



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

North Dakota
Library Content Standards
Grades K – 12
2022

North Dakota Department of Public Instruction
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Contents

North Dakota Library Content Standards Writing Committee.....	4
North Dakota Library Content Standards Review Committee.....	5
Project Support Staff.....	5
Superintendent’s Foreword.....	6
Introduction.....	7
Resources	8
LEARNING PROGRESSIONS.....	9
Kindergarten – Second Grade.....	10
Third – Fifth Grade	15
Sixth – Eighth Grade.....	20
Ninth – Twelfth Grade.....	25
STANDARDS BY GRADE LEVEL.....	30
Kindergarten Standards	31
First Grade Standards	32
Second Grade Standards	33
Third Grade Standards.....	34
Fourth Grade Standards	35
Fifth Grade Standards	36
Sixth Grade Standards	37
Seventh Grade Standards	38
Eighth Grade Standards.....	39
Ninth Grade Standards.....	40
Tenth Grade Standards.....	41
Eleventh Grade Standards	42
Twelfth Grade Standards	43

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Superintendent's Foreword

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Resources

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**LEARNING PROGRESSIONS
KINDERGARTEN – TWELFTH GRADE**

Kindergarten – Second Grade

Personal Literacy

Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.

Identify (ID)

Learners explore topics, authors, and genres in a variety of formats.

Kindergarten	First Grade	Second Grade
K.ID.1 Identify a topic of interest.	1.ID.1 Identify favorite authors and/or illustrators.	2.ID.1 Explore authors and topics in various formats.
		2.ID.2 With guidance, identify reading choices based on personal interests and experiences.

Select (S)

Learners choose and locate materials using a variety of methods.

K.S.1 Recognize library layout to select materials for information and enjoyment.	1.S.1 With guidance, use library layout to select materials for information and enjoyment.	2.S.1 With guidance, use library layout to select materials for information and enjoyment.
	1.S.2 Standards begin at third grade.	2.S.2 Standards begin at third grade.
	1.S.3 With guidance, use strategies to select appropriate reading materials.	2.S.3 With guidance, use strategies to select appropriate reading materials.

Read and Engage (RE)

Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment.

K.RE.1 With guidance, make connections between materials and personal experiences.	1.RE.1 With guidance, make connections between materials and personal experiences.	2.RE.1 Read and make connections between materials and personal experiences.
K.RE.2 With guidance, read, view, or listen to a variety of informational and fictional texts.	1.RE.2 Read, view, or listen to a variety of informational and fictional texts.	2.RE.2 Read, view, or listen to a variety of informational and fictional texts.
K.RE.3 With guidance, recognize feelings about characters and events in a story.	1.RE.3 With guidance, recognize feelings about characters and events in a story.	2.RE.3 Express feelings about characters and events in a story.

Kindergarten – Second Grade

Informational Literacy

Learners inquire about, access, evaluate, create, and share information effectively and ethically.

Inquire (I)

Learners consider prior knowledge and learning interests to explore information.

K.I.1 With guidance, state the problem or need for information.)

1.I.1 With guidance, state the problem or need for information.

2.I.1 With guidance, state the problem or need for information and ask questions.

K.I.2 With guidance, choose a topic.

1.I.2 With guidance, choose a topic.

2.I.2 Choose a topic.

Access (A)

Learners use effective search strategies to locate information.

K.A.1 With guidance, use a keyword search with teacher-selected online resource. (CSCS K.A.1)

1.A.1 Use a keyword search with a teacher-selected online resource. (CSCS 1.A.1)

2.A.1 Use keyword search with a teacher-selected online resource. (CSCS 1.A.1)

K.A.2 With guidance, identify the different sections of the library (e.g., Fictions, Nonfiction, Picture Books, Audiobooks).

1.A.2 With guidance, locate materials in the library.

2.A.2 Locate materials in the library.

K.A.3 Understand that resources can be in a variety of formats (e.g., print, digital, graphics).

1.A.3 Understand that resources can be in a variety of formats.

2.A.3 Understand that resources can be in a variety of formats.

Evaluate (E)

Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.

K.E.1 With guidance, distinguish between nonfiction or fiction in information.

1.E.1 With guidance, distinguish between nonfiction and fiction in information.

2.E.1 With guidance, determine the purpose of content: to inform, to influence actions, or to entertain.

K.E.2 With guidance, identify fact and opinion.

1.E.2 With guidance, identify fact and opinion.

2.E.2 Distinguish between fact and opinion.

K.E.3 Name various information sources. (CSCS K.E.1)

1.E.3 With guidance, identify various information sources.

2.E.3 Identify various information sources.

Kindergarten – Second Grade

Intellectual Property (IP) Learners respect the rights and obligations of using and sharing intellectual property.		
K.IP.1 Discuss that creative works have owners (copyright). (CSCS K.IP.1)	1.IP.1 Understand creative works have owners. (CSCS 1.IP.1)	2.IP.1 Understand that students own their creative works. (CSCS 1.IP.1)
K.IP.2 Understand that credit should be given to the creator of a creative work. (CSCS K.IP.2)	1.IP.2 With guidance, give credit to the creator of a creative work. (CSCS 1.IP.2)	2.IP.2 Give credit to the creator of a creative work. (CSCS 1.IP.2)
Create and Share (CS) Learners curate, produce, and share information in a variety of media for an intended audience.		
K.CS.1 With guidance, learn basic features of digital tools.	1.CS.1 With guidance, learn basic features of digital tools.	2.CS.1 With guidance, use basic features of digital tools to create a product.
K.CS.2 With guidance, create a physical or digital product to share learning. (ELA W.K.6)	1.CS.2 Independently, create a physical or digital product to share learning. (ELA W.1.6)	2.CS.2 Independently or collaboratively, create a physical or digital product to share learning. (ELA W.2.6)
K.CS.3 Share with others to exchange ideas.	1.CS.3 Share with others to exchange ideas.	2.CS.3 Share with others to exchange ideas.

Kindergarten – Second Grade

Digital Citizenship

Learners navigate the digital world safely, ethically, and responsibly.

