



**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
CURRICULUM AND INSTRUCTIONAL SERVICES  
LIBRARY MEDIA AND INSTRUCTIONAL TECHNOLOGY**

**STANDARDS AND BENCHMARKS  
INFORMATION AND TECHNOLOGY LITERACY**

	<b>KDG</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<b>STANDARD A: MEDIA AND TECHNOLOGY</b>							
<b>Standard A1: Students use common media and technology terminology and equipment.</b>							
<b>A1-1: Computer Terminology</b>	Identify and define basic computer terminology (e.g., cursor, keyboard, login, menu, graphic, monitor, link, mouse, icon, password).  <p style="text-align: center;">A1-1.k</p>	Identify and define basic computer terminology (e.g., cursor, keyboard, login, menu, graphic, monitor, link, mouse, icon password).  <p style="text-align: center;">A1-1.1</p>	Identify and define basic computer terminology (e.g., cursor, keyboard, login, menu, graphic, monitor, link, mouse, icon password).  <p style="text-align: center;">A1-1.2</p>	Identify and define basic computer terminology (e.g., browser, link, storage devices, CD, DVD, menu, graphic, network, search engine, URL, USB).  <p style="text-align: center;">A1-1.3</p>	Identify and define basic computer terminology (e.g., browser, download, link, storage devices, CD, DVD, network, search engine, URL, USB).  <p style="text-align: center;">A1-1.4</p>	Identify and define basic computer and networking terms (e.g., browser, download, link, storage devices, CD, DVD, network, search engine, URL, USB).  <p style="text-align: center;">A1-1.5</p>	Identify and define computer and networking terms (e.g., blog, CD, download, DVD, FireWire, gigabyte, PDF, virus, operating system, analog versus digital).  <p style="text-align: center;">A1-1.6</p>
<b>A1-2: Computer Equipment</b>	Demonstrate the proper care and correct use of the components of a computer system (e.g., monitor, storage devices, key-board, mouse, printer).  <p style="text-align: center;">A1-2.k</p>	Demonstrate the proper care and correct use of the components of a computer system (e.g., monitor, storage devices, key-board, mouse, printer).  <p style="text-align: center;">A1-2.1</p>	Demonstrate the proper care and correct use of the components of a computer system (e.g., monitor, storage devices, key-board, mouse, printer).  <p style="text-align: center;">A1-2.2</p>	Demonstrate the proper care and correct use of the components of a computer system (e.g., monitor, storage devices, key-board, mouse, printer).  <p style="text-align: center;">A1-2.3</p>	Demonstrate the proper care and correct use of the components of a computer system (e.g., monitor, storage devices, key-board, mouse, printer).  <p style="text-align: center;">A1-2.4</p>	Describe the basic operations of a computer (e.g., desktop, file, window, folder, pull-down menu, dialog box).  <p style="text-align: center;">A1-2.5</p>	Describe the basic operations of a computer (e.g., desktop, file, window, folder, pull-down menu, dialog box, flash drive).  <p style="text-align: center;">A1-2.6</p>

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<b>A1-3: File Management</b>	<i>Demonstrate basic file saving.</i>	<i>Demonstrate basic file saving.</i>	<i>Demonstrate file management skills to various locations and storage devices.</i>	<i>Demonstrate file management skills to various locations and storage devices.</i>	<i>Demonstrate file management skills to various locations and storage devices.</i>	<i>Demonstrate file management skills to various locations and storage devices.</i>	<i>Access, download, organize, and backup files on a computer disk, drive, server, or other storage device.</i>
	<i>A1-3.k</i>	<i>A1-3.1</i>	<i>A1-3.2</i>	<i>A1-3.3</i>	<i>A1-3.4</i>	<i>A1-3.5</i>	<i>A1-3.6</i>
<b>A1-4: File Formats</b>				Identify common file formats (e.g., .cwk, .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .cwk, .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .cwk, .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).	Identify common file formats (e.g., .doc, .dv, .jpg, .gif, .mov, .mpeg, .pdf, .ppt, .aiff, .mp3, .html, .xls).
				A1-4.3	A1-4.4	A1-4.5	A1-4.6
<b>A1-5: Digital Media Equipment</b>				Demonstrate the use of still and video cameras.	Demonstrate the use of still and video cameras.	Demonstrate the use of still and video cameras.	Capture, edit, and combine audio, still, and video segments using a multi-media computer with editing software.
				A1-5.3	A1-5.4	A1-5.5	A1-5.6

