance use an inquiry-based process for expanding content knowledge, connecting academic learning with the real world and pursuing personal interests.

GRADE 12

– Independently and systematically use an inquiry-based process to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.

INDICATOR 1.1.2: *Use prior and background knowledge as context for new learning.*

Grade-Level Benchmarks:

GRADE 2

– Connect ideas to own interests.

– Identify one or two keywords about a topic, problem, or question.

– Share what is known about a topic, problem, or question.

GRADE 5

– Connect ideas or topics to their own interests.

– Articulate what is known about a topic, problem or question.

– With guidance generate a list of keywords for an inquiry-based project.

– Identify and use appropriate sources to acquire background information.

– Predict answers to inquiry questions based on background knowledge and beginning observations or experiences.

GRADE 8

– State and support what is known about a topic, problem, or question, and make connections to prior knowledge.

– Observe and analyze an experience, demonstration, or source that introduces a topic, problem, or question to gather background information.

GRADE 10

– Read background information to discover the key components of the problem or question.

– Identify keywords or synonyms to use in further research.

– Develop a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest.

GRADE 12

– Explore general information sources to increase familiarity with the topic or question.

– Review the initial information need to develop, clarify, revise, or refine the question.

– Compare new background information with prior knowledge to determine direction and focus of new learning.

INDICATOR 1.1.3: *Develop and refine a range of questions to frame the search for new understanding.*

Grade-Level Benchmarks:

GRADE 2

– Formulate questions related to listening activities.

– Ask "I wonder" questions about the topic, question, or problem.

GRADE 5

– With guidance formulate questions about the topic.

– Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.

– Revise the question or problem as needed to arrive at a manageable topic.

GRADE 8

– Write questions independently based on key ideas or areas of focus.

– Determine what information is needed to support the investigation and answer the questions.

- Analyze what is already known, or what is observed or experienced, to predict answers to inquiry questions.

- Refine questions depending on the type of information needed (for example, overview, big idea, specific detail, cause and effect, comparison).

GRADE 10

- Generate specific questions to focus the purpose of the research.

- Develop and refine the topic, problem, or question independently to arrive at a worthy and manageable topic.

- Formulate questions to collect the needed information to validate or contest a thesis statement.

- Design questions that systematically test a hypothesis or validate a thesis statement.

- Refine questions to provide a framework for the inquiry and to fulfill the purpose of the research.

GRADE 12

- Recognize that the purpose of the inquiry determines the type of questions and the type of thinking required (for example, an historical purpose may require taking a position and defending it).

- Explore problems or questions for which there are multiple answers or no "best" answer.

- Review the initial information need to clarify, revise, or refine the questions.

INDICATOR 1.1.4: *Find, evaluate, and select appropriate sources to answer questions.*

Grade-Level Benchmarks:

GRADE 2

- Understand the basic organizational structure of books.
- Distinguish between fiction and nonfiction books.
- Understand that the library has an organizational scheme.
- Select and use appropriate sources, including picture dictionaries, beginning encyclopedias, magazines, maps, and globes, to answer questions.

GRADE 5

- Understand the library's organizational scheme and what main topics are included in each section.
- Select and use appropriate sources, including specialized reference sources and databases, to answer questions.
- Use multiple resources, including print, electronic, and human, to locate information.
- Use the organizational structure of a book (for example, table of contents, index, chapter headings) to locate information to answer questions.
- Use text features and illustrations to decide which resources are best to use and why.

GRADE 8

- Recognize the organization and use of special sections in the library (for example, reference, reserve books, paperbacks).
- Locate appropriate nonfiction resources by using the library's classification scheme.

- Evaluate sources based on criteria such as copyright date, authority of author or publisher, comprehensiveness, readability, and alignment with research needs.

- Select a variety of credible sources in different formats relevant to research needs.

GRADE 10

- Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats.

- Use specialized reference materials to find specific and in-depth information.

- Use both primary and secondary sources.

- Evaluate sources based on criteria such as copyright date, authority of author or publisher, depth of coverage, and relevance to research questions.

GRADE 12

- Identify the value of and differences among potential resources in a variety of formats.

- Use various search systems to retrieve information in a variety of formats.

- Seek and use a variety of specialized resources available from libraries, the Web, and the community.

- Describe criteria used to make resource decisions and choices.

INDICATOR 1.1.5: *Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.*

Grade-Level Benchmarks:

GRADE 2

- Recognize and use facts that answer specific questions.

- Interpret information represented in pictures, illustrations, and simple charts.

GRADE 5

- Skim/scan to locate information that is appropriate to age and ability level.

- Identify facts and details that support main ideas.

- Evaluate facts for accuracy.

