I SAIL

Illinois Standards Aligned Instruction for Libraries

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The Illinois School Library Media Association (ISLMA) would like to express its appreciation to the following groups and individuals in assisting with the design and development of this project:

The Alliance Library System (ALS)
ALS Focus Group

ISLMA Standards Committee consisting of:
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Purpose:

To empower, educate, and encourage school library media specialists to utilize this tool to teach information literacy skills to their students; thereby preparing the students for college and an information fluent society.

Vision:

It is the vision of the ISLMA Standards Committee that this curriculum would also be used to aid in demonstrating the cross-curricular value of school libraries. If used properly, this curriculum along with collaboration of other classroom teachers will provide the data many administrators use for decision-making.

History:

Annually, the Alliance Library System consulting staff conducts site visits at each of the member libraries. In 2007 one trend noticed by the staff was the need for an information literacy or library skills curriculum aligned with the Illinois Learning Standards and the new American Association for School Librarians (AASL) standards. In January 2008 a focus group researched sample curricula and drafted the format of the final tool. In August 2008 the Alliance Library System staff, with the help of member librarians, published the first version in CD format and as a wiki online. In October 2008 the curriculum was presented to the Illinois School Library Media Association (ISLMA) for adoption as a statewide model.

I-SAIL Standards

Standard 1: Accesses information efficiently and effectively to inquire, think critically, and gain knowledge
- Recognizes the need for information
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Seeks information from diverse sources, contexts, disciplines and cultures

Standard 3: Uses information accurately, creatively, and ethically to share knowledge and participate ethically and productively as members of our democratic society
- Organizes information for practical application
- Integrates new information into one's own knowledge
- Produces and communicates information and ideas in appropriate formats
- Devises strategies for revising and improving process and product
- Practices ethical behavior in regard to information and information technology (including freedom of speech, censorship, copyright and plagiarism)

Standard 5: Understands and practices Internet safety when using any social electronic media for educational or leisure purposes.
- Practices strategies that promote personal safety and protect online and offline reputation
- Recognizes a variety of networked environments as public places that are governed by codes of behavior
- Knows how to protect electronic devices from harm in an online environment

Standard 2: Evaluates information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge
- Determines accuracy, relevance, and comprehensiveness
- Distinguishes among fact, point of view, and opinion
- Identifies inaccurate and misleading information
- Selects information appropriate to the problem or question at hand

Standard 4: Appreciates literature and other creative expressions of information and pursues information related to personal interests and aesthetic growth
- Is a competent and self-motivated reader
- Develops a background in types of literature and literary elements
- Derives meaning from information presented creatively in a variety of formats
- Seeks information related to personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
- Designs, develops and evaluates information products and solutions related to personal interests

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Standards for Grades K-2

Grades K-2:

Standard 1: Accesses information efficiently and effectively to inquire, think critically, and gain knowledge.

- Recognizes the need for information
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Seeks information from diverse sources, contexts, disciplines and cultures

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
A. Understands basic organizational pattern of library **B. Locates parts of a book**	1. Defines difference between fiction and nonfiction 2. Recognizes call number and begins to understand grouping of materials by call number 3. Asks a question about finding a book 4. Identifies author, title, title page, illustrator, cover, spine	**English** **1.B.1b** Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms. **1.C.1c** Make comparisons across reading selections **1.C.1e** Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters) **2.A.1b** Classify literary works as fiction or nonfiction. **Math** **6.A.1a** Identify whole numbers and compare them using the symbols $<$, $>$, or $=$ and the words "less than", "greater than", or "equal to", applying counting, grouping and place value concepts **9.B.1a** Identify and describe characteristics, similarities and differences of geometric shapes **9.B.1b** Sort, classify and compare familiar shapes **10.B.1a** Formulate questions of interest and	**1.1.2** Use prior and background knowledge as context for new learning. **1.1.3** Develop and refine a range of questions to frame the search for new understanding. **1.1.4** Find, evaluate, and select appropriate sources to answer questions. **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. **1.2.1** Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. **1.2.2** Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. **1.2.3** Demonstrate creativity by using multiple resources and formats. **1.2.7** Display persistence by continuing to pursue information to gain a broad perspective. **1.4.2** Use interaction with and feedback from teachers and peers to guide own inquiry process. **1.4.4** Seek appropriate help when it is needed.