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<b>A1-6: Keyboarding</b>	<i>Demonstrate understanding of the keyboard and special keys (shift, tab, arrows) using the left hand for left-hand area keys and the right hand for right-hand area keys.</i>  <i>A1-6.k</i>	<i>Demonstrate understanding of keyboarding technique and special keys (shift, tab, command, control) using the left hand for left-hand area keys and the right hand for right-hand area keys.</i>  <i>A1-6.1</i>	<i>Demonstrate understanding of keyboarding technique and special keys (shift, tab, command, control) using the left hand for left-hand area keys and the right hand for right-hand area keys</i>  <i>A1-6.2</i>	<i>Develop touch keyboarding techniques using both hands, and attain an input speed of 8-11 wpm with 90 percent accuracy.</i>  <i>A1-6.3</i>	<i>Develop touch keyboarding techniques using both hands, and attain an input speed of 11-15 wpm with 90 percent accuracy.</i>  <i>A1-6.4</i>	<i>Demonstrate touch keyboarding techniques using both hands, and attain an input speed of 15-20 wpm with 90 percent accuracy.</i>  <i>A1-6.5</i>	<i>Demonstrate touch keyboarding techniques using both hands and attain an input speed of 20-25 wpm with 90 percent accuracy.</i>  <i>A1-6.6</i>
<b>Standard A2: Students use a computer and productivity software to organize and create information.</b>							
<b>A2-1: Word Processing Basics</b>	<i>Identify and define basic word processing terminology: cursor, open, save, window.</i>  <i>A2-1.k</i>	<i>Identify and define basic word processing terminology: cursor, open, save, window.</i>  <i>A2-1.1</i>	<i>Create a document using word processing.</i>  <i>A2-1.2</i>	<i>Create a document using word processing functions: tab, cut, copy, paste, toolbars, spell check, thesaurus.</i>  <i>A2-1.3</i>	<i>Create a document using word processing functions: tab, cut, copy, paste, toolbars, spell check, thesaurus.</i>  <i>A2-1.4</i>	<i>Create a document using word processing functions: tab, cut, copy, paste, toolbars, spell check, thesaurus.</i>  <i>A2-1.5</i>	<i>Create a document using advanced word processing functions (e.g., toolbars, spell checker, thesaurus, page layout, headers and footers, word count, tabs, indents, pagination, custom layouts).</i>  <i>A2-2.6</i>

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<b>A2-2: Word Processing Skills</b>			<i>Demonstrate the features of a word processing program to produce a finished product: select text, bold, underline, format text (font, size, color).</i>  <i>A2-2.2</i>	<i>Demonstrate the features of a word processing program to produce a finished product: select text, bold, underline, format text (font, size, color).</i>  <i>A2-2.3</i>	<i>Demonstrate the features of a word processing program to produce a finished product: select text, bold, underline, format text (font, size, color).</i>  <i>A2-2.4</i>	<i>Move textual and graphics data from one source to another following copyright guidelines.</i>  <i>A2-2.5</i>	<i>Move textual and graphics data from one source to another following copyright guidelines.</i>  <i>A2-2.6</i>
<b>A2-3: Special Features</b>				Use special formatting features (e.g., borders, shading, centering, justification, word wrap) of a word processing program.  <i>A2-3.3</i>	Use special formatting features (e.g., borders, shading, centering, justification, word wrap) of a word processing program.  <i>A2-3.4</i>	Incorporate hyperlinks, graphics, pictures, images, and/or charts within a word-processed document.  <i>A2-3.5</i>	Incorporate hyperlinks, graphics, pictures, images, and/or charts within a word-processed document.  <i>A2-3.6</i>
<b>A2-4: Graphic Organizers</b>	Use a graphic organizer application to construct outlines or webs that organize ideas and information.  <i>A2-4.k</i>	Use a graphic organizer application to construct outlines or webs that organize ideas and information.  <i>A2-4.1</i>	Use a graphic organizer application to construct outlines or webs that organize ideas and information.  <i>A2-4.2</i>	Use a graphic organizer application to construct outlines or webs that organize ideas and information.  <i>A2-4.3</i>	Use a graphic organizer application to construct outlines or webs that organize ideas and information.  <i>A2-4.4</i>	Use a graphic organizer application to construct outlines or webs that organize ideas and information.  <i>A2-4.5</i>	Use a graphic organizer application to construct outlines or webs that organize ideas and information.  <i>A2-4.6</i>