- Distinguish between fact and opinion.

- Interpret information taken from maps, graphs, charts, and other visuals.

- Select information to answer questions or solve a problem.

GRADE 8

- Recognize that information has a social or cultural context based in currency, accuracy, authority, and point of view.

- Evaluate and select information based on usefulness, currency, accuracy, authority, and point of view.

GRADE 10

- Recognize that knowledge can be organized into disciplines that influence the way information is presented and use this understanding to effectively access information.

- Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority, and point of view.

GRADE 12

- Evaluate historical information for validity of interpretation, and scientific information for accuracy and reliability of data.

- Recognize the social, cultural, or other context within which the information was created and explain the impact of context on interpreting the information.

– Use consciously selected criteria to determine whether the information contradicts or verifies information from other sources.

INDICATOR 1.1.6: *Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.*

Grade-Level Benchmarks:

GRADE 2

– Use simple note-taking strategies as demonstrated by school librarian.

– Write, draw or verbalize the main idea and supporting details.

GRADE 5

– Use various note-taking strategies (for example, outlining, questioning the text, highlighting, graphic organizers).

– Paraphrase or summarize information in various formats.

– Draw conclusions based on facts and premises.

GRADE 8

– Evaluate, paraphrase, and summarize information in various formats.

– Use both facts and opinions responsibly by identifying and verifying them.

GRADE 10

– Take notes using one or more note-taking strategies, including reflecting on the information (for example, graphic organizers, two-column notes).

– Categorize information; add new categories as necessary.

– Interpret information presented in various formats.

- Restate concepts in their own words and select appropriate data accurately.

- Integrate new information presented in various formats with previous information or knowledge.

- Analyze initial synthesis of findings and construct new hypotheses or generalizations if warranted.

- Challenge ideas represented and make notes of questions to pursue in additional sources.

INDICATOR 1.1.7: *Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.*

Grade-Level Benchmarks:

GRADE 2

- Summarize or retell key points.

GRADE 5

- Recognize when facts from two different sources conflict and seek additional sources to verify accuracy.

- Recognize their own misconceptions when new information conflicts with previously held opinions.

GRADE 8

- Seek more than one point of view by using diverse sources.

- Explain the effect of different perspectives (points of view) on the information.

GRADE 10

- Identify presence of bias and explain the effect on the information presented.

- Counter the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective.

GRADE 12

- Create a system to organize the information.

- Analyze the structure and logic of supporting arguments or methods.

- Analyze information for prejudice, deception, or manipulation.

- Investigate different viewpoints encountered, and determine whether and how to incorporate or reject these viewpoints.

- Compensate for the effect of point of view and bias by seeking alternative perspectives.

INDICATOR 1.1.8: *Demonstrate mastery of technology tools for accessing information and pursuing inquiry.*

Grade-Level Benchmarks:

GRADE 2

- Recognize the purpose of the online catalog to locate materials.

- Use online encyclopedias and magazine databases with guidance.

GRADE 5

- Search an online catalog to locate materials.

- Use selected websites and periodical databases to find appropriate information.

- Use selected search engines to find appropriate information.

- Use software or online tools to record and organize information.

GRADE 8

– Use technology resources such as online encyclopedias, online databases, and Web subject directories, to locate information.

– Implement keyword search strategies.

– Select and use grade-level-appropriate electronic reference materials and teacher-selected websites to answer questions.

– Use a variety of search engines to do advanced searching.

GRADE 10

– Use a range of electronic resources efficiently, effectively, and safely by applying a variety of search and evaluation strategies.

– Use social tools to demonstrate and share learning.

GRADE 12

– Select the most appropriate technologies to access and retrieve the needed information.

– Use various technologies to organize and manage the information selected.

– Create their own electronic learning spaces by collecting and organizing links to information resources, working collaboratively, and sharing new ideas and understandings with others.

INDICATOR 1.1.9: *Collaborate with others to broaden and deepen understanding.*

Grade-Level Benchmarks:

GRADE 2

– Listen to others with respect.

– Share knowledge and ideas with others by discussion and listening.

GRADE 5

- Work in teams to produce original works or solve problems.

- Respect others' opinions through active listening and questioning.

GRADE 8

- Work in self-managed teams to understand concepts and to solve problems.

- Offer information and opinion at appropriate times in group discussions.

- Encourage team members to share ideas and opinions.

GRADE 10

- Seek ideas and opinions from others.

- Respect and help groups find and incorporate diverse ideas.

- Describe ideas of others accurately.

- Help to organize and integrate contributions of all group members into products.

GRADE 12

- Model social skills and character traits that advance a team's ability to identify issues and problems, and to work together on solutions and products.

- Design and implement projects that include participation from diverse groups.