Safety and Ethics (SE)

Learners recognize both positive and negative impacts of using technology.

Kindergarten	First Grade	Second Grade
<p>K.SE.1 With guidance, use technology in safe and correct ways. (CYSEC, CSCS K.SE.1)</p> <p>K.SE.2 With guidance, use authentication methods to access technology. (CYSEC, CSCS K.SE.2)</p>	<p>1.SE.1 Identify how to use technology in safe and correct ways. (CYSEC, CSCS 1.SE.1)</p> <p>1.SE.2 Understand the difference between a username and authentication methods and independently use them to access technology. (CYSEC, CSCS 1.SE.2)</p>	<p>2.SE.1 Explain how to use technology in safe and correct ways. (CYSEC, CSCS 2.SE.1)</p> <p>2.SE.2 Identify strategies for protecting authentication methods. (CYSEC, CSCS 2.SE.2)</p> <p>2.SE.3 Recognize the potential risks of interacting online. (CYSEC, CSCS 2.SE.3)</p> <p>2.SE.4 Identify the difference between public and private information. (CYSEC, CSCS 3.SE.4)</p>

Responsible Use (RU)

Learners demonstrate respect and dignity in virtual communities.

<p>K.RU.1 Discuss positive and negative behaviors when using technology. (CYSEC, CSCS K.RU.1)</p> <p>K.RU.2 With guidance, identify appropriate manners while participating in an online community. (CSCS K.RU.2)</p> <p>K.RU.3 With support, discuss ideas for appropriate behavior when connecting in an online community.</p> <p>K.RU.4 Comply with Acceptable Use Policies. (CSCS K.RU.4)</p> <p>K.RU.5 With support, identify appropriate times to use technology and times to be screen-free.</p>	<p>1.RU.1 Identify positive and negative behaviors when using technology. (CYSEC, CSCS 1.RU.1)</p> <p>1.RU.2 With support, identify and discuss how to report inappropriate content. (CYSEC, CSCS 2.RU.2)</p> <p>1.RU.3 Discuss ideas for appropriate behavior when connecting in an online community.</p> <p>1.RU.4 Comply with Acceptable Use Policies. (CSCS 1.RU.4)</p> <p>1.RU.5 Identify appropriate times to use technology.</p>	<p>2.RU.1 Explain positive and negative behaviors when using technology. (CYSEC, CSCS 2.RU.1)</p> <p>2.RU.2 Identify and discuss how to report inappropriate content and behaviors. (CYSEC, CSCS 2.RU.2)</p> <p>2.RU.3 Identify appropriate behavior when connecting in an online community.</p> <p>2.RU.4 Comply with Acceptable Use Policies. (CSCS 2.RU.4)</p> <p>2.RU.5 Recognize how technology can make you and others feel.</p>
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Kindergarten – Second Grade

Social Interaction (SI) Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals.		
Kindergarten	First Grade	Second Grade
K.SI.1 With guidance, use technology to share thinking with teachers or adults. (CSCS K.SI.1)	1.SI.1 With guidance, use technology to share thinking with peers. (CSCS 1.SI.1)	2.SI.1 With guidance, use technology to communicate with others outside the classroom. (CSCS 2.SI.1)
Digital Identity (DI) Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world.		
K.DI.1 With support, recognize that using technology gives you a digital identity.	1.DI.1 Recognize that using technology gives you a digital identity. (CSCS 1.DI.1)	2.DI.1 Recognize that what you do online affects your digital identity.

Third – Fifth Grade

Personal Literacy

Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.

Identify (I)

Learners explore topics, authors, and genres in a variety of formats.

Third Grade	Fourth Grade	Fifth Grade
3.ID.1 Explore authors, topics, and genres in various formats.	4.ID.1 Identify various topics, authors, and genres.	5.ID.1 Increase identification of various topics, authors, and genres.
3.ID.2 Identify reading choices based on personal interests and experiences.	4.ID.2 Identify more specific reading choices based on personal interests and experiences.)	5.ID.2 Identify specific reading choices based on personal interests and experiences.

Select (S)

Learners choose and locate materials using a variety of methods.

3.S.1 Use library layout to select materials for information and enjoyment.	4.S.1 Use library layout to select materials for information and enjoyment.	5.S.1 Use library layout to select materials for information and enjoyment.
3.S.2 Explore the catalog and/or database to choose and locate materials.	4.S.2 With guidance, operate the catalog and/or databases to choose and locate materials.	5.S.2 Operate the catalog and/or databases to choose and select materials.
3.S.3 Use strategies to select appropriate materials.	4.S.3 With guidance, use strategies to select appropriate reading materials.	5.S.3 With guidance, use strategies to select appropriate reading materials.

Read and Engage (RE)

Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment.

3.RE.1 Read and make connections between materials, self, and the experience of others.	4.RE.1 Read and make connections to materials, self, and others.	5.RE.1 Read and make increased connections to materials, self, and others.
3.RE.2 Read, view, or listen to a range of resources for a variety of purposes.	4.RE.2 Read, view, or listen to a range of resources for an increased variety of purposes.	5.RE.2 Read, view, or listen to a range of resources for an increased variety of purposes.
3.RE.3 Express reactions to content in books and/or other materials.	4.RE.3 Express reactions to content in books and/or other materials.	5.RE.3 Express reactions to content in books and/or other materials.

Third – Fifth Grade

Informational Literacy

Learners inquire about, access, evaluate, create, and share information effectively and ethically.

Inquire (I)

Learners consider prior knowledge and learning interests to explore information.

Third Grade	Fourth Grade	Fifth Grade
<p>3.I.1 Choose a topic based on a problem or need for information and ask questions.</p> <p>3.I.2 With guidance, discuss and classify key ideas, groups, or categories.</p>	<p>4.I.1 Choose a topic based on a problem or need for information and ask questions.</p> <p>4.I.2 With guidance, draw on prior knowledge and experiences to brainstorm and classify key ideas, groups, or categories. (ELA W.8)</p>	<p>5.I.1 Choose a topic based on a problem or need for information and ask questions.</p> <p>5.I.2 Draw on prior knowledge and experiences to brainstorm and classify key ideas, groups, or categories. (ELA W.8)</p>

Access (A)

Learners use effective search strategies to locate information.