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<b>A2-5: Spreadsheet Terms and Use</b>					Use a spreadsheet or graphing program to enter data in order to produce and interpret a simple graph or chart.  A2-5.4	Use a spreadsheet or graphing program to enter data in order to produce and interpret a simple graph or chart.  A2-5.5	Construct a spreadsheet that uses mathematical functions and generated charts for the purpose of interpreting data.  A2-5.6
<b>A2-6: Database Terms and Use</b>					Use a database and define basic database terms (e.g., file, record, field).  A2-6.4	Use a database to enter, edit data, and locate records.  A2-6.5	Analyze data from a database, and present conclusions in a document or report.  A2-6.6
<b>Standard A3: Students use a computer and communications software to access and transmit information.</b>							
<b>A3-1: Electronic Communica- tion</b>						<i>Communicate digitally with others regarding assignments or class projects using video conferencing, email, blogs, or groupware.</i>  A3-1.5	<i>Communicate digitally with others regarding assignments or class projects using video conferencing, email, blogs, or groupware.</i>  A3-1.6

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<b>A3-2: Internet Terminology and Searching</b>			<i>Define basic online searching and Internet terminology: Website, Website address, homepage, link, bookmark.</i>	<i>Define basic online searching and Internet terminology: Website, Website address, homepage, link, bookmark.</i>	<i>Define basic online searching and Internet terminology: Website, HTML, home-page, hypertext link, bookmark, URL.</i>	<i>Define basic online searching and Internet terminology: Website, HTML, home-page, hypertext link, bookmark, URL.</i>	<i>Define basic online searching and Internet terminology: Website, HTML, home-page, hypertext link, bookmark, URL, domain.</i>
			<i>A3-2.2</i>	<i>A3-2.3</i>	<i>A3-2.4</i>	<i>A3-2.5</i>	<i>A3-2.6</i>
<b>Standard A4: Students use media and technology to create and present information.</b>							
<b>A4-1: Graphics Software</b>	Use draw, paint, or graphics software to create simple signs, posters, banners, charts, visuals, etc.	Use draw, paint, or graphics software to create simple signs, posters, banners, charts, visuals, etc.	Use draw, paint, or graphics software to create simple signs, posters, banners, charts, visuals, etc.	Use draw, paint, or graphics software to create simple signs, posters, banners, charts, visuals, etc.	Use draw, paint, or graphics software to create simple signs, posters, banners, charts, visuals, etc.	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report.	Use draw, paint, or graphics software to create or modify visuals that will enhance a class project or report.
	A4-1.k	A4-1.1	A4-1.2	A4-1.3	A4-1.4	A4-1.5	A4-1.6
<b>A4-2: Multimedia Production</b>					Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content.	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content.	Plan (e.g., storyboard, graphic organizer, script, or outline) and deliver a presentation using media and technology appropriate to topic, audience, purpose, and content.
					A4-2.4	A4-2.5	A4-2.6

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<b>A4-3: Identifying Project Evaluation Criteria</b>			Identify simple criteria for assessing the quality of a production or presentation.  A4-3.2	Identify simple criteria for assessing the quality of a production or presentation.  A4-3.3	Identify simple criteria for assessing the quality of a production or presentation.  A4-3.4	Identify criteria for assessing the content and technical quality of a production or presentation.  A4-3.5	Identify criteria for assessing the content and technical quality of a production or presentation.  A4-3.6
<b>A4-4: Project Evaluation and Improvement</b>				Assess how well the production or presentation meets specified criteria.  A4-4.3	Assess how well the production or presentation meets specified criteria.  A4-4.4	Assess how well the production or presentation meets specified criteria.  A4-4.5	Assess how well the production or presentation meets specified criteria.  A4-4.6
<b>STANDARD B: INFORMATION AND INQUIRY</b>							
<b>Standard B1: Students define the need for information.</b>							
<b>B1-1: Defining the Information Need</b>	Identify the information, problem, or question to be resolved.  B1-1.k	Identify the information, problem, or question to be resolved.  B1-1.1	Identify the information, problem, or question to be resolved.  B1-1.2	Identify the information, problem, or question to be resolved.  B1-1.3	<i>Identify the information, problem, or question to be resolved.</i>  <b><i>B1-1.4</i></b>	<i>Identify the information, problem, or question to be resolved.</i>  <b><i>B1-1.5</i></b>	<i>Identify the information, problem, or question to be resolved.</i>  <b><i>B1-1.6</i></b>
<b>B1-2: Relating Existing Knowledge</b>	Relate existing knowledge to the information need.  B1-2.k	Relate existing knowledge to the information need.  B1-2.1	Relate existing knowledge to the information need.  B1-2.2	Relate existing knowledge to the information need.  B1-2.3	Relate existing knowledge to the information need.  B1-2.4	Relate existing knowledge to the information need.  B1-2.5	Relate existing knowledge to the information need.  B1-2.6
<b>B1-3: Question Development</b>	Formulate general questions to define what information is needed (teacher guided).  B1-3.k	Formulate general questions to define what information is needed (teacher guided).  B1-3.1	<i>Formulate general questions to define what information is needed.</i>  <b><i>B1-3.2</i></b>	<i>Formulate general questions to define what information is needed.</i>  <b><i>B1-3.3</i></b>	<i>Formulate specific research questions using a variety of questioning skills.</i>  <b><i>B1-3.4</i></b>	<i>Formulate specific research questions using a variety of questioning skills.</i>  <b><i>B1-3.5</i></b>	<i>Formulate specific research questions using a variety of questioning skills.</i>  <b><i>B1-3.6</i></b>

