

# Grades K, 1, 2, 3, 4, 5

Adopted 2015

## Reading Engagement

### 1: Reading for intellectual, personal, and emotional growth

- 1: Establish reading behaviors for lifelong learning and growth.
  - a) Select texts from a variety of formats and genres to read for enjoyment, acquire knowledge, and answer questions.
  - b) Gain understanding and make connections while reading and interacting with text.
  - c) Demonstrate perseverance and stamina when reading or listening to a variety of texts.
  - d) Listen to, view, read, and integrate information to build a knowledge base.
- 2: Differentiate between literary (fiction) and informational (non-fiction) text.
  - a) Categorize text as literary or informational.
  - b) Use selection criteria (e.g., interest, content) when choosing materials for a defined purpose.

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### 2: Meaning of text through format and text features

- 1: Demonstrate knowledge of the physical features (e.g., cover, spine, title page, cursor, scroll bar) of reading materials, both electronic and print.
- 2: Read, view and listen for information presented in a variety of formats (e.g., textual, visual, media).
- 3: Identify the elements of story.
- 4: Identify the roles, tools, and purposes of authors, illustrators, and other contributors for a text.

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### 3: Library purpose and function

- 1: Exhibit library etiquette.
  - 2: Understand the library layout, the library classification system, and the circulation process.
  - 3: Contribute to a reading and learning community, including recommending reading materials to peers and respecting others' reading choices.
  - 4: Make use of personal, community and global libraries, both physical and electronic.
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## Information and Research

### **4: Defining an information problem and identifying information needed**

- 1: Define an information problem.
    - a) Analyze the task to identify the information problem.
    - b) Seek clarification from teachers and others.
    - c) Select and narrow (or broaden) topics into a manageable focus.
    - d) Conceptualize the form of the final product based on target audience and criteria for evaluation.
  - 2: Identify the information needed.
    - a) Analyze the task and information needed.
    - b) Generate essential questions for new understanding and to guide inquiry.
    - c) Select, narrow (or broaden) keywords and phrases in search terms.
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### **5: Identifying, evaluating, and selecting sources**

- 1: Identify information sources (e.g., texts, places, people).
  - 2: Evaluate and select sources based on predetermined criteria (e.g., relevancy, currency, credibility).
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### **6: Locating sources and accessing information**

- 1: Locate identified sources.
  - a) Demonstrate how to navigate library catalogs, the internet, and databases.
  - b) Apply effective location skills, asking for help as needed.
  - c) Revise and focus search as necessary to yield more effective results.
- 2: Access information within sources by using relevant tools (e.g., table of contents, indexes, keyword searches, sidebars, related subjects).

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**7: Engaging with and extracting information.**

- 1: Engage with information by reading, listening, and viewing sources in a variety of formats.
  - a) Use questions to guide reading, listening, and viewing of sources while building connections between prior knowledge and new information.
  - b) Analyze and make sense of information (e.g., identifying main ideas, supporting details, bias, point of view, misconceptions, conflicting information).
- 2: Select, extract and record information that addresses the information problem, answers guiding questions, and meets evaluation criteria.
  - a) Apply critical thinking skills to evaluate and select information in terms of relevancy, currency, and credibility including fact and opinion, bias, prejudice, propaganda.
  - b) Validate and compare information in sources, noting differences, contradictions, types of data or research methods.
  - c) Use a variety of note-taking strategies, including summarizing and paraphrasing, while noting sources.
  - d) Monitor gathered information for gaps and weaknesses and modify questions, sources or strategies as needed to elicit adequate information.

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**8: Organizing, synthesizing, and presenting information**

- 1: Organize information from multiple sources.
  - a) Organize, evaluate, and synthesize selected information to support conclusions.
  - b) Select format of the learning product for the designated audience and use technology or other tools to integrate, organize, and present information from multiple sources.
  - c) Follow ethical and legal guidelines in using and citing information to avoid plagiarism and copyright violations.
  - d) Apply evaluation criteria to create, revise, and finalize the learning product.
  - e) Collaborate with others to exchange ideas, make decisions, create products, and peer edit as appropriate.
- 2: Present a learning product using a variety of presentation techniques (e.g., writing, speaking, media) to communicate new understandings.

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**9: Evaluate the process and product**

- 1: Evaluate the execution of the product for efficacy and quality, and identify areas need improvement to determine how to proceed in the future.
    - a) Assess product based on pre-established evaluation criteria.
    - b) Reflect upon how the product could be improved or modified.
    - c) Solicit, reflect, and act upon peer reviews and teacher comments about the product.
  - 2: Identify areas of the processes that were successfully executed, as well as those needing improvement, to determine how to proceed in the future.
    - a) Reflect upon how the product could be improved or modified.
    - b) Reflect upon and describe the level of personal satisfaction with the process and product.
    - c) Identify areas of personal growth, technology, and time-management skills, including the ability to collaborate.
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**Media Literacy****10: Awareness, modern citizenship, and informed decision making**

- 1: Define basic terms and concepts of media.
  - 2: Recognize that media messages are intentionally constructed.
  - 3: Recognize that people experience the same message differently.
  - 4: Understand how the use of media can broaden experiences throughout life.
  - 5: Identify and explain the rights and responsibilities with respect to media and digital citizenship.
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**11: Analyze, question, and think critically**

- 1: Analyze techniques used to construct media messages.
  - 2: Analyze the impact of media messages on a receiver.
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**12: Evaluate elements**

- 1: Evaluate media messages for accuracy, authenticity, relevance, and source authority.
  - 2: Evaluate and select media for personal and educational use.
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**13: Produce and present**

- 1: Students identify messages for presentation, using a multi-step process, by determining intent, content, audience, and length.
- 2: Students develop and apply criteria for quality media productions.
- 3: Students create, present, and evaluate the final product.

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**14: Digital citizenship**

- 1: Students understand and practice safe and responsible use of information and technology.
- 2: Students identify issues and consequences of misusing media.