



Illinois Standards Aligned Instruction for Libraries

-Technology Specific Version-

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and**

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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

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## Purpose:

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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:

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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:

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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

## A Note on the Purpose and Use of the Technology Related Version:

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During the creation of the I-SAIL document, the committee was questioned specifically about how the contents would address the needs of school librarians looking for resources that address the Illinois General Assembly's requirement for schools to have an Internet Safety Curriculum (Public Act 095-0869) or those looking to meet other technology standards.

To meet this need, the technology version of the document was created. While the I-SAIL Standards, Benchmarks, and Objectives in this document have remained the same as in the original version, those items that pertain directly to technology have been bolded. In the final two columns that contain the Illinois State Learning Standards and the AASL Standards, only those standards that relate to technology have been included. Additionally, we have been graciously allowed to include the NETS Standards that we feel may guide instruction.

ISLMA has a task force in place to develop a more specific document relating to Internet Safety. When this document is completed, it will be integrated into I-SAIL as a fully developed Standard 5. Please watch for its release and continue to provide feedback for improving the document and its usefulness.

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# Technology Related Standards for Grades K-2

# Technology Grades K-2:

## Standard 1: Accesses information safely, 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 & NETS-S
<b>A. Understands basic organizational pattern of library</b> <b>B. Locates parts of a book</b>	<ol style="list-style-type: none"> <li>1. Defines difference between fiction and nonfiction</li> <li>2. Recognizes call number and begins to understand grouping of materials by call number</li> <li>3. Asks a question about finding a book</li> <li>4. Identifies author, title, title page, illustrator, cover, spine</li> </ol>	<p><b><u>English</u></b>  <b>1.B.1b</b> Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms</p> <p><b><u>Math</u></b>  <b>10.B.1a</b> Formulate questions of interest and design surveys or experiments to gather data</p> <p><b><u>Social Sciences</u></b>  <b>16.A.1b</b> Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources)  <b>17.A.1b</b> 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</p>	<p><b><u>AASL Standards</u></b>  <b>1.1.4</b> Find, evaluate, and select appropriate sources to answer questions.  <b>1.1.6</b> Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  <b>1.2.3</b> Demonstrate creativity by using multiple resources and formats.</p> <p><b><u>NETS-S</u></b>  <b>3. Research and Information Fluency</b>  Students apply digital tools to gather, evaluate, and use information. Students:  <b>b.</b> locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.  <b>c.</b> evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p>



# Technology 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 & NETS-S
<p><b>A. Differentiates between fact and fiction</b></p> <p><b>B. Identifies appropriate sources of information</b></p> <p><b>C. Finds facts to answers in more than one source.</b></p>	<ol style="list-style-type: none"> <li>1. Uses headings, subheadings, table of contents, index</li> <li>2. <b>Identifies the appropriate use of reference materials, e.g. print and/or non-print encyclopedia, atlas, non-fiction book, website, etc.</b></li> <li>3. <b>Identifies the names of sources used.</b></li> <li>4. Organizes information into different forms</li> <li>5. Draw a conclusion about the main idea</li> <li>6. <b>Create individual or collaborative projects to share with others</b></li> </ol>	<p><b><u>English</u></b></p> <p><b>5.A.1b</b> Locate information using a variety of resources</p> <p><b>5.B.1b</b> Cite sources used</p> <p><b>5.C.1b</b> Use print, non-print, human and technological resources to acquire and use information</p> <p><b><u>Math</u></b></p> <p><b>10.B.1a</b> Formulate questions of interest and design surveys or experiments to gather data</p> <p><b>7.A.1b</b> Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital)</p> <p><b>9.C.1</b> Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams and contemporary technology</p> <p><b>10.B.1c</b> Analyze data, draw conclusions and communicate the results</p> <p><b><u>Social Sciences</u></b></p> <p><b>16.A.1b</b> Ask historical questions and seek out answers from historical sources (e.g.,</p>	<p><b><u>AASL Standards</u></b></p> <p><b>2.1.6</b> Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p><b><u>NETS-S</u></b></p> <p><b>1. Creativity and Innovation</b> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p><b>b.</b> create original works as a means of personal or group expression.</p> <p><b>2. Communication and Collaboration</b> Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <p><b>a.</b> interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p> <p><b>b.</b> communicate information and ideas effectively to multiple audiences using a variety of</p>

myths, biographies, stories, old photographs, artwork, other visual or electronic sources)

media and formats.