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<b>B1-4: Search Focus</b>				Revise and narrow the information questions to focus on the information need.  B1-4.3	Revise and narrow the information questions to focus on the information need.  B1-4.4	Revise and narrow the information questions to focus on the information need.  B1-4.5	Revise and narrow the information questions to focus on the information need.  B1-4.6
<b>Standard B2: Students develop information seeking strategies.</b>							
<b>B2-1: Information Sources</b>	Understand that information exists in a variety of formats.  B2-1.k	Identify possible information sources including print, nonprint, electronic, and human.  B2-1.1	Identify possible information sources including print, nonprint, electronic, and human.  B2-1.2	Identify possible information sources including print, nonprint, electronic, and human.  B2-1.3	<i>Identify possible information sources including print, nonprint, electronic, and human.</i>  <b><i>B2-1.4</i></b>	<i>Identify relevant information sources including print, nonprint, electronic, human, and community resources.</i>  <b><i>B2-1.5</i></b>	<i>Identify relevant information sources including print, nonprint, electronic, human, and community resources.</i>  <b><i>B2-1.6</i></b>
<b>B2-2: Evaluating Possible Resources</b>				Evaluate possible sources based on genre, relevance to topic, and timeliness.  B2-2.3	<i>Evaluate possible sources based on genre, relevance to topic, and timeliness.</i>  <b><i>B2-2.4</i></b>	Evaluate possible sources of information based on timeliness, point of view, bias, and authority.  B2-2.5	Evaluate possible sources of information based on timeliness, point of view, bias, and authority.  B2-2.6

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<b>B2-3: Search Terms</b>		Identify keywords for information search.  B2-3.1	Identify keywords for information search.  B2-3.2	<i>Identify keywords, subjects, and phrases for each information source.</i>  <b>B2-3.3</b>	<i>Identify keywords, subjects, and phrases for each information source.</i>  <b>B2-3.4</b>	<i>Identify keywords, subjects, and phrases for each information source.</i>  <b>B2-3.5</b>	<i>Identify keywords, phrases, and subjects for each source, recognizing that different sources use different terminology for similar concepts.</i>  <b>B2-3.6</b>
<b>B2-4: Information Search Plan</b>			Communicate steps to conduct an information search.  B2-4.2	List steps to follow to conduct an information search.  B2-4.3	Plan steps to conduct an information search.  B2-4.4	Plan steps to conduct an information search.  B2-4.5	<i>Plan steps to conduct an information search.</i>  <b>B2-4.6</b>
<b>Standard B3: Students locate and access information sources.</b>							
<b>B3-1: Library Organization</b>	Recognize that resources in the school library media center are organized in a systematic manner.  B3-1.k	Recognize that resources in the school library media center are organized in a systematic manner.  B3-1.1	<i>Locate library resources using the school library organization and classification system for easies, and recognize that resources are organized in a systematic man-ner for fiction, nonfiction, biography, and reference.</i>  <b>B3-1.2</b>	<i>Locate library resources using the school library organization and classification system for easies, fiction, and biography, and recognize that resources are organized in a systematic manner: Dewey Decimal System.</i>  <b>B3-1.3</b>	<i>Locate library resources using the school library organization and classifica-tion system: Dewey Decimal System.</i>  <b>B3-1.4</b>	<i>Locate library resources using the school library organization and classifica-tion system: Dewey Decimal System.</i>  <b>B3-1.5</b>	<i>Locate information resources using the classifica-tion systems of the school and public libraries.</i>  <b>B3-1.6</b>