STANDARD 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

STRAND 2.1: SKILLS

INDICATOR 2.1.1: Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

Grade-Level Benchmarks:

GRADE 2

- Answer the question, "What is this mostly about?"
- Find facts to answer questions in more than one source.
- Note similarities and differences in information from different sources.
- Identify supporting details.

GRADE 5

- Use different clues (placement in text, signal words, focal point of illustration) to determine important ideas in illustrations and text.
- Identify facts and details that support main ideas.
- Restate and respond with detailed answers to factual questions.
- Find similar big ideas in more than one source.
- With guidance make inferences.

GRADE 8

–   Assess the importance of ideas by comparing their treatment across texts.

–   Identify main ideas and find supporting examples, definitions, and details.

–   Analyze different points of view discovered in different sources.

–   Determine patterns and discrepancies by comparing and combining information available in different sources.

–   Interpret information and ideas by defining, classifying, and inferring from information in text.

GRADE 10

–   Identify main, supporting, and conflicting information using multiple sources to support interpretation or point of view.

–   Make and explain inferences about main ideas.

–   Critically examine and analyze relevant information from a variety of sources to discover relationships and patterns among ideas.

–   If discrepancy in points of view is discovered, continue research until the discrepancy is resolved.

GRADE 12

–   Build a conceptual framework by synthesizing ideas gathered from multiple texts.

–   Resolve conflicting evidence or clarify reasons for differing interpretations of information and ideas.

INDICATOR 2.1.2: *Organize knowledge so that it is useful.*

Grade-Level Benchmarks:

GRADE 2

– Demonstrate simple organizational skills such as sorting and categorizing.

– Organize information into different forms (charts, drawings).

GRADE 5

– Organize notes and ideas to form responses to questions

– Organize the information in a way that is appropriate for the assignment or question.

– Use common organizational patterns (chronological order, main idea with supporting ideas) to make sense of information.

GRADE 8

– Combine and categorize information by using an outline or semantic web to show connections among ideas.

– Use common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information and draw conclusions.

GRADE 10

– Use appropriate organizational patterns (cause and effect, chronological order, compare/contrast) to capture point of view and draw conclusions.

– Experiment with devising their own organizational structures.

GRADE 12

– Organize information independently, deciding the structure based on the relationships among ideas and general patterns discovered.

INDICATOR 2.1.3: *Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.*

Grade-Level Benchmarks:

GRADE 2

– Complete a graphic organizer using concepts that were learned during the inquiry experience.

– Compare new ideas with what was known at the beginning of the inquiry.

– With guidance make inferences regarding the topic at the conclusion of a theme or research project.

– With guidance, draw a conclusion about the main idea.

GRADE 5

– Review ideas held at beginning of inquiry and reflections captured during note taking.

– Match information found with questions and predictions.

– Make inferences about the topic at the conclusion of a research project.

– Draw a conclusion about the main idea.

– Identify connections to the curriculum and real world.

GRADE 8

– Review prior knowledge and reflect on how ideas changed with more information.

– Compare information found to tentative thesis or hypothesis; revisit or revise hypothesis as appropriate.

– Draw conclusions based on explicit and implied information.

– Form opinions and judgments backed up by supporting evidence.

GRADE 10

- Draw clear and appropriate conclusions supported by evidence and examples.

- Combine ideas and information to develop and demonstrate new understanding.

- Recognize multiple causes for same issues or events.

- Apply strategies for making personal and real world connections with information.

GRADE 12

- Combine information and inferences to draw conclusions and create meaning.

- Develop their own points of view and support with evidence.

- Present different perspectives with evidence for each.

- Apply new knowledge to real-world issues and problems.

INDICATOR 2.1.4: *Use technology and other information tools to analyze and organize information.*

Grade-Level Benchmarks:

GRADE 2

- Use word processing and drawing tools to create written product.

GRADE 5

- Use word processing, drawing, presentation, graphing, and other productivity tools to illustrate concepts and convey ideas.

GRADE 8

- Identify and apply common productivity tools and features such as menus and toolbars to plan, create, and edit word processing documents, spreadsheets, and presentations.

–   Use interactive tools to participate as a group in analyzing and organizing information.

GRADE 10

–   Use web-based and other technology tools to show connections and patterns in the ideas and information collected.

–   Identify and apply common utilities (for example, spellchecker and thesaurus for word processing; formulas and charts in spreadsheets; and pictures, movies, sound, and charts in presentation tools) to enhance communication to an audience, promote productivity and support creativity.

GRADE 12

–   Display important connections among ideas by using common productivity tools to categorize and analyze information.

–   Use locally available and web-based interactive presentation and production tools to enhance creativity in effectively organizing and communicating information.