<p>3.A.1 Use basic search strategies with teacher-selected online sources. (CSCS 3.A.1, ELA W.3.7)</p> <p>3.A.2 With guidance, locate materials in the library by author or topic.</p> <p>3.A.3 Understand that resources can be in a variety of formats.</p>	<p>4.A.1 Use multiple teacher-selected online resources to locate information. (CSCS 4.A.1, ELA W.4.7)</p> <p>4.A.2 Locate materials in your library by author or topic.</p> <p>4.A.3 Understand that resources can be in a variety of formats.</p>	<p>5.A.1 Refine your search to improve your results. (CSCS 5.A.1, ELA W.5.7)</p> <p>5.A.2 Locate specific materials in your library.</p> <p>5.A.3 Understand that resources can be in a variety of formats.</p>
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Evaluate (A)

Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.

<p>3.E.1 With guidance, compare and contrast resources based on content and the author's purpose. (CSCS 3.E.1)</p> <p>3.E.2 With guidance, distinguish between fact and opinion in various information sources.</p>	<p>4.E.1 With guidance, use a strategy to evaluate resources and information for research purposes. (CSCS 4.E.1, ELA W.4.9)</p> <p>4.E.2 Distinguish between fact and opinion in various information sources.</p>	<p>5.E.1 With guidance, use multiple strategies to evaluate resources and information for research purposes (e.g., relevancy, authority, accuracy, currency, and purpose). (ELA W.5.8)</p> <p>5.E.2 Identify biases and distinguish between fact and opinion in various sources.</p>
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Third – Fifth Grade

Intellectual Property (IP) Learners respect the rights and obligations of using and sharing intellectual property.		
Third Grade	Fourth Grade	Fifth Grade
<p>3.IP.1 Define copyright. (CSCS 3.IP.1)</p> <p>3.IP.2 With guidance, identify the elements of a citation. (CSCS 3.IP.2)</p> <p>3.IP.3 Explain piracy and plagiarism, for both print and online works. (CSCS 3.IP.3)</p>	<p>4.IP.1 Demonstrate an understanding of copyright and fair use. (CSCS 4.IP.1)</p> <p>4.IP.2 With guidance, create a citation. (CSCS 4.IP.2)</p> <p>4.IP.3 With guidance, use strategies to avoid piracy and plagiarism, for both print and online works. (CSCS 4.IP.3)</p>	<p>5.IP.1 With guidance, demonstrate an understanding of ethical issues in copyright and fair use. (CSCS 5.IP.1)</p> <p>5.IP.2 Create a citation.</p> <p>5.IP.3 Use strategies to avoid piracy and plagiarism, for both print and online works.</p>
Create and Share (CS) Learners curate, produce, and share information in a variety of media for an intended audience.		
<p>3.CS.1 Use basic features of digital tools to create a product.</p> <p>3.CS.2 Independently or collaboratively, create a physical or digital product to share learning using multiple resources. (ELA W.3.6)</p> <p>3.CS.3 Exchange ideas with others to become aware of varied perspectives.</p>	<p>4.CS.1 Use basic features of digital tools to create a product.</p> <p>4.CS.2 Independently or collaboratively, create a physical or digital product to share learning using multiple resources. (ELA W.4.6)</p> <p>4.CS.3 Exchange ideas with others to become aware of varied perspectives.</p>	<p>5.CS.1 Use basic features of digital tools to create a product.</p> <p>5.CS.2 Independently or collaboratively, create a physical or digital product to share learning using multiple resources. (W.5.6)</p> <p>5.CS.3 Exchange ideas with others to become aware of varied perspectives.</p>

Third – Fifth Grade

Digital Citizenship

Learners navigate the digital world safely, ethically, and responsibly.

Safety and Ethics (SE)

Learners recognize both positive and negative impacts of using technology.

Third Grade	Fourth Grade	Fifth Grade
<p>3.SE.1 Identify problems related to inappropriate use of computing devices and networks. (CYSEC, CSCS 3.SE.1)</p> <p>3.SE.2 Keep authentication methods confidential and be proactive if they are compromised. (CYSEC, CSCS 3.SE.2)</p> <p>3. SE.3 Recognize the risks of interacting online. (CYSEC, CSCS 2.SE.3)</p> <p>3.SE.4 Recognize when it is safe to share private information online. (CYSEC, CSCS 4.SE.4)</p> <p>3.SE.5 Recognize that data-collection technology can be used to track navigation online. (CYSEC, CSCS 3.SE.3)</p>	<p>4.SE.1 Identify and explain issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (CYSEC, CSCS 4.SE.1)</p> <p>4.SE.2 Create secure authentication to insure privacy. (CYSEC, CSCS 4.SE.2)</p> <p>4. SE.3 Recognize the risks of interacting online. (CYSEC, CSCS 2.SE.3)</p> <p>4.SE.4 With support, apply strategies to keep private information safe online. (CYSEC, CSCS 5.SE.4)</p> <p>4.SE.5 Recognize that data-collection technology can be used to track navigation online. (CYSEC, CSCS 3.SE.3)</p>	<p>5.SE.1 Recognize that there are real-world cybersecurity problems (e.g., phishing, malware, clickbait) when interacting online. (CYSEC, CSCS 5.SE.1)</p> <p>5.SE.2 Create increasingly secure authentication to insure privacy.</p> <p>5. SE.3 Recognize the risks of interacting online. (CYSEC, CSCS 2.SE.3)</p> <p>5.SE.4 Apply strategies to keep private information safe online. (CYSEC, CSCS 5.SE.4)</p> <p>5.SE.5 Recognize that data-collection technology can be in used to track navigation online. (CYSEC, CSCS 3.SE.3)</p>