design surveys or experiments to gather data

Science
11.A.1a Describe an observed event
11.A.1b Develop questions on scientific topics
11.A.1c Collect data for investigations using measuring instruments and technologies
13.A.1c Explain how knowledge can be gained by careful observation

Social Sciences
16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources)
17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each

Grades K-2:

Standard 2: Evaluates information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

- Determines accuracy, relevance, and comprehensiveness
- Distinguishes among fact, point of view, and opinion
- Identifies inaccurate and misleading information
- Selects information appropriate to the problem or question at hand

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
A. **Differentiates between fact and fiction** B. **Identifies appropriate sources of information** C. **Finds facts to answers in more than one source.**	1. Uses headings, subheadings, table of contents, index 2. Identifies the appropriate use of reference materials, e.g. print and/or non-print encyclopedia, atlas, non-fiction book, website, etc... 3. Identifies the names of sources used. 4. Organizes information into different forms 5. Draw a conclusion about the main idea 6. Create individual or collaborative projects to share with others	**English** **5.A.1a** Identify questions and gather information **5.A.1b** Locate information using a variety of resources **5.B.1b** Cite sources used **5.C.1a** Write letters, reports and stories based on acquired information **5.C.1b** Use print, non-print, human and technological resources to acquire and use information **Math** **6.C.1b** Show evidence that whole number computational results are correct and/or that estimates are reasonable **7.A.1b** Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital) **7.B.1a** Given a problem, describe possible methods for estimating a given measure **8.A.1a** Identify, describe and extend simple geometric and numeric patterns **8.C.1** Describe the basic arithmetic operations (addition, subtraction, multiplication,	**2.1.2** Organize knowledge so that it is useful. **2.1.5** Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. **2.1.6** Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. **2.2.2** Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. **2.2.4** Demonstrate personal productivity by completing products to express learning. **2.3.1** Connect understanding to the real world. **2.3.2** Consider diverse and global perspectives in drawing conclusions. **2.4.1** Determine how to act on information (accept, reject, modify). **2.4.4** Develop directions for future investigations. **3.4.1** Access the process by which learning was achieved in order to revise strategies and learn more effectively in the future

division) orally, in writing and using concrete materials and drawings

8.D.1 Find the unknown numbers in whole-number addition, subtraction, multiplication and division situations

9.C.1 Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams and contemporary technology

10.A.1b Answer questions and make predictions based on given data

10.B.1c Analyze data, draw conclusions and communicate the results

10.C.1a Describe the concept of probability in relationship to likelihood and chance

Science

11.A.1a Describe an observed event

11.A.1d Record and store data using available technologies

11.A.1e Arrange data into logical patterns and describe the patterns

11.A.1f Compare observations of individual and group results

11.B.1a Given a simple design problem, formulate possible solutions

11.B.1b Design a device that will be useful in solving the problem

11.B.1c Build the device using the materials and tools provided

11.B.1d Test the device and record results using given instruments, techniques and measurement methods

11.B.1e Report the design of the device, the test process and the results in solving a given problem

12.A.1a Identify and describe the component parts of living things (e.g., birds have feathers; people have bones, blood, hair, skin) and their major functions

12.A.1b Categorize living organisms using a variety of observable features (e.g., size, color, shape, backbone)

12.B.1a Describe and compare characteristics of living things in relationship to their environments

12.B.1b Describe how living things depend on one another for survival

12.C.1a Identify and compare sources of energy (e.g., batteries, the sun)

12.C.1b Compare large-scale physical properties of matter (e.g., size, shape, color, texture, odor)

12.D.1a Identify examples of motion (e.g., moving in a straight line, vibrating, rotating)

12.D.1b Identify observable forces in nature (e.g., pushes, pulls, gravity, magnetism)

12.E.1a Identify components and describe diverse features of the Earth's land, water and atmospheric systems

12.E.1b Identify and describe patterns of weather and seasonal change

12.E.1c Identify renewable and nonrenewable natural resources

12.F.1a Identify and describe characteristics of the sun, Earth and moon as familiar objects in the solar system