INDICATOR 2.1.5: *Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.*

Grade-Level Benchmarks:

GRADE 2

–   Share information and ideas with others by discussion and listening.

–   Work in groups to create, share and evaluate simple information products (poster, diorama).

GRADE 5

–   Express their own ideas appropriately and effectively while working in groups to identify and resolve information problems.

- Work in groups to create and evaluate pictures, images, and charts for word processed reports and electronic presentations.

GRADE 8

- Participate in problem-solving process with group.

- Work collaboratively in using technology to meet information needs.

- Pay attention to copyright provisions, work in groups to import and manipulate pictures, images, and charts in documents, spreadsheets, presentations, webpages, and other creative products and presentations that effectively communicate new knowledge.

- Work in groups to evaluate products and presentations.

GRADE 10

- Participate in discussions to analyze information problems to suggest solutions.

- Work with others to select, organize, and integrate information and ideas from a variety of sources and formats.

- Use online environments or other collaborative tools to facilitate design and development of materials, models, publications, and presentations.

- Apply utilities to edit pictures, images, and charts while complying with all copyright provisions.

GRADE 12

- Collaborate locally and remotely with peers, experts, and others to collect, produce, and share information.

- Work with others to solve problems and make decisions on issues, topics, and themes being investigated.

INDICATOR 2.1.6: *Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.*

Grade-Level Benchmarks:

GRADE 2

– Create a product with a beginning, middle, and end.

– Use basic grammar conventions.

– Incorporate writing and oral skills to develop a product or performance.

– Use pictures to communicate new information and ideas.

– Revise work with peer or teacher guidance.

GRADE 5

– Follow steps of the writing/creation process: prewriting, drafting, revising, editing, and publishing.

– Identify the audience and purpose before selecting a format for the product.

– Experiment with text and visual media to create products.

– Edit drafts based on feedback.

– Check for correctness, completeness, and citation of sources.

GRADE 8

– Use prewriting to discover alternate ways to present conclusions.

– Select presentation form based on audience and purpose.

– Draft the presentation/product following an outline of ideas and add supporting details.

– Create products that incorporate writing, visuals, and other forms of media to convey message and main points.

- Assess and edit for grammar, visual impact, and appropriate use of media.
- Cite all sources using correct bibliographic format.

GRADE 10

- Select the presentation/product to effectively communicate and support a purpose, argument, point of view, or interpretation.
- Express ideas through creative products in a variety of formats.
- Revise work based on ongoing self-assessment and feedback from teachers and peers.
- Edit for grammar, language conventions, and style.
- Cite all sources and use specified citation formats.

GRADE 12

- Use the most appropriate format to clearly communicate ideas to targeted audiences.
- Assess how tone and choice of language impact content in a range of media.
- Analyze how composition and placement of visual images influence the message.
- Apply various technological skills to create performances and products.
- Cite ideas and direct quotes using official style formats.
- Employ various strategies for revising and reviewing their own work.

STANDARD 3: *Share knowledge and participate ethically and productively as members of our democratic society.*

STRAND 3.1: SKILLS

INDICATOR 3.1.1: *Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.*

Grade-Level Benchmarks:

GRADE 2

- Present facts and simple answers to questions.
- Use simple rubrics to assess work.
- Reflect at the end of an inquiry experience about new ideas to wonder about and investigate.

GRADE 5

- Present information clearly so that main points are evident.
- Use information appropriate to task and audience.
- Identify and evaluate the important features for a good product.
- Identify their own strengths and set goals for improvement.
- Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue.

GRADE 8

- Present conclusions and supporting facts in a variety of ways.
- Present solutions to problems using modeled examples.
- Identify, with guidance, skills that require practice and refinement.

- Follow plan of work but seek feedback for improving the process.
- Reflect at the end of an inquiry process to identify additional areas of personal interest for pursuit in the future.

GRADE 10

- Present and support conclusions to answer the question or problem.
- Set high and clear standards for work and develop criteria for self- assessment or use established criteria (rubrics, checklists).
- Assess their own work and establish revision strategies for themselves.
- Follow their own research plans and evaluate effectiveness of their inquiry processes.

GRADE 12

- Present complex ideas with clarity and authority.
- Present original conclusions effectively.
- Identify their own strengths, assess their own inquiry processes and products, and set goals for improvement.

INDICATOR 3.1.2: *Participate and collaborate as members of a social and intellectual network of learners.*

Grade-Level Benchmarks:

GRADE 2

- Participate in discussions and listen well.
- Show respect for the ideas of others.
- Give positive feedback.
- Respect rules and procedures as responsible library users.
- Share favorite literature, both fiction and nonfiction.