Third – Fifth Grade

Responsible Use (RU) Learners demonstrate respect and dignity in virtual communities.		
3.RU.1 Discuss the impact of positive and negative behaviors when using technology.	4.RU.1 Discuss basic issues related to the appropriate use of technology and information, and the consequences of inappropriate use. (CSCS 4.RU.1)	5.RU.1 Demonstrate an understanding of the appropriate use of technology and information and the consequences of inappropriate use. (CSCS 5.RU.1)
3.RU.2 Recognize the similarities and differences between in-person and online relationships.	4.RU.2 Identify strategies for dealing responsibly with cyberbullying and reporting inappropriate behavior. (CSCS 4.RU.2)	5.RU.2 Use strategies that prevent and deal responsibly with cyberbullying and inappropriate behavior. (CSCS 5.RU.2)
3.RU.3 With support, demonstrate appropriate behavior when connecting in an online community.	4.RU.3 Demonstrate appropriate behavior when connecting in an online community.	5.RU.3 Demonstrate appropriate behavior when connecting in a variety of online communities.
3.RU.4 Comply with Acceptable Use Policies. (CSCS 3.RU.4)	4.RU.4 Comply with Acceptable Use Policies. (CSCS 4.RU.4)	5.RU.4 Comply with Acceptable Use Policies. (CSCS 5.RU.4)
3.RU.5 Differentiate between appropriate technology uses in different settings (e.g., school, home, work).	4.RU.5 Identify personal media and non-media activities.	5.RU.5 Understand the importance of balancing media and non-media activities.
Social Interaction (SI) Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals.		
3.SI.1 Recognize that there are various collaborative technologies. (CSCS 3.SI.1)	4.SI.1 With guidance, use collaborative technologies. CSCS 4.SI.1)	5.SI.1 Use collaborative technologies. (CSCS 5.SI.1)
3.SI.2 With guidance, understand that media has a message.	4.SI.2 Understand that media has a message.	5.SI.2 With guidance, investigate and discuss the context in which media was created.
3.SI.3 With guidance, use technology to become aware of others' perspectives. (CSCS 3.SI.2)	4.SI.3 With guidance, use technology to become aware of others' perspectives (CSCS 3.SI.2) (Continued Growth)	5.SI.3 With guidance, identify how social interactions can impact a person's self-image. (CSCS 3.SI.2)
Digital identity (DI) Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world.		
3.DI.1 Explain the importance of your digital footprint. (CSCS 4.DI. 1)	4.DI.1 With guidance, reflect on how media affects personal, community, and global life, beliefs, needs, and wants.	5.DI.1 Reflect on how media affects personal community, and global life, beliefs, needs, and wants.

Sixth – Eighth Grade

Personal Literacy

Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.

Identify (I)

Learners explore topics, authors, and genres in a variety of formats.

Sixth Grade	Seventh Grade	Eighth Grade
6.ID.1a Express topic(s) of interest.	7.ID.1a Express topic(s) of interest. (Continued Growth)	8.ID.1a Express topic(s) of interest. (Continued Growth)
6.ID.1b Discover various authors and genres.	7.ID. 1b Discover various authors and genres. (Continued Growth)	8.ID.1b Discover various authors and genres. (Continued Growth)
6.ID.2 Recognize the various formats (e.g., print, eBook, Audiobook).	7.ID.2 Recognize the various formats (e.g., print, eBook, Audiobook). (Continued Growth)	8.ID.2 Recognize the various formats (e.g., print, eBook, Audiobook). (Continued Growth)

Select (S)

Learners choose and locate materials using a variety of methods.

6.S.1 Understand the physical layout and organization of a library (e.g., school, classroom, public, etc.).	7.S.1 Understand the physical layout and organization of a library (e.g., school, classroom, public, etc.).	8.S.1 Understand the physical layout and organization of a library (e.g., school, classroom, public, etc.).
6.S.2 Operate the catalog and/or databases to choose and locate materials (e.g., sublocation, call number, etc.).	7.S.2 Operate the catalog and/or databases to choose and locate materials (e.g., sublocation, call number, etc.) (Continued Growth)	8.S.2 Operate the catalog and/or databases to choose and locate desired materials (e.g., sublocation, call number, etc.). (Continued Growth)
6.S.3 Use resources or recommendations to guide material(s) selection.	7.S.3 Use resources or recommendations to guide material(s) selection. (Continued Growth)	8.S.3 Use resources or recommendations to guide material(s) selection. (Continued Growth)

Read and Engage (RE)

Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment.

6.RE.1 Recognize that self, the world, and previous knowledge connects to content.	7.RE.1 1 Recognize that self, the world, and previous knowledge connects to content. (Continued Growth)	8.RE.1 Recognize that self, the world, and previous knowledge connects to content. (Continued Growth)
6.RE.2 Read, view, or listen to a range of resources for a variety of purposes. (Continued Growth)	7.RE.2 Read, view, or listen to a range of resources for a variety of purposes. (Continued Growth)	8.RE.2 Read, view, or listen to a range of resources for a variety of purposes. (Continued Growth)
6.RE.3 Express reactions to content in books and/or other materials. (Continued Growth)	7.RE.3 Express reactions to content in books and/or other materials. (Continued Growth)	8.RE.3 Express reactions to content in books and/or other materials. (Continued Growth)

Sixth – Eighth Grade

Informational Literacy

Learners inquire about, access, evaluate, create, and share information effectively and ethically.

Inquire (I)

Learners consider prior knowledge and learning interests to explore information.

Sixth Grade	Seventh Grade	Eighth Grade
<p>6.I.1 Create open-ended questions based on a topic, problem, or need.</p> <p>6.I.2 Identify keywords from research questions.</p>	<p>7.I.1 Create open-ended questions based on an identified topic, problem, or need. (ELA W.7.7b)</p> <p>7.I.2 Identify keywords from research questions. (Continued Growth)</p>	<p>8.I.1a Create open-ended questions based on a specific topic, problem, or need. (ELA W.8.7b)</p> <p>8.I.1b With guidance, adjust the scope of the questions.</p> <p>8.I.2 Revise research questions based on information gaps.</p>

Access (A)

Learners use effective search strategies to locate information.

