

Falmouth Elementary School Grades 3-5 Library Standards

Developed by Cathy Potter- School Librarian

based on the AASL Standards for the 21st Century Learner, ISTE Standards for Students and the Common Core State Standards

from the AASL's Position Paper on the Role of the School Library Program

- The school library program provides **learning opportunities in multiple literacies** that enable students to become efficient and effective in the pursuit of information.
- **Instruction occurs best in the context of the school curriculum** where students have a need to know and are guided by a standard of excellence set by their **classroom teachers in collaboration with the school librarian**.
- The school library program gives each individual member of the learning community a **venue for exploring questions** that arise out of individual **curiosity and personal interest**.
- As part of the school library program, the school librarian provides leadership in the use of **information technologies** and instruction for both students and staff in how to use them **constructively, ethically, and safely**.
- The school librarian offers expertise in **accessing and evaluating information**, using information technologies, and collections of **quality physical and virtual resources**.
- The school library program provides **flexible and equitable access to all**, physically as well as virtually.
- **Students in America have the right to choose what they will read, view, or hear** and are expected to develop the ability to think clearly, critically, and creatively about their choices, rather than allowing others to do this for them.

<http://www.ala.org/aasl/advocacy/resources/statements/program-role>

Reading/Writing/Speaking & Listening

Read, view and listen for pleasure and personal growth. AASL **(3-5)**

Read widely and fluently to make connections with self, the world, and previous reading. AASL **(3-5)**

Read a variety of genres and formats. AASL **(3-5)**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. CCSS **(3-5)**

Determine a theme of a story, drama or poem from details in the text. CCSS **(3-5)**

Respond to literature and creative expressions of ideas in various formats and genres. AASL **(3-5)**

Use text features and search tools (links, sidebars, keywords, etc...) to locate information in an informational text. CCSS **(3-5)**

Compare & contrast the overall structure of informational texts. CCSS **(5)**

Distinguish between nonfiction written in a narrative style and expository nonfiction. **(3-5)**

Seek information for personal learning in a variety of formats and genres. AASL **(3-5)**

Use writing and speaking skills to communicate new understandings effectively. AASL **(3-5)**

Understand the organization of the library and independently locate books and resources. **(3-5)**

Information Literacy

Conduct short research projects that follow an inquiry-based process in seeking knowledge in curricular subjects and make real world connections for using this process. AASL & CCSS **(3-5)**

Develop and refine a range of questions to frame the search for new information. AASL **(3-5)**

Use digital tools to find, evaluate and select appropriate sources to answer questions. AASL & ISTE **(3-5)**

Evaluate information found in various sources for accuracy, validity, credibility, and importance. AASL & ISTE **(5)**

Read, view and listen to information presented in print and digital formats. AASL, CCSS and ISTE **(3-5)**

Take notes and organize knowledge so that it is useful. Use technology to organize information AASL, CCSS & ISTE **(3-5)**

Follow ethical and legal guidelines in gathering & using information and cite sources. AASL & CCSS **(4-5)**

Make sense of information gathered from diverse sources. Identify main and supporting ideas, point of view or bias, and conflicting information. AASL **(5)**

Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. AASL & ISTE **(3-5)**

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. AASL **(5)**

Display emotional resilience by persisting in information searching despite challenges. AASL **(3-5)**

Citizenship/Ethical Behavior

Use information and technology ethically and responsibly. AASL **(3-5)**

Respect copyright & intellectual property. AASL **(3-5)**

Participate and collaborate as members of a social and intellectual network of learners. AASL **(3-5)**

Understand and practice safe, legal, ethical, and responsible use of technology, information and resources. ISTE **(4-5)**

Critically consume technology and media. ISTE **(4-5)**

Independently use library resources in a safe, responsible and respectful manner. PBIS **(3-5)**

Use library time effectively and follow library rules and procedures. PBIS **(3-5)**