- Begin to create collaborative projects.
- Share information and creative products with others, using diverse formats, both print and nonprint.

GRADE 5

- Show respect for and respond to ideas of others.
- Accurately describe or restate ideas of others.
- Acknowledge personal and group achievements.
- Rely on feedback to improve product and process.
- Respect the guidelines for responsible and ethical use of information resources.
- Share favorite literature.
- Participate in discussions on fiction and nonfiction related to curriculum.
- Develop a product with peers and share with others.
- Develop projects with peers that can be shared electronically and can challenge other students to answer questions or give opinions adding to the content (for example, shared book reviews, shared slide presentations).

GRADE 8

- Offer information and opinions at appropriate times in group discussions.
- Encourage team members to share ideas and opinions.
- Ask questions of others in a group to elicit their information and opinions.
- Accurately describe or summarize ideas of others.
- Practice responsible and ethical use of information resources, both in their own library and in other institutions.
- Share reading experiences and favorite literature to build a relationship with others.
- Use interactive tools to exchange data collected, collaborate to design products or solve problems, and learn curricular.

- Seek ideas and opinions from others.

- Respect and help groups find and incorporate diverse ideas.

- Accurately describe or summarize ideas of others and respond appropriately.

- Respect guidelines and comply with policies for access in different information environments (public libraries, museums, cultural institutions, agencies).

- Recognize that equitable access to information depends on student responsibility.

- Use interactive tools and websites to collaboratively design products and solve problems with peers, experts, and other audiences.

- Share research and creative products with others.

GRADE 12

- Offer and defend information brought to group.

- Seek consensus from a group, when appropriate, to achieve a stronger product.

- Help to organize and integrate contributions of all group members into products.

- Use technology tools to collaborate, publish, and interact with peers, experts, and other real-world audiences.

INDICATOR 3.1.3: *Use writing and speaking skills to communicate new understandings effectively.*

Grade-Level Benchmarks:

GRADE 2

- Choose and maintain a focus in a piece of writing.

- Add details from personal experience and research to support ideas.

- Use a variety of ways (through art, music, movement, and oral and written language) to present information and main ideas; use oral and written language in a variety of formats (for example, narrative text, poetry, podcasts).

GRADE 5

- Use significant details and relevant information to develop meaning.

- Present information coherently in oral, written, and visual sequence.

- Use clear and appropriate vocabulary to convey the intended message.

- Speak clearly to convey meaning.

GRADE 8

- Present conclusions so that main ideas are clearly stated and supported by evidence.

- Use relevant ideas and details to show insight into people, events, new knowledge, and personal background.

- Use dramatic, audio, and video presentation as appropriate for subject and audience.

- Adjust pacing, volume, and intonation appropriate to content and purpose.

GRADE 10

- Use an organizational structure that effectively connects ideas and creates the desired intent.

- Use the most appropriate format, tone, and language to communicate ideas and points of view clearly to different audiences.

- Employ organizational and presentation structures (for example, narrative essays, poems, debates) using various formats to achieve purpose and clarify meaning.

- Use details and language that shows authority and knowledge of topic.

- Deliver a presentation to support a position on a specified topic and respond to questions from the audience.

- Present ideas and conclusions to audiences beyond the school.

INDICATOR 3.1.4: *Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.*

Grade-Level Benchmarks:

GRADE 2

- Use word processing and drawing tools to organize and communicate ideas.

GRADE 5

- Use various technology tools to retrieve and organize information.

- Use a variety of media and formats to create and edit products that communicate syntheses of information and ideas.

GRADE 8

- Use appropriate media and formats to design and develop products that clearly and coherently display new understanding.

GRADE 10

- Use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

– Prepare and deliver a "professional" presentation to audiences outside of school using technology as medium of presentation.

INDICATOR 3.1.5: *Connect learning to community issues.*

Grade-Level Benchmarks:

GRADE 2

– Express personal connections to the topic or question.

– Identify how the topic or question relates to a real-world need.

GRADE 5

– Gather ideas and information from different points of view.

– Base opinions on information from multiple sources of authority.

– Examine the concept of freedom of speech and explain why it is important.

– Connect ideas and information to situations and people in the larger community.

GRADE 8

– Identify and address community and global issues.

– Use real-world examples to establish authenticity.

– Seek information from different sources to get balanced points of view.

– Articulate the importance of intellectual freedom to a democratic society.

GRADE 10

– Use multiple resources to seek balanced perspectives.

– Explain how the topic or question relates to issues in the real world.

- Demonstrate understanding of intellectual freedom and First Amendment rights.

GRADE 12

- Investigate multiple sides of issues and evaluate them carefully, particularly on controversial or culturally based topics.