<p>6.A.1 Use basic search strategies to refine and revise results. (CSCS 6.A.1)</p> <p>6.A.2 Access multiple teacher sources and/or compile student-selected sources. (ELA W.6.7a)</p>	<p>7.A.1 Use basic search strategies to refine and revise results. (ELA W.7.8a)</p> <p>7.A.2 With guidance, compile multiple student-selected sources. (ELA.W.7.7a)</p>	<p>8.A.1 Use advanced search strategies to locate information effectively. (CSCS 8.A.1, ELA W.8.8a)</p> <p>8.A.2 Compile multiple student-selected sources. (ELA.W.8.7a)</p>
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Evaluate (E)

Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.

<p>6.E.1a Understand relevancy, authority, accuracy, currency, and purpose.</p> <p>6.E.1b With guidance, evaluate information sources for relevancy, authority, accuracy, currency, and purpose. (ELA W.6.8a)</p>	<p>7.E.1 With guidance, increase skills evaluating information sources for relevancy, authority, accuracy, currency, and purpose. (ELA W.7.8b)</p>	<p>8.E.1 With guidance, increase skills evaluating information sources for relevancy, authority, accuracy, currency, and purpose. (ELA W.8.8b)</p>
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Sixth – Eighth Grade

Intellectual Property (IP) Learners respect the rights and obligations of using and sharing intellectual property.		
Sixth Grade	Seventh Grade	Eighth Grade
<p>6.IP.1a With guidance, properly use copyrighted works, works in the Creative Commons, and works in the public domain. (CSCS 6.IP.1)</p> <p>6.IP.1b Demonstrate an understanding of fair use guidelines.</p> <p>6.IP.2 Cite a variety of sources using appropriate formats. (ELA W.6.8d)</p> <p>6.IP.3 Describe the negative consequences of piracy and plagiarism. (CSCS 6.IP.3, ELA W.6.8c)</p>	<p>7.IP.1a With minimal guidance, properly use copyrighted works, works in the Creative Commons, and works in the public domain. (CSCS 7.IP.1)</p> <p>7.IP.1b Demonstrate an understanding of fair use guidelines. (Continued Growth)</p> <p>7.IP.2 Cite a variety of sources using appropriate formats. (ELA W.7.8e) (Continued Growth)</p> <p>7.IP.3 Identify strategies to avoid personal works and the works of others from being pirated and plagiarized. (ELA W.7.8d)</p>	<p>8.IP.1a Properly use copyrighted works, works in the Creative Commons, and works in the public domain. (CSCS 8.IP.1)</p> <p>8.IP.1b Apply fair use guidelines when using the copyrighted works of others.</p> <p>8.IP.2 Cite a variety of sources using appropriate formats. (ELA W.8.8e) (Continued Growth)</p> <p>8.IP.3 Identify increased strategies to avoid personal works and the works of others from being pirated and plagiarized. (ELA W.8.8d)</p>
Create and Share (CS) Learners curate, produce, and share information in a variety of media for an intended audience.		
<p>6.CS.1 Examine the various text, audio, and visual features of digital tools to create a product.</p> <p>6.CS.2 Independently or collaboratively, create a product to share with the intended audience. (ELA W.6.6)</p> <p>6.CS.3 Use feedback to improve a product.</p>	<p>7.CS.1 Use various text, audio, and visual features of digital tools to create a product.</p> <p>7.CS.2 Independently or collaboratively, create a product to share with the intended audience. (ELA W.7.6) (Continued Growth)</p> <p>7.CS.3 Use feedback to improve a product. (Continued Growth)</p>	<p>8.CS.1 Use basic features of digital tools to create a product.</p> <p>8.CS.2 Independently or collaboratively, create a product to share with the intended audience. (ELA W.8.6) (Continued Growth)</p> <p>8.CS.3 Use feedback to improve a product. (Continued Growth)</p>

Sixth – Eighth Grade

Digital Citizenship

Learners navigate the digital world safely, ethically, and responsibly.

Safety and Ethics (SE)

Learners recognize both positive and negative impacts of using technology.

Sixth Grade	Seventh Grade	Eighth Grade
6.SE.1 Identify steps for responding to uncomfortable situations when interacting online.(CYSEC, CSCS 6.SE.1)	7.SE.1 Identify appropriate steps for responding to uncomfortable situations when interacting online. CYSEC, CSCS 6.SE.1)	8.SE.1 Identify specific and appropriate steps for responding to uncomfortable situations when interacting online. CYSEC, CSCS 6.SE.1)
6.SE.2 Identify basic methods to maintain digital privacy and security. (CYSEC, CSCS 6.SE.2)	7.SE.2 Identify a variety of methods to maintain digital privacy and security. (CYSEC, CSCS 7.SE.2)	8.SE.2 Identify advanced methods to maintain digital privacy and security. (CYSEC, CSCS 8.SE.2)
6.SE.3 Describe the potential risks of interacting online. (CYSEC, CSCS 2.SE.3)	7.SE.3 Analyze the potential risks of interacting online. (CYSEC, CSCS 2.SE.3)	8.SE.3 Assess the potential risks of interacting online. (CYSEC, CSCS 2.SE.3)
6.SE.4 Identify threats to personal cybersecurity. (CYSEC, CSCS 6.SE.4)	7.SE.4 Describe how to respond to threats to personal cybersecurity. (CYSEC, CSCS 7.SE.4)	8.SE.4 Discuss the consequences of identity theft. (CYSEC, CSCS 8.SE.4)
6.SE.5 Recognize that data-collection technology can be used to track navigation online. (CYSEC, CSCS 6.SE.3) (Continued Growth)	7.SE.5 Recognize that data-collection technology can be used to track navigation online. (CYSEC, CSCS 6.SE.3) (Continued Growth)	8.SE.5 Recognize that data-collection technology can be used to track navigation online. (CYSEC, CSCS 6.SE.3) (Continued Growth)

Responsible Use (RU)

Learners demonstrate respect and dignity in virtual communities.