12.F.1b Identify daily, seasonal and annual patterns related to the Earth's rotation and revolution

13.A.1b Explain why similar results are expected when procedures are done the same way

13.A.1c Explain how knowledge can be gained by careful observation

13.B.1a Explain the uses of common scientific instruments (e.g., ruler, thermometer, balance, probe, computer)

13.B.1b Explain how using measuring tools improves the accuracy of estimates

13.B.1c Describe contributions men and women have made to science and technology

13.B.1d Identify and describe ways that science and technology affect people's everyday lives (e.g., transportation, medicine, agriculture, sanitation, communication occupations)

13.B.1e Demonstrate ways to reduce, reuse and recycle materials

Social Sciences

16.A.1a Explain the difference between past, present and future time; place themselves in time

16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources)

16.A.1c Describe how people in different times and places viewed the world in different ways

16.E.1 (W) Describe how the local environment has changed

Physical Development and Health

21.B.1 Work cooperatively with another to accomplish an assigned task

24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening)

Grades K-2:

Standard 3: Uses information accurately, creatively, and ethically to share knowledge and participate ethically and productively as members of our democratic society

- Organizes information for practical application
- Integrates new information into one's own knowledge
- Produces and communicates information and ideas in appropriate formats
- Devises strategies for revising and improving process and product
- Practices ethical behavior in regard to information and information technology (including freedom of speech, censorship, copyright and plagiarism)

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
A. **Communicates results of information search in format appropriate for content** B. **Understands the need for citing sources of information (copyright)** C. **Observes Internet guidelines and protocols as defined in the district's policies**	1. Edits, formats, spell checks, saves, proofreads, and prints original documents using a word processor 2. Collaborates with other students to solve information problems 3. Organizes information using such techniques as graphic organizers, storyboarding or webbing 4. Creates products using multimedia techniques 5. Presents the results of information search in a new form 6. Presents, performs or shares a product successfully 7. Evaluates projects	**English** **2.B.1a** Respond to literary materials by connecting them to their own experience and communicate those responses to others **3.A.1** Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech **3.B.1a** Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events) **3.B.1b** Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports)	**1.1.9** Collaborate with others to broaden and deepen understanding. **1.3.1** Respect copyright/intellectual property rights of creators and producers. **2.1.5** Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. **2.1.6** Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. **2.2.4** Demonstrate personal productivity by completing products to express learning. **2.3.3** Use valid information and reasoned conclusions to make ethical decisions. **2.4.3** Recognize new knowledge and understanding. **3.1.1** Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. **3.1.2** Participate and collaborate as members of a social and intellectual network of learners.

8. Recognizes the need for citing sources and begins to make simple bibliographies
9. Respects different points of view and opinions

3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration

3.C.1b Create media compositions or product-ions which convey meaning visually for a variety of purposes

4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension

4.A.1d Use visually oriented and auditory based media

4.B.1a Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell)

4.B.1b Participate in discussions around a common topic

5.A.1a Identify questions and gather information

5.A.1b Locate information using a variety of resources

5.B.1a Select and organize information from various sources for a specific purpose

5.B.1b Cite sources used

5.C.1a Write letters, reports and stories based on acquired information

5.C.1b Use print, non print, human and technological resources to acquire and use information

Math

6.B.1 Solve one- and two-step problems with whole numbers using addition, subtraction, multiplication and division

7.A.1b Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital)

7.B.1b Compare estimated measures to actual measures taken with appropriate measuring instruments

7.C.1 Determine perimeter and area using concrete materials (e.g., geoboards, square

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

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.