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<b>B3-2: Online Catalog</b>			Understand the online catalog can be used to identify and access school library resources.  <b>B3-2.2</b>	<i>Use an online catalog to identify and access resources in the school library: title, author, keyword, subject, and series.</i>  <b>B3-2.3</b>	<i>Use an online catalog to identify and access resources in the school library: title, author, keyword, subject, series, and interlibrary loan.</i>  <b>B3-2.4</b>	<i>Use an online catalog to identify and access library resources.</i>  <b>B3-2.5</b>	<i>Use an online catalog to identify and access library resources: advanced searches.</i>  <b>B3-2.6</b>
<b>B3-3: Reference Materials</b>			Use appropriate print and/or electronic reference materials (e.g. books, magazines, dictionary, and encyclopedia).  <b>B3-3.2</b>	Use appropriate print and electronic reference materials (e.g. books, magazines, atlas, dictionary, and encyclopedia).  <b>B3-3.3</b>	Use appropriate print and electronic reference materials (e.g., books, magazines, atlas, dictionary, encyclopedia, thesaurus, and almanac).  <b>B3-3.4</b>	Use appropriate print and electronic reference resources (e.g., encyclopedias and dictionaries).  <b>B3-3.5</b>	Use appropriate print and electronic reference resources (e.g., encyclopedias and dictionaries).  <b>B3-3.6</b>
<b>B3-4: Locating Information Within Source</b>	<i>Know the parts of a book (cover, spine, and call number); and understand the terms author, title, illustrator, and barcode.</i>  <b>B3-4.k</b>	<i>Know the parts of a book (title page, table of contents, glossary, and call number).</i>  <b>B3-4.1</b>	<i>Use the parts of a book to locate information</i> (e.g. title page, table of contents, glossary, and index).  <b>B3-4.2</b>	<i>Use the parts of a book to locate information: title page, table of contents, glossary, and index.</i>  <b>B3-4.3</b>	<i>Use tools to locate information within a specific source: index, table of contents, sidebars, and search boxes.</i>  <b>B3-4.4</b>	<i>Use tools to locate information within a specific source: index, table of contents, appendix, sidebars, and search boxes.</i>  <b>B3-4.5</b>	<i>Use tools to locate information within a specific source</i> (e.g. index, table of contents, appendix, sidebars, and search boxes).  <b>B3-4.6</b>

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<b>B3-5: Online Subscription Resources</b>			Search for information by keyword(s) or subject(s).  <b>B3-5.2</b>	Search for information by keyword(s) or subject(s).  <b>B3-5.3</b>	Search for information by keyword(s) or subject(s).  <b>B3.5-4</b>	<i>Search for information by keyword(s) or subject(s).</i>  <b><i>B3-5.5</i></b>	<i>Conduct effective searches using keywords, phrases, and advanced search options.</i>  <b><i>B3-5.6</i></b>
<b>B3-6: Internet Use</b>	Locate information from preselected Internet sites.  <b>B3-6.k</b>	Locate information from preselected Internet sites.  <b>B3-6.1</b>	Locate information from preselected Internet sites.  <b>B3-6.2</b>	Locate information from preselected Internet sites.  <b>B3-6.3</b>	Locate information from preselected Internet sites.  <b>B3-6.4</b>	Conduct guided Internet searches using keywords and phrases .  <b>B3-6.5</b>	<i>Conduct guided Internet searches using keywords and phrases.</i>  <b><i>B3-6.6</i></b>
<b>Standard B4: Students evaluate and select information from a variety of print, nonprint, and electronic formats.</b>							
<b>B4-1: Previewing Selected Resources</b>	Preview selected sources using basic scanning strategies (teacher guided).  <b>B4-1.k</b>	Preview selected sources using basic scanning strategies (e.g., table of contents and glossary).  <b>B4-1.1</b>	Preview selected sources using basic scanning strategies (e.g., table of contents, glossary, and index).  <b>B4-1.2</b>	Preview selected sources using basic scanning strategies (e.g., table of contents, glossary, and index).  <b>B4-1.3</b>	Preview selected sources using basic scanning strategies (e.g., table of contents, glossary, index, and copyright).  <b>B4-1.4</b>	Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords.  <b>B4-1.5</b>	Examine selected resources for pertinent information using previewing techniques to scan for major concepts and keywords.  <b>B4-1.6</b>
<b>B4-2: Evaluating Information</b>	<i>Differentiate between fiction and nonfiction (teacher guided).</i>  <b><i>B4-2.k</i></b>	<i>Differentiate between fiction and nonfiction (teacher guided).</i>  <b><i>B4-2.1</i></b>	<i>Differentiate between fiction and nonfiction.</i>  <b><i>B4-2.2</i></b>	<i>Differentiate between fiction and nonfiction.</i>  <b><i>B4-2.3</i></b>	<i>Differentiate between fiction and nonfiction.</i>  <b><i>B4-2.4</i></b>	<i>Differentiate between fiction and nonfiction.</i>  <b><i>B4-2.5</i></b>	Differentiate between primary and secondary resources.  <b>B4-2.6</b>