6.RU.1 Identify different forms of cyberbullying. (CSCS 6.RU. 1)	7.RU.1 Describe different forms of cyberbullying and the effects on all parties involved. (CSCS 7.RU.1)	8.RU.1 Describe different forms of cyberbullying and the impact on all parties involved. (CSCS 7.RU.1) (Continued Growth)
6.RU.2 Identify strategies to stop cyberbullying. CSCS 6.RU.2)	7.RU.2 Identify strategies to prevent and stop cyberbullying. (CSCS 7.RU.2) (Continued Growth)	8.RU.2 Identify strategies to prevent and stop cyberbullying. (CSCS 7.RU.2) (Continued Growth)
6.RU.3 Use appropriate digital etiquette in a variety of online situations. (CSCS 6.RU.3)	7.RU.3 Use appropriate digital etiquette in a variety of online situations. (CSCS 6.RU.3) (Continued Growth)	8.RU.3 Use appropriate digital etiquette in a variety of online situations. (CSCS 6.RU.3) (Continued Growth)

Sixth – Eighth Grade

Responsible Use (RU) (Cont.) Learners demonstrate respect and dignity in virtual communities.		
Sixth Grade	Seventh Grade	Eighth Grade
<p>6.RU.4 Understand the purpose of and comply with Acceptable Use Policies. (CSCS 6.RU.4)</p> <p>6.RU.5 Understand the importance of balancing media and non-media activities. (Continued Growth)</p>	<p>7.RU.4 Understand the purpose of and comply with Acceptable Use Policies. (CSCS 7.RU.4)</p> <p>7.RU.5 Understand the importance of balancing media and non-media activities. (Continued Growth)</p>	<p>8.RU.4 Understand the purpose of and comply with Acceptable Use Policies. (CSCS 8.RU.4)</p> <p>8.RU.5 Understand the importance of balancing media and non-media activities. (Continued Growth)</p>
Social Interaction (SI) Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals.		
<p>6.SI.1 Use collaborative technologies. (CSCS 6.SI.1)</p> <p>6.SI.2 With guidance, decode the message of various forms of media.</p> <p>6.SI.3 Identify how social interactions can impact a person’s self-image. (CSCS 6.SI.2)</p>	<p>7.SI.1 Use collaborative technologies to gather and share information. (CSCS 7.SI.1)</p> <p>7.SI.2 With guidance, decode the message of different forms of media.</p> <p>7.SI.3 Identify how social interactions can impact a person’s self-image. (CSCS 6.SI.2) (Continued Growth)</p>	<p>8.SI.1 Use collaborative technologies to communicate information to a specific audience. (CSCS 8.SI.1)</p> <p>8.SI.2 With guidance, decode the message of assorted forms of media.</p> <p>8.SI.3 Identify how social interactions can impact a person’s self-image. (CSCS 6.SI.2) (Continued Growth)</p>
Digital Identity (DI) Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world.		
<p>6.DI.1 Describe personal online usage and determine how it affects identity online and offline. (CSCS 6.DI.1)</p>	<p>7.DI.1 Evaluate how digital identity can affect a person now and in the future. (CSCS 7.DI.1)</p>	<p>8.DI.1 Evaluate how digital identity can impact a person now and in the future. (CSCS 7.DI.1) (Continued Growth)</p>

Ninth – Twelfth Grade

Personal Literacy

Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.

Identify (I)

Learners explore topics, authors, and genres in a variety of formats.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.ID.1 Independently explore topics, authors, and genres in a variety of formats.	10.ID.1 Independently explore topics, authors, and genres in an increased variety of formats.	11.ID.1 Independently explore topics, authors, and genres in a wide variety of formats.	12.ID.1 Independently explore topics, authors, and genres in a broad variety of formats.

Select (S)

Learners choose and locate materials using a variety of methods.

9.S.1 Understand the physical layout and organization of a library (school, classroom, public, etc.).	10.S.1 Understand the physical layout and organization of a library (school, classroom, public, etc.).	11.S.1 Understand the physical layout and organization of a library (school, classroom, public, etc.).	12.S.1 Understand the physical layout and organization of a library (school, classroom, public, etc.).
9.S.2 Independently choose and locate materials using a variety of methods.	10.S.2 Independently choose and locate desired materials using a variety of methods.	11.S.2 Independently choose and locate more specific materials using a variety of methods.	12.S.2 Independently choose and locate specific materials using a variety of methods.

Read and Engage (RE)

Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment.

9.RE.1 Independently make connections to materials through reading, viewing, or listening for learning and personal enjoyment.	10.RE.1 Independently make connections to materials through reading, viewing, or listening for learning and personal enjoyment.	11.RE.1 Independently make connections to materials through reading, viewing, or listening for learning and personal enjoyment.	12.RE.1 Independently make connections to materials through reading, viewing, or listening for learning and personal enjoyment.
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Ninth – Twelfth Grade

Informational Literacy

Learners inquire about, access, evaluate, create, and share information effectively and ethically.

Inquire (I)

Learners consider prior knowledge and learning interests to explore information.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.I.1 Ask research questions, adjusting the scope of those questions throughout the research process based on information gaps, new information, or conflicting information. (ELA W.9-10.7)	10.I.1 Ask research questions, narrowing or broadening the scope of those questions throughout the research process based on information gaps, new information, or conflicting information. (ELA W.9-10.7)	11.I.1 Ask complex research questions, narrowing or broadening the scope of those questions throughout the research process based on information gaps, new information, or conflicting information. (ELA W.11-12.7)	12.I.1 Ask increasingly complex research questions, narrowing or broadening the scope of those questions throughout the research process based on information gaps, new information, or conflicting information. (ELA W.11-12.7)

Access (A)

Learners use effective search strategies to locate information.

9.A.1 Use advanced search strategies to locate and access multiple student-selected sources. (ELA W.9-10.7c)	10.A.1 Use advanced search strategies to locate information and match needs. (ELA W.9-10.7c)	11.A.1 Develop a plan and use advanced search strategies to match information needs. (ELA W.11-12.7c)	12.A.1 Develop a plan and strategically adjust search strategies to match information needs. (ELA W.11-12.7c)
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Evaluate (E)

Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.