- Connect learning to real-world issues.

INDICATOR 3.1.6: *Use information and technology ethically and responsibly.*

Grade-Level Benchmarks:

GRADE 2

- Rephrase rather than copy whole sentences.
- Credit sources by citing author and title.
- Distinguish between acceptable and unacceptable computer use.
- Follow school guidelines related to the acceptable use of technology.
- Use technology in appropriate ways outside the school.

GRADE 5

- Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes.
- Understand that authors and illustrators own their writings and art, and it is against the law to copy their work.
- Credit all sources properly with title, author, and page number.
- Observe Web safety procedures including safeguarding personal information.
- Practice responsible use of technology and describe personal consequences of inappropriate use.

- Respect privacy of others (e-mail, files, passwords, book checkout, etc.).

GRADE 8

- Avoid plagiarism by rephrasing information in their own words.
- Document quotations and cite sources using correct bibliographic format.
- Abide by Acceptable Use Policy by accessing only appropriate information.
- Use programs and websites responsibly and ethically.

GRADE 10

- Understand what constitutes plagiarism and refrain from representing others' work as their own.
- Demonstrate understanding of intellectual property rights by giving credit for all quotes, and by citing them properly in notes and bibliography.
- Abide by copyright guidelines for use of materials not in public domain.
- Legally obtain, store, and disseminate text, data, images, or sounds.
- Abide by the Acceptable Use Policy in all respects and use Internet responsibly and safely.
- Explain First Amendment rights and the process available to defend them.

GRADE 12

- Demonstrate understanding for the process of copyrighting their own work.
- Analyze the consequences and costs of unethical use of information and communication technology (for example, hacking, spamming, consumer fraud, virus setting, intrusion); identify ways of addressing those risks.

- Use programs and websites responsibly, efficiently, and ethically.

- Serve as a mentor for others who want to use information technology.

STANDARD 4: Pursue personal and aesthetic growth.

STRAND 4.1: SKILLS

INDICATOR 4.1.1: *Read, view, and listen for pleasure and personal growth.*

Grade-Level Benchmarks:

GRADE 2

- Distinguish between what is real and what is not real.

- Request and choose materials related to personal interests.

- Read, view, and listen to a variety of fiction and nonfiction for enjoyment and information.

- Begin to recognize that different genres require different reading, listening, or viewing strategies.

GRADE 5

- Set reading goals.

- Read, listen to, and view a range of resources for a variety of purposes: to live the experiences of a character, to answer questions, to find out about something new, to explore personal interests.

- Visit the public library to attend programs, seek help as needed, and check out materials to read.

- Read, listen to, and view an increasingly wide range of genres and formats for recreation and information.

- Independently locate and select information for personal, hobby, or vocational interests.

- Pursue creative expressions of information in the community (public library, arts centers, museums).

GRADE 10

- Read, listen to, and view information in a variety of formats to explore new ideas, form opinions, and solve problems.

- Seek and locate information about personal interests, applying the same criteria and strategies used for academic information seeking.

GRADE 12

- Read, view, and listen to learn, to solve problems, and to explore many different ideas.

- Routinely read, view, and listen for personal enjoyment.

- For personal growth and learning take advantage of opportunities available within the community, including classes, lectures, author presentations, museums, public library programming, and arts performances.

INDICATOR 4.1.2: *Read widely and fluently to make connections with self, the world, and previous reading.*

Grade-Level Benchmarks:

GRADE 2

- Read widely from multicultural texts in various genres to find out about self and the surrounding world.

- Predict what will happen next in a story.

- Draw conclusions about main idea of a story.

- Identify author's purpose and connect illustrations to a story.

- Compare and contrast characters in two different stories or plots in two stories by the same author.

- Retell a story using their own words and pictures.

GRADE 5

- Use evidence from the text to discuss the author's purpose.

- Read widely to explore new ideas.

- Predict and infer about events and characters.

- Identify problems and solutions in a story.

- Draw conclusions about the theme of a story.

- Describe how an illustrator's style and use of elements and media represent and extend the meaning of the story or the narrative text.

- Connect story to previous reading.

- Recognize features of various genres and use different reading strategies for understanding.

- Demonstrate knowledge of favorite authors and genres.

GRADE 8

- Read books that connect to their own experiences.

- Read with purpose to investigate new ideas beyond the required curriculum.

- Read books from various genres.

- Compare and contrast story elements in two literary works.

- Demonstrate understanding that texts, both narrative and expository, are written by authors expressing their own ideas.

- Recognize the author's point of view; consider alternative perspectives.

GRADE 10

–   Recognize and evaluate the author's point of view and how it affects the text; consider and evaluate alternative perspectives.