3.1.5 Connect learning to community issues.

3.1.6 Use information and technology ethically and responsibly.

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

3.3.4 Create products that apply to authentic, real-world contexts.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

3.3.6 Use information and knowledge in the service of democratic values.

3.4.2 Assess the quality and effectiveness of the learning product.

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

tiles, grids, measurement instruments)

8.A.1b Solve simple number sentences (e.g., 2 + □ = 5)

8.B.1 Solve problems involving pattern identification and completion of patterns

10.A.1a Organize and display data using pictures, tallies, tables, charts or bar graphs

Science

11.A.1a Describe an observed event

11.A.1d Record and store data using available technologies

11.A.1e Arrange data into logical patterns and describe the patterns

11.A.1f Compare observations of individual and group results

11.B.1a Given a simple design problem, formulate possible solutions

11.B.1b Design a device that will be useful in solving the problem

11.B.1c Build the device using the materials and tools provided

11.B.1d Test the device and record results using given instruments, techniques and measurement methods

11.B.1e Report the design of the device, the test process and the results in solving a given problem

12.A.1a Identify and describe the component parts of living things (e.g., birds have feathers; people have bones, blood, hair, skin) and their major functions

12.A.1b Categorize living organisms using a variety of observable features (e.g., size, color, shape, backbone)

12.B.1a Describe and compare characteristics of living things in relationship to their environments

12.B.1b Describe how living things depend on one another for survival

12.C.1a Identify and compare sources of

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

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction

energy (e.g., batteries, the sun)

12.C.1b Compare large-scale physical properties of matter (e.g., size, shape, color, texture, odor)

12.D.1a Identify examples of motion (e.g., moving in a straight line, vibrating, rotating)

12.D.1b Identify observable forces in nature (e.g., pushes, pulls, gravity, magnetism)

12.E.1a Identify components and describe diverse features of the Earth's land, water and atmospheric systems.

12.E.1b Identify and describe patterns of weather and seasonal change

12.E.1c Identify renewable and nonrenewable natural resources

12.F.1a Identify and describe characteristics of the sun, Earth and moon as familiar objects in the solar system

12.F.1b Identify daily, seasonal and annual patterns related to the Earth's rotation and revolution

13.A.1a Use basic safety practices (e.g., not tasting materials without permission, "stop/drop/roll")

13.A.1b Explain why similar results are expected when procedures are done the same way

13.A.1c Explain how knowledge can be gained by careful observation

13.B.1a Explain the uses of common scientific instruments (e.g., ruler, thermometer, balance, probe, computer)

13.B.1b Explain how using measuring tools improves the accuracy of estimates

13.B.1c Describe contributions men and women have made to science and technology

13.B.1d Identify and describe ways that science and technology affect people's everyday lives (e.g., transportation, medicine, agriculture, sanitation,

communication occupations)

13.B.1e Demonstrate ways to reduce, reuse and recycle materials

Social Sciences

14.C.1 Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others

14.F.1 Describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom

16.D.1 (US) Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community

18.B.1a Compare the roles of individuals in group situations (e.g., student, committee member, employee/ employer)

Physical Development and Health

22.B.1 Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices)

22.C.1 Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals)

24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying)

Social & Emotional Learning

SEL- 3A: Consider ethical, safety, and societal factors in making decisions

SEL-3B: Apply decision-making skills to deal responsibly with daily academic and social situations

Grades K-2:

Standard 4: Appreciates literature and other creative expressions of information and pursues information related to personal interests and aesthetic growth

- Is a competent and self- motivated reader
- Develops a background in types of literature and literary elements
- Derives meaning from information presented creatively in a variety of formats
- Seeks information related to personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
- Designs, develops and evaluates information products and solutions related to personal interests

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
A. **Uses both text and visuals to understand literature** B. **Selects a "Just Right" book independently for personal reading** C. **Distinguishes between different types and elements of literature** D. **Analyzes and understands information presented creatively in a variety of non-textual formats** E. **Seeks information related to personal interests** F. **Selects resources and materials based on interest, need and appropriateness**	1. Applies guidelines for choosing a "Just Right" book during literature selection 2. Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, pourqoui tales, trickster tales, fables, tall tales, legends, myths) 3. Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction) 4. Reads or listens to nonfiction (biography, information books, poetry) 5. Increases understanding of literary elements of	**English** **1.A.1b** Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials **1.B.1a** Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge **1.B.1b** Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms **1.B.1c** Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions) **1.B.1d** Read age-appropriate material aloud with fluency and accuracy **1.C.1a** Use information to form questions and verify predictions **1.C.1b** Identify important themes and topics **1.C.1d** Summarize content of reading material using text organization (e.g., story, sequence)	**2.1.5** Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. **2.2.1** Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. **4.1.1** Read, view, and listen for pleasure and personal growth. **4.1.2** Read widely and fluently to make connections with self, the world, and previous reading. **4.1.3:** Respond to literature and creative expressions of ideas in various formats and genres. **4.1.4:** Seek information for personal learning in a variety of formats and genres. **4.1.5**: Connect ideas to own interests and previous knowledge and experience. **4.2.1**: Display curiosity by pursuing interests through multiple resources. **4.2.2**: Demonstrate motivation by seeking