9.E.1 Evaluate information sources for relevancy, authority, accuracy, currency, and purpose with increased complexity. (ELA W.9-10.8b)	10.E.1 Evaluate information sources for relevancy, authority, accuracy, currency, and purpose with increased complexity. (ELA W.9-10.8b)	11.E.1 Evaluate information sources for relevancy, authority, accuracy, currency, and purpose with increased complexity and effectiveness. (ELA W.11-12.8b)	12.E.1 Evaluate information sources for relevancy, authority, accuracy, currency, and purpose with increased complexity and effectiveness. (ELA W.11-12.8b)
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Ninth – Twelfth Grade

Intellectual Property (IP) Learners respect the rights and obligations of using and sharing intellectual property.			
Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
<p>9.IP.1 Properly use copyrighted works, works in the Creative Commons, and works in the public domain. (CSCS 9.IP.1)</p> <p>9.IP.2 Use strategies to avoid personal works and the works of others from being pirated and plagiarized. (ELA W.9-10.8 d,e)</p>	<p>10.IP.1 Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. (CSCS 10.IP.1)</p>	<p>11.IP.1 Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property with increased complexity. (CSCS 10.IP.1)</p>	<p>12.IP. 1 Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property with increased complexity. (CSCS 10.IP.1)</p>
Create and Share (CS) Learners curate, produce, and share information in a variety of media for an intended audience.			
<p>9.CS.1 Create original works or repurpose digital resources into new creations to communicate an idea for an intended purpose or audience. (ELA W.9-10.6)</p> <p>9.CS.2 Use feedback to improve a product.</p>	<p>10.CS.1 Create original works or repurpose digital resources to publish or present content for task, purpose, and audience. (ELA W.9-10.6)</p> <p>10.CS.2 Use feedback to improve a product.</p>	<p>11.CS.1 Choose the appropriate platforms and tools to publish or present content for task, purpose, and audience. (ELA W.11-12.6)</p> <p>11.CS.2 Use feedback to improve a product.</p>	<p>12.CS. 1 Choose the appropriate platforms and tools to publish or present content for task, purpose, and audience. (ELA W.11-12.6)</p> <p>12.CS.2 Use feedback to improve a product.</p>

Ninth – Twelfth Grade

Digital Citizenship

Learners navigate the digital world safely, ethically, and responsibly.

Safety and Ethics (SE)

Learners recognize both positive and negative impacts of using technology.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.SE.1 Recognize the importance of safeguarding and monitoring private data.	10.SE.1 Recognize the effects of sharing online.	11.SE.1 Recognize both the positive and negative effects of using technology.	12.SE.1 Recognize both the positive and negative effects of using technology on self and others.
9.SE.2 Understand the importance of safely interacting online.	10.SE.2 Understand the importance of safely interacting online.	11.SE.2 Understand the importance of safely interacting online.	12.SE.2 Understand the importance of safely interacting online.

Responsible Use (RU)

Learners demonstrate respect and dignity in virtual communities.

9.RU.1 Demonstrate respect and dignity in virtual communities.	10.RU.1 Demonstrate respect and dignity in virtual communities.	11.RU.1 Exhibit respect and dignity in virtual communities.	12.RU.1 Exhibit respect and dignity in virtual communities.
9.RU.2 Understand the purpose of and comply with Acceptable Use Policies.	10.RU.2 Understand the purpose of and comply with Acceptable Use Policies.	11.RU.2 Understand the purpose of and comply with Acceptable Use Policies.	12.RU.2 Understand the purpose of and comply with Acceptable Use Policies.
9.RU.3 Understand the importance of balancing media and non-media activities.	10.RU.3 Understand the importance of balancing media and non-media activities. (Continued Growth)	11.RU.3 Understand the importance of balancing media and non-media activities. (Continued Growth)	12.RU.3 Understand the importance of balancing media and non-media activities. (Continued Growth)

Ninth – Twelfth Grade

Social Interaction (SI) Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals.			
Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.SI.1 Use technologies to communicate and collaborate effectively to meet challenges. 9.SI.2 Identify how social interactions can impact a person’s self-image. (CSCS 10.SI.2) (Continued Growth)	10.SI.1 Use technologies to communicate and collaborate effectively to meet challenges. (Continued Growth) 10.SI.2 Identify how social interactions can impact a person’s self-image. (CSCS 10.SI.2) (Continued Growth)	11.SI.1 Use technologies to communicate and collaborate effectively to meet challenge. (Continued Growth) 11.SI.2 Identify how social interactions can impact a person’s self-image. (CSCS 10.SI.2) (Continued Growth)	12.SI.1 Use technologies to communicate and collaborate effectively to meet challenge. (Continued Growth) 12.SI.2 Identify how social interactions can impact a person’s self-image. (CSCS 10.SI.2) (Continued Growth)
Digital Identity (DI) Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world.			
9.DI.1 Manage a digital identity and be aware of the permanence of actions in the digital world. (CYSEC, CSCS 9.DI.1)	10.DI.1 Manage a digital identity and understand the responsibilities of living, learning, and working in an interconnected digital world.	11.DI.1 Manage a digital identity and increasingly understand the responsibilities of living, learning, and working in an interconnected digital world. (Continued Growth)	12.DI.1 Manage a digital identity and deepen understanding of the responsibilities of living, learning, and working in an interconnected digital world. (Continued Growth)