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
<b>B4-3: Evaluating Information/ Point of View</b>			Distinguish between fact and opinion.  B4-3.2	<i>Distinguish between fact and opinion.</i>  <b>B4-3.3</b>	<i>Distinguish between fact and opinion.</i>  <b>B4-3.4</b>	Distinguish between fact and opinion; recognize point of view or bias.  B4-3.5	<i>Distinguish between fact and opinion; recognize point of view or bias.</i>  <b>B4-3.6</b>
<b>B4-4: Validity of Sources (Electronic, Print, and Nonprint)</b>				Determine timeliness and validity of information sources.  B4-4.3	Determine timeliness and validity of information sources.  B4-4.4	Determine if information is timely, valid, accurate, comprehensive, and relevant.  B4-4.5	<i>Determine if information is timely, valid, accurate, comprehensive, and relevant (e.g., electronic, print, and nonprint).</i>  <b>B4-4.6</b>
<b>B4-5: Evaluating Information/ Graphics</b>	<i>Recognize that graphics and images can be used to convey a message.</i>  B4-5.k	<i>Recognize that graphics and images can be used to convey a message.</i>  B4-5.1	<i>Recognize that graphics and images can be used to convey a message.</i>  B4-5.2	<i>Evaluate information presented in charts, graphs, and tables.</i>  B4-5.3	<i>Analyze and evaluate information presented in charts, graphs, and tables.</i>  B4-5.4	<i>Analyze and evaluate information presented in charts, graphs, and tables.</i>  B4-5.5	<i>Analyze and evaluate information presented in charts, graphs, tables, and diagrams.</i>  B4-5.6
<b>B4-6: Source Authority</b>				Identify the sponsoring organization or author for all resources (e.g., electronic, print, and nonprint).  B4-6.3	Identify the sponsoring organization or author for all resources (e.g., electronic, print, and nonprint).  B4-6.4	Locate indicators of authority for all sources of information (e.g., electronic, print, and nonprint).  B4-6.5	Locate indicators of authority for all sources of information (e.g., electronic, print, and nonprint).  B4-6.6

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
<b>Standard B5: Students record and organize information.</b>							
<b>B5-1: Note Taking</b>		Take notes or record information in their own words  B5-1.1	Take notes or record information in their own words  B5-1.2	Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.  B5-1.3	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i>  <i>B5-1.4</i>	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i>  <i>B5-1.5</i>	<i>Use note-taking strategies including summarizing and paraphrasing, recording the sources of information as notes are taken.</i>  <i>B5-1.6</i>
<b>B5-2: Citing Sources</b>		<i>Identify title, author, and/or illustrator of book.</i>  B5-2.1	Credit and record all sources of information using appropriate bibliographic format.  B5-2.2	Credit and record all sources of information using appropriate bibliographic format.  B5-2.3	<i>Credit and record all sources of information using appropriate bibliographic format.</i>  <i>B5-2.4</i>	<i>Credit and record all sources of information using appropriate bibliographic format.</i>  <i>B5-2.5</i>	<i>Cite/record sources of information including quotes, visuals, major ideas, specific facts or data using appropriate citation/bibliographic format.</i>  <i>B5-2.6</i>
<b>B5-3: Organizing Information</b>	Organize and compare notes using graphic organizers and other relational techniques (teacher guided).  B5-3.k	Organize and compare notes using graphic organizers and other relational techniques (teacher guided).  B5-3.1	Organize and compare notes using graphic organizers and other relational techniques.  B5-3.2	Organize and compare notes using graphic organizers and other relational techniques.  B5-3.3	<i>Organize and compare notes using graphic organizers and other relational techniques.</i>  <i>B5-3.4</i>	<i>Organize information in a systematic manner appropriate to question, audience, and intended format of presentation.</i>  <i>B5-3.5</i>	<i>Organize information in a systematic manner appropriate to question, audience, and intended format of presentation.</i>  <i>B5-3.6</i>