plot, character, setting, theme, point of view
6. Increases understanding of literature by participating in discussion (opinions & responses, compare/contrast, inferences, predictions)
7. Reads or listens to a variety of authors and illustrators
8. Engages in an in-depth study of an author's and/or illustrator's body of work
9. Is acquainted with award-winning literature
10. Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, finger plays, songs, poetry, reader's theater or visual arts
11. Is introduced to and utilizes a variety of formats (magazines, books, non-print, electronic resources, newspapers)
12. Reads for pleasure, to learn and to solve information needs
13. Seeks answers to questions
14. Explores topics of interest
15. Uses libraries, library resources, the Internet, and other information sources

1.C.1c Make comparisons across reading selections
1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters)
1.C.1f Use information presented in simple tables, maps and charts to form an interpretation
2.A.1a Identify the literary elements of theme, setting, plot and character within literary works
2.A.1b Classify literary works as fiction or nonfiction
2.A.1c Describe differences between prose and poetry
2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others
2.B.1b Identify common themes in literature from a variety of eras
2.B.1c Relate character, setting and plot to real-life situations
5.A.1a Identify questions and gather information
5.A.1b Locate information using a variety of resources
5.B.1a Select and organize information from various sources for a specific purpose
5.B.1b Cite sources used
5.C.1a Write letters, reports and stories based on acquired information
5.C.1b Use print, non print, human and technological resources to acquire and use information

Math
6.A.1b Identify and model fractions using concrete materials and pictorial representations
9.A.1a Identify related two- and three-dimensional shapes including circle-sphere,

information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
4.2.3: Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
4.2.4: Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
4.3.2: Recognize that resources are created for a variety of purposes.
4.3.3: Seek opportunities for pursuing personal and aesthetic growth.
4.4.1: Identify own areas of interest.
4.4.2: Recognize the limits of own personal knowledge.
4.4.3: Recognize how to focus the efforts in personal learning.
4.4.4: Interpret new information based on cultural and social context.
4.4.5: Develop personal criteria for gauging how effectively own ideas are expressed.
4.4.6: Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.
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.
2.4.3 Recognize new knowledge and understanding.
2.4.4 Develop directions for future investigations.
4.1.6: Organize personal knowledge in a way that can be called upon easily.

square-cube, triangle-pyramid, rectangle-rectangular prism and their basic properties

9.A.1b Draw two-dimensional shapes

9.B.1c Identify lines of symmetry in simple figures and construct symmetrical figures using various concrete materials

9.C.1 Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams and contemporary technology

Social Sciences

16.B.1 (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions

18.A.1 Identify folklore from different cultures which became part of the heritage of the United States

Physical Development and Health

21.A.1c Work independently on tasks for short periods of time

22.A.1b Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing and flossing teeth, eating practices, sleep, cleanliness)

22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers

24.B.1 Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease)

Fine Arts

25.A.1b Drama: Understand the elements of acting, locomotor and nonlocomotor movement, vocal and nonvocal sound, story making; the principles of plot, character,

setting, problem/resolution and message; and the expressive characteristics of simple emotions

25.A.1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation

26.B.1b Drama: Demonstrate individual skills (e.g., vocalizing, listening, moving, observing, concentrating) and group skills (e.g., decision making, planning, practicing, spacing) necessary to create or perform story elements and characterizations

Grades K-2:

Standard 5: Understands and practices Internet safety when using any social electronic media for educational or leisure purposes.

- Practices strategies that promote personal safety and protect online and offline reputation
- Recognizes a variety of networked environments as public places that are governed by codes of behavior
- Knows how to protect electronic devices from harm in an online environment

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER

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