**d.** contribute to project teams to produce original works or solve problems.

### **3. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:

**a.** plan strategies to guide inquiry.

**b.** locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**c.** evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

### **4. Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

**c.** collect and analyze data to identify solutions and/or make informed decisions.

**d.** use multiple processes and diverse perspectives to explore alternative solutions.

### **5. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

**a.** advocate and practice safe, legal, and responsible use of information and technology.

**b.** exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

### **6. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

**a.** understand and use technology systems.

# Technology 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 & NETS-S
<b>A. Communicates results of information search in format appropriate for content</b> <b>B. Understands the need for citing sources of information (copyright)</b> <b>C. Applies Internet guidelines and protocols as defined in the district's policies</b>	<b>1. Edits, formats, spell checks, saves, proofreads, and prints original documents using a word processor</b> <b>2. Collaborates with other students to solve information problems</b> <b>3. Organizes information using such techniques as graphic organizers, storyboarding or webbing</b> <b>4. Creates products using multimedia techniques</b> <b>5. Presents the results of information search in a new form</b> <b>6. Presents, performs or shares a product successfully</b> <b>7. Evaluates projects</b> <b>8. Recognizes the need for</b>	<u><b>English</b></u> <b>3.C.1b</b> Create media compositions or productions which convey meaning visually for a variety of purposes <b>4.A.1d</b> Use visually oriented and auditory based media <b>5.A.1b</b> Locate information using a variety of resources <b>5.B.1a</b> Select and organize information from various sources for a specific purpose <b>5.B.1b</b> Cite sources used <b>5.C.1b</b> Use print, non print, human and technological resources to acquire and use information  <u><b>Math</b></u> <b>7.A.1b</b> Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital) <b>7.B.1b</b> Compare estimated measures to actual measures taken with appropriate measuring instruments <b>10.A.1a</b> Organize and display data using	<u><b>AASL Standards</b></u> <b>1.3.1</b> Respect copyright/intellectual property rights of creators and producers. <b>2.1.6</b> Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. <b>3.1.4</b> Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. <b>3.1.6</b> Use information and technology ethically and responsibly. <b>3.3.6</b> Use information and knowledge in the service of democratic values <b>4.3.1</b> Participate in the social exchange of ideas, both electronically and in person. <b>4.3.4</b> Practice safe and ethical behaviors in personal electronic communication and interaction  <u><b>NETS-S</b></u> <b>1. Creativity and Innovation</b>

**citing sources and begins to make simple bibliographies**

9. Respects different points of view and opinions

**10. Understands and follows Internet safety guidelines in regards to social networking sites, email, chat applications, bulletin boards.**

**11. Reports and/or avoids harassing, deceptive, fraudulent, or illegal resources and communication.**

pictures, tallies, tables, charts or bar graphs

### **Social Sciences**

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

### **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

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

**b.** create original works as a means of personal or group expression.

### **2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

**a.** interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

**b.** communicate information and ideas effectively to multiple audiences using a variety of media and formats.

**d.** contribute to project teams to produce original works or solve problems.

### **3. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:

**b.** locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**d.** process data and report results.

### **4. Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

**b.** plan and manage activities to develop a solution or complete a project.

**c.** collect and analyze data to identify solutions and/or make informed decisions.

**d.** use multiple processes and diverse perspectives to explore alternative solutions.

### **5. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice

legal and ethical behavior. Students:

- a.** advocate and practice safe, legal, and responsible use of information and technology.
- b.** exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- d.** exhibit leadership for digital citizenship.

#### **6. Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:

- a.** understand and use technology systems.
- b.** select and use applications effectively and productively.
- d.** transfer current knowledge to learning of new technologies.

# Technology 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 & NETS-S
<b>A. Uses both text and visuals to understand literature</b> <b>B. Selects a "Just Right" book independently for personal reading</b> <b>C. Distinguishes between different types and elements of literature</b> <b>D. Analyzes and understands information presented creatively in a variety of non-textual formats</b> <b>E. Seeks information related to personal interests</b> <b>F. Selects resources and materials based on interest, need and appropriateness</b>	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, pourquoi 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	<b>English</b> <b>1.B.1b</b> Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms <b>5.A.1b</b> Locate information using a variety of resources <b>5.B.1a</b> Select and organize information from various sources for a specific purpose <b>5.B.1b</b> Cite sources used <b>5.C.1b</b> Use print, non print, human and technological resources to acquire and use information  <b>Math</b> <b>9.C.1</b> Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams and contemporary technology	<b>AASL Standards</b> <b>2.2.1</b> 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. <b>4.1.1</b> Read, view, and listen for pleasure and personal growth. <b>4.1.3:</b> Respond to literature and creative expressions of ideas in various formats and genres. <b>4.1.4:</b> Seek information for personal learning in a variety of formats and genres. <b>4.2.1:</b> Display curiosity by pursuing interests through multiple resources. <b>4.2.2:</b> Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements. <b>4.3.2:</b> Recognize that resources are created for a variety of purposes.

- of literary elements of 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**

## **NETS-S**

### **1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- c. use models and simulations to explore complex systems and issues.

### **2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

### **3. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:

- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

### **4. Critical Thinking, Problem Solving, and Decision Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

### **5. Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using

resources, the  
Internet, and other  
information sources

technology that supports collaboration,  
learning, and productivity.

c. demonstrate personal responsibility for  
lifelong learning.

**6. Technology Operations and Concepts**

Students demonstrate a sound understanding of  
technology concepts, systems, and operations.

Students:

b. select and use applications effectively and  
productively.

d. transfer current knowledge to learning of new  
technologies.



# Technology 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

## WIKI Resources:

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To view additional resources including lesson plans, webquests, booklists, and more visit the accompanying WIKI at <http://isail.wikidot.com>.

You may also add resources to this wiki by creating a free account and becoming a member of the WIKI.