–   Read books that connect to real-world issues.

–   Recognize similarities and differences among authors writing on the same theme.

–   Recognize how their own points of view influence perspectives on text.

GRADE 12

–   Read, view, and use fiction and nonfiction to enrich understanding of real-world concepts.

–   Derive multiple perspectives on the same themes by comparing across different works.

–   Read widely to develop a global perspective and understand different cultural contexts.

–   Read to support and challenge their own points of view.

INDICATOR 4.1.3: *Respond to literature and creative expressions of ideas in various formats and genres.*

Grade-Level Benchmarks:

GRADE 2

–   Express feelings about characters and events in a story.

–   Make connections between literature and their own experiences.

–   Write about or orally share reactions to imaginative stories and performances.

–   Retell stories using the correct sequence of events.

–   Identify plot, characters, times, and places in a story.

–   Discuss favorite books and authors.

GRADE 5

- Connect their own feelings to emotions, characters, and events portrayed in a literary work.

- Use personal experiences to stimulate responses to literature and art.

- Restate and interpret ideas presented through creative formats.

- Identify story elements in various fiction genres.

- Use evidence from stories to discuss characters, setting, plot, time, and place.

- Discuss theme of stories, using evidence to support opinions.

- Participate in book talks and book discussion groups.

GRADE 8

- Respond to the images and feelings evoked by a literary or artistic work.

- Connect text to personal experiences.

- Use illustrations, context, graphics, and layout to extract meaning from different formats.

- Interpret literary elements (plot, setting, characters, time) from evidence presented in the text.

- Draw conclusions about the theme from evidence in the text.

- Recognize how characters change.

- Share reading, listening, and viewing experiences in a variety of ways and formats.

GRADE 10

- Assess the emotional impact of specific works on the reader or viewer.

- Apply ideas gained from literary and artistic works to their own lives.

- Compare the theme and its treatment in different works of literature.

- Evaluate the effectiveness of a creative work in terms of the creator's use and interweaving of artistic elements.

GRADE 12

- Express new ideas gained through information presented in various formats and connect the ideas to the human experience.

- Identify universal themes in literature and other creative forms of expression and analyze different cultural approaches to those themes.

INDICATOR 4.1.4: *Seek information for personal learning in a variety of formats and genres.*

Grade-Level Benchmarks:

GRADE 2

- Routinely select picture, fiction, and information books; try some books in other genres (poetry, fairy tales).

- Select information in various formats and genres based on suggestions from teacher or school librarian and on personal interests.

- Select some books at the appropriate reading level, other books to be read aloud, and other more challenging books of particular interest for browsing and enjoyment.

- Explain personal criteria for selecting a particular resource.

GRADE 5

- Select books from favorite authors and genres; try new genres when suggested.

- Select information in various formats based on a theme, topic, and connection to classroom learning or personal interest.

- Routinely select both "just right" books and challenging books.

- Read the multiple works of a single author.

- Explain why some authors and genres have become favorites.
- Independently select appropriate print, nonprint, and electronic materials on an individual level.

GRADE 8

- Read a variety of genres, including short stories, novels, poems, plays, drama, myths, films, and electronic magazines and books.
- Describe the characteristics of different genres.
- Explore new genres that fulfill interests and reading level (graphic novels, magazines, online magazines, e-books).
- Select resources for classroom learning and for personal exploration.
- Select resources on topics of interest at both a comfortable reading level and at higher levels of comprehension.
- Select print, nonprint, and electronic materials based on personal interests and knowledge of authors.
- Maintain personal reading lists.

GRADE 10

- Select resources for academic, personal, and real-world purposes.
- Select print, nonprint, and digital materials based on personal interests and knowledge of authors.
- Select resources on topics of interest at both comfortable and challenging levels of comprehension.
- Read a variety of fiction and nonfiction, including works of international authors and authors outside students' own cultures.
- Use print, nonprint, and electronic information resources for information about personal needs; actively seek answers to questions.
- Set reading goals and maintain personal reading lists.

– Explore real-world genres (movie reviews, editorials, consumer reports, game tips and strategies, career information).

– Find information about personal interests independently, using the same criteria and strategies used to seek academic information.

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INDICATOR 4.1.5: *Connect ideas to own interests and previous knowledge and experience.*

Grade-Level Benchmarks:

GRADE 2

– Prior to reading a book, gain background knowledge about the author or subject by discussing it with friend, teacher, or parent.

– Demonstrate comprehension of stories read independently or shared aloud.

– Develop criteria for deciding if a book matches interests and reading levels.

– Find and read (or be read) books that match interests and comprehension levels.

GRADE 5

– Use prior knowledge to understand and compare literature.