	<b>KDG</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<b>Standard B6: Students interpret and use information to solve the problem or answer the question.</b>							
<b>B6-1: Integrating Prior Knowledge</b>	Identify new information and integrate it with prior knowledge.  B6-1.k	Identify new information and integrate it with prior knowledge.  B6-1.1	Identify new information and integrate it with prior knowledge.  B6-1.2	Identify new information and integrate it with prior knowledge.  B6-1.3	Compare and integrate new information with prior knowledge.  B6-1.4	Compare and integrate new information with prior knowledge.  B6-1.5	Compare and integrate new information with prior knowledge.  B6-1.6
<b>B6-2: Relevancy of Information</b>	Determine if information is relevant to the question (teacher guided).  B6-2.k	Determine if information is relevant to the question (teacher guided).  B6-2.1	Determine if information is relevant to the question (teacher guided).  B6-2.2	Determine if information is relevant to the question.  B6-2.3	Determine if information is relevant to the question.  B6-2.4	Determine if information is relevant to the question.  B6-2.5	Determine if information is relevant to the question.  B6-2.6
<b>B6-3: Gathering Additional Information</b>	Select information applicable to the information question, and seek additional information if needed (teacher guided).  B6-3.k	Select information applicable to the information question, and seek additional information if needed (teacher guided).  B6-3.1	Select information applicable to the information question, and seek additional information if needed.  B6-3.2	Select information applicable to the information question, and seek additional information if needed.  B6-3.3	Select information applicable to the information question, and seek additional information if needed.  B6-3.4	Analyze findings to de-termin e need for additional infor- mation; gather and synthesize additional information.  B6-3.5	Analyze findings to de-termin e need for additional infor- mation; gather and synthesize additional information.  B6-3.6
<b>B6-4: Drawing Conclusions</b>	Apply the information gathered to answer the question (teacher guided).  B6-4.k	Apply the information gathered to answer the question (teacher guided).  B6-4.1	Apply the information gathered to answer the question.  B6-4.2	Apply the information gathered to answer the question.  B6-4.3	Apply the information gathered to answer the question.  B6-4.4	Draw conclusions to address the problem or question.  B6-4.5	Draw conclusions to address the problem or question.  B6-4.6

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
<b>Standard B7: Students communicate the results of research and inquiry in an appropriate format.</b>							
<b>B7-1: Audience and Purpose</b>			Determine the audience and purpose for the product or presentation.  B7-1.2	<i>Determine the audience and purpose for the product or presentation.</i>  <b><i>B7-1.3</i></b>	<i>Determine the audience and purpose for the product or presentation.</i>  <b><i>B7-1.4</i></b>	<i>Determine the audience and purpose for the product or presentation.</i>  <b><i>B7-1.5</i></b>	<i>Determine the audience and purpose for the product or presentation.</i>  <b><i>B7-1.6</i></b>
<b>B7-2: Presentation Format</b>				Select a presentation format from the three common types of communication (written, oral, visual).  B7-2.3	Select a presentation format from the three common types of communication (written, oral, visual).  B7-2.4	Select a presentation format appropriate to the topic, audience, purpose, content, and technology available.  B7-2.5	Select a presentation format appropriate to the topic, audience, purpose, content, and technology available.  B7-2.6
<b>B7-3: Developing a Product or Presentation</b>		Develop a product or presentation to communicate the results of the research (teacher guided).  B7-3.1	Develop a product or presentation to communicate the results of the research (teacher guided).  B7-3.2	Develop a product or presentation to communicate the results of the research (teacher guided).  B7-3.3	Develop a product or presentation to communicate the results of the research.  B7-3.4	Develop a product or presentation to communicate the results of the research.  B7-3.5	Develop a product or presentation to communicate the results of the research.  B7-3.6
<b>Standard B8: Students evaluate the information product and process.</b>							
<b>B8-1: Product Assessment</b>				Assess the product based on identified criteria.  B8-1.3	Assess the product based on identified criteria.  B8-1.4	Assess the product based on identified criteria.  B8-1.5	Assess the product based on identified criteria.  B8-1.6

	KDG	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
<b>B8-2: Product Improvement</b>					Summarize ways in which the product and process can be improved.  B8-2.4	Summarize ways in which the product and process can be improved.  B8-2.5	Summarize ways in which the product and process can be improved.  B8-2.6
<b>STANDARD C: INDEPENDENT LEARNING</b>							
<b>Standard C1: Students pursue information related to various dimensions of personal well-being and academic success.</b>							
<b>C1-1: Information for Personal Growth</b>	Identify topics of interest and seek relevant information about them.  C1-1.k	Identify topics of interest and seek relevant information about them.  C1-1.1	Identify topics of interest and seek relevant information about them.  C1-1.2	Identify topics of interest and seek relevant information about them.  C1-1.3	Identify topics of interest and seek relevant information about them.  C1-1.4	Identify topics of interest and seek relevant information about them.  C1-1.5	Identify topics of interest and seek relevant information about them.  C1-1.6
<b>C1-2: Accurate Information for Decision Making</b>			Recognize that accurate information is basic to sound decisions.  C1-2.2	Recognize that accurate information is basic to sound decisions.  C1-2.3	Recognize that accurate information is basic to sound decisions.  C1-2.4	<i>Recognize that accurate and complete information is basic to making sound decisions in both personal and academic pursuits.</i>  <b>C1-2.5</b>	<i>Recognize that accurate and complete information is basic to making sound decisions in both personal and academic pursuits.</i>  <b>C1-2.6</b>
<b>Standard C2: Students select, appreciate, and derive meaning from print and nonprint resources.</b>							
<b>C2-1: Selection for Personal Interest</b>	Choose resources of personal interest.  C2-1.k	Choose resources of personal interest.  C2-1.1	Choose resources of personal interest.  C2-1.2	Choose resources of personal interest.  C2-1.3	Choose resources of personal interest.  C2-1.4	Choose resources of personal interest.  C2-1.5	Apply personal criteria for choosing print or nonprint resources of personal interest.  C2-1.6