– Understand literal meaning and identify the main points reflected in a work.

– Compare the ideas in various types of resources to experiences in real life.

GRADE 8

– Demonstrate understanding of literal and implied meanings by explaining how new meanings fit with what is already known.

- Connect ideas reflected in various resources to life experiences at home, in school, and with peers.
- Keep logs or records of new and up-to-date ideas by reading online information, magazines, and other current sources.
- Check ideas for accuracy by analyzing the authority of the source and validating the information through multiple resources.

GRADE 10

- Explain text on both literal and abstract levels.
- Use context and graphic clues to aid understanding.
- Analyze alternative perspectives and evaluate differing points of view.
- Compare new ideas to previous understandings and make changes to mental framework where appropriate.

GRADE 12

- Connect new ideas and understandings to future needs and interests that relate to college, careers, and personal lives.
- Reflect on changes in personal goals, reading preferences, personal interests, and knowledge base throughout the high school experience.

INDICATOR 4.1.6: *Organize personal knowledge in a way that can be called upon easily.*

Grade-Level Benchmarks:

GRADE 2

- Take notes using graphic organizer provided by teacher or school librarian.
- Draw pictures of main ideas.

GRADE 5

– Use simple graphic organizers and technology tools to capture the main ideas and their relationships to each other.

– Use two-column approach to note-taking to capture personal connections to information.

GRADE 8

– Develop visual pictures of the main ideas and design concept maps, webs, or graphics to capture the ideas.

– Identify their own learning styles and organize ideas accordingly (for example, linear, graphic).

– Use different forms of note-taking to capture personal connections to information.

GRADE 10

– Use visualization to provide a clear picture of the major ideas.

– Categorize new ideas with keywords and tagging.

– Develop personal note-taking systems that incorporate personal reflections.

GRADE 12

– Connect new information to ideas previously learned by developing graphic organizers and taxonomies (hierarchical classifications) to link large concepts to related details.

– Identify the main ideas by seeing the pattern they present (for example, cause and effect, growth or change over time).

– Standardize personal note-taking systems so that main ideas and personal responses (emotional reactions, questions) are incorporated.

INDICATOR 4.1.7: *Use social networks and information tools to gather and share information.*

Grade-Level Benchmarks:

GRADE 2

- Locate information for personal interests and school assignments in print, nonprint, and electronic sources with guidance from the school librarian.

- Experiment with online catalog and Web resources to locate information.

GRADE 5

- Use basic strategies (author, title, subject) to locate information using the library's online catalog.

- Use social networking tools to create and share information.

GRADE 8

- Use advanced strategies (Boolean searches) to locate information about personal-interest topics in the library's online catalog.

- Use a few technology tools and resources to collect, organize, and evaluate information that addresses issues or interests.

- Apply technology productivity tools to meet personal needs.

- Use social networking tools to responsibly and safely share information and ideas and to collaborate with others.

GRADE 10

- Expand use of technology tools and resources to collect, organize, and evaluate information that addresses issues or interests.

- Use a range of search strategies to locate information about personal- interest topics in their own and other libraries.

- Engage in safe and ethical use of social networking applications to construct and share ideas and products.

- Share reading, viewing, and listening experiences in a variety of ways and formats, including book clubs and interest groups.

GRADE 12

- Address real-world problems and issues by using information and communication technology tools to gather, evaluate, and use information from different sources, analyze findings, draw conclusions, and create solutions.

- Use telecommunication to search for and identify potential work, college, or other opportunities.

- Apply production strategies and technology tools to design products to meet personal needs.

- Participate in the social interchange of ideas through book discussions, interest groups, and online sharing.

- Participate responsibly and safely in social networks using appropriate tools to collaborate, as well as to share ideas and knowledge.

INDICATOR 4.1.8: *Use creative and artistic formats to express personal learning.*

Grade-Level Benchmarks:

GRADE 2

- Express feelings about a story through pictures and words.

- Use technology tools to create and present ideas.

- Express their own ideas through simple products in different formats.

GRADE 5

- Present creative products in a variety of formats.

- Use technology applications to create documents and visualizations of new learning.

- Use multimedia authoring tools for independent and collaborative publishing activities.

GRADE 8

- Create original products based on responses to literature and other creative works of art.

- Experiment with various types of multimedia applications for artistic and personal expression.

GRADE 10

- Express their own ideas through creative products in a variety of formats.

- Choose format appropriate for audience and purpose.

- Select and use various types of multimedia applications for artistic and personal expression.

GRADE 12

- Create original products to reflect personal interpretations of information and construction of new knowledge using multiple formats.

- Use a range of technology tools to produce sophisticated and creative renditions of personal learning