	<b>KDG</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<b>C2-2: Award-Winning Literature</b>	Recognize that award-winning books reflect literary and artistic excellence.  C2-2.k	Recognize that award-winning books reflect literary and artistic excellence.  C2-2.1	Recognize that award-winning books reflect literary and artistic excellence.  C2-2.2	Recognize that award-winning books reflect literary and artistic excellence.  C2-2.3	Recognize that award-winning books reflect literary and artistic excellence.  C2-2.4	Recognize that award-winning books reflect literary and artistic excellence.  C2-2.5	Recognize that award-winning books reflect literary and artistic excellence.  C2-2.6
<b>C2-3: Making Text Connections</b>	<i>Make text-to-self, text-to-text, and text-to-world connections.</i>  <i>C2-3.k</i>	<i>Make text-to-self, text-to-text, and text-to-world connections.</i>  <i>C2-3.1</i>	<i>Make text-to-self, text-to-text, and text-to-world connections.</i>  <i>C2-3.2</i>	<i>Make text-to-self, text-to-text, and text-to-world connections.</i>  <i>C2-3.3</i>	<i>Make text-to-self, text-to-text, and text-to-world connections.</i>  <i>C2-3.4</i>	<i>Make text-to-self, text-to-text, and text-to-world connections.</i>  <i>C2-3.5</i>	<i>Make text-to-self, text-to-text, and text-to-world connections.</i>  <i>C2-3.6</i>
<b>C2-4: Selection/Developmental Levels</b>	Choose materials at appropriate developmental levels (teacher guided).  C2-4.k	Choose materials at appropriate developmental levels (teacher guided).  C2-4.1	Choose materials at appropriate developmental levels (teacher guided).  C2-4.2	Choose materials at appropriate developmental levels.  C2-4.3	Choose materials at appropriate developmental levels.  C2-4.4	Choose materials at appropriate developmental levels.  C2-4.5	Choose materials at appropriate developmental levels.  C2-4.6
<b>C2-5: Diverse Perspectives</b>	Recognize materials that reflect diverse perspectives (teacher guided).  C2-5.k	Recognize materials that reflect diverse perspectives (teacher guided).  C2-5.1	Recognize materials that reflect diverse perspectives (teacher guided).  C2-5.2	Recognize materials that reflect diverse perspectives.  C2-5.3	Identify and select materials that reflect diverse perspectives.  C2-5.4	Identify and select materials that reflect diverse perspectives.  C2-5.5	Identify and select materials that reflect diverse perspectives.  C2-5.6
<b>STANDARD D: THE LEARNING COMMUNITY</b>							
<b>Standard D1: Students use information, media, and technology in a responsible manner.</b>							
<b>D1-1: Responsibility for Borrowed Library Resources</b>	Return all borrowed library materials on time.  D1-1.k	Return all borrowed library materials on time.  D1-1.1	Return all borrowed library materials on time.  D1-1.2	Return all borrowed library materials on time.  D1-1.3	Return all borrowed library materials on time.  D1-1.4	Return all borrowed library materials on time.  D1-1.5	Return all borrowed library materials on time.  D1-1.6



	<b>KDG</b>	<b>GRADE 1</b>	<b>GRADE 2</b>	<b>GRADE 3</b>	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<b>D2-2: Copyright Law</b>	<i>Understand that copyright laws protect another's work.</i>  <i>D2-2.k</i>	<i>Understand that copyright laws protect another's work.</i>  <i>D2-2.1</i>	<i>Understand that copyright laws protect another's work.</i>  <i>D2-2.2</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright.</i>  <i>D2-2.3</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright.</i>  <i>D2-2.4</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright.</i>  <i>D2-2.5</i>	<i>Demonstrate compliance with legal and ethical issues related to plagiarism and copyright, including "fair use."</i>  <i>D2-2.6</i>
<b>Standard D3: Students recognize the importance of intellectual freedom and access to information in a democratic society.</b>							
<b>D3-1: Intellectual Freedom</b>					Understand the concept of intellectual freedom.  D3-1.4	Understand the concept of intellectual freedom.  D3-1.5	Understand the concept of intellectual freedom.  D3-1.6
<b>D3-2: Equitable Access</b>					Recognize the importance of free and open access to information for all citizens.  D3-2.4	Recognize the importance of free and open access to information for all citizens.  D3-2.5	Recognize the importance of free and open access to information for all citizens.  D3-2.6