**STANDARDS BY GRADE LEVEL
KINDERGARTEN – TWELFTH GRADE**

Kindergarten Standards

Personal Literacy Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.
Identify - Learners explore topics, authors, and genres in a variety of formats. K.ID.1 Identify a topic of interest.
Select - Learners choose and locate materials using a variety of methods. K.S.1 Recognize library layout to select materials for information and enjoyment.
Read and Engage - Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment. K.RE.1 With guidance, make connections between materials and personal experiences. K.RE.2 With guidance, read, view, or listen to a variety of informational and fictional texts. K.RE.3 With guidance, recognize feelings about characters and events in a story.
Information Literacy Learners inquire about, access, evaluate, create, and share information effectively and ethically.
Inquire - Learners consider prior knowledge and learning interests to explore information. K.I.1 With guidance, state the problem or need for information. K.I.2 With guidance, choose a topic.
Access - Learners use effective search strategies to locate information. K.A.1 With guidance, use a keyword search with a teacher-selected online resource. K.A.2 With guidance, identify the different sections of the library (e.g., Fiction, Nonfiction, Picture Books, Audiobooks). K.A.3 Understand that resources can be in a variety of formats (e.g., print, digital, graphics).
Evaluate - Learners examine information sources for relevancy, authority, accuracy, currency, and purpose. K.E.1 With guidance, distinguish between nonfiction or fiction in information. K.E.2 With guidance, identify fact and opinion. K.E.3 Name various information sources.
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property. K.IP.1 Discuss creative works have owners (copyright). K.IP.2 Understand that credit should be given to the creator of creative work.
Create and Share - Learners curate, produce, and share information in a variety of media for an intended audience. K.CS.1 With guidance, learn basic features of digital tools. K.CS.2 With guidance, create a physical or digital product to share learning. K.CS.3 Share with others to exchange ideas.
Digital Citizenship Learners navigate the digital world safely, ethically, and responsibly.
Safety and Ethics - Learners recognize both positive and negative impacts of using technology. K.SE.1 With guidance, use technology in safe and correct ways. K.SE.2 With guidance, use authentication methods to access technology.
Responsible Use - Learners demonstrate respect and dignity in virtual communities. K.RU.1 Discuss positive and negative behaviors when using technology. K.RU.2 With guidance, identify appropriate manners while participating in an online community. K.RU.3 With support, discuss ideas for appropriate behavior when connecting in an online community. K.RU.4 Comply with Acceptable Use Policies. K.RU.5 With support, identify appropriate times to use technology and times to be screen-free.
Social Interaction - Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals. K.I.1 With guidance, use technology to share thinking with teachers or adults.
Digital identity - Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world. K.DI.1 With support, recognize that using technology gives you a digital identity.

First Grade Standards

Personal Literacy	
Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.	
Identify - Learners explore topics, authors, and genres in a variety of formats.	
1.ID.1 Identify a favorite author and/or illustrator.	
Select - Learners choose and locate materials using a variety of methods.	
1.S.1 With guidance, use library layout to select materials for information and enjoyment.	
1.S.2 Standard starts at third grade.	
1.S.3 With guidance, use strategies to select appropriate reading materials.	
Read and Engage - Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment.	
1.RE.1 With guidance, make connections between materials and personal experiences.	
1.RE.2 With guidance, read, view, or listen to a variety of informational and fictional texts.	
1.RE.3 With guidance, recognize feelings about characters and events in a story.	
Information Literacy	
Learners inquire about, access, evaluate, create, and share information effectively and ethically.	
Inquire - Learners consider prior knowledge and learning interests to explore information.	
1.I.1 With guidance, state the problem or need for information.	
1.I.2 With guidance, choose a topic.	
Access - Learners use effective search strategies to locate information.	
1.A.1 Use a keyword search with a teacher-selected online resource.	
1.A.2 With guidance, locate materials in the library.	
1.A.3 Understand that resources can be in a variety of formats.	
Evaluate - Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.	
1.E.1 With guidance, distinguish between nonfiction or fiction in information.	
1.E.2 With guidance, identify fact and opinion.	
1.E.3 With guidance, identify various information sources.	
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.	
1.IP.1 Discuss creative works have owners.	
1.IP.2 With guidance, give credit to the creator of creative work.	
Create and Share - Learners curate, produce, and share information in a variety of media for an intended audience.	
1.CS.1 With guidance, learn basic features of digital tools.	
1.CS.2 Independently or with guidance, create a physical or digital product to share learning.	
1.CS.3 Share with others to exchange ideas.	
Digital Citizenship	
Learners navigate the digital world safely, ethically, and responsibly.	
Safety and Ethics - Learners recognize both positive and negative impacts of using technology.	
1.SE.1 Identify how to use technology in safe and correct ways.	
1.SE.2 Understand the differences between a username and authentication methods and independently use them to access technology.	
Responsible Use - Learners demonstrate respect and dignity in virtual communities.	
1.RU.1 Identify positive and negative behaviors when using technology.	
1.RU.2 With support, identify and discuss how to report inappropriate content.	
1.RU.3 Discuss ideas for appropriate behavior when connecting in an online community.	
1.RU.4 Comply with Acceptable Use Policies.	
1.RU.5 Identify appropriate times to use technology.	
Social Interaction - Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals.	
1.SI.1 With guidance, use technology to share thinking with peers.	
Digital identity - Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world.	
1.DI.1 Recognize that using technology gives you a digital identity.	

Second Grade Standards

<p style="text-align: center;">Personal Literacy Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.</p>
<p>Identify - Learners explore topics, authors, and genres in a variety of formats.</p> <p>2.ID.1 Explore authors and topics in various formats. 2.ID.2 With guidance, identify reading choices based on personal interests and experiences.</p>
<p>Select - Learners choose and locate materials using a variety of methods.</p> <p>2.S.1 With guidance, use library layout to select materials for information and enjoyment. 2.S.2 Standard starts at third grade. 2.S.3 With guidance, use strategies to select appropriate reading materials.</p>
<p>Read and Engage - Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment.</p> <p>2.RE.1 Read and make connections between materials and personal experiences. 2.RE.2 Read, view, or listen to a variety of informational and fictional texts. 2.RE.3 Express feelings about characters and events in a story.</p>
<p style="text-align: center;">Information Literacy Learners inquire about, access, evaluate, create, and share information effectively and ethically.</p>
<p>Inquire - Learners consider prior knowledge and learning interests to explore information.</p> <p>2.I.1 With guidance, state the problem or need for information and ask questions 2.I.2 Choose a topic.</p>
<p>Access - Learners use effective search strategies to locate information.</p> <p>2.A.1 Use a keyword search with a teacher-selected online resource. 2.A.2 Locate materials in the library. 2.A.3 Understand that resources can be in a variety of formats.</p>
<p>Evaluate - Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.</p> <p>2.E.1 With guidance, determine the purpose of content: to inform, to influence actions, or to entertain. 2.E.2 Distinguish between fact and opinion. 2.E.3 Identify various information sources.</p>
<p>Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.</p> <p>2.IP.1 Understand that creative works have owners. 2.IP.2 With guidance, give credit to the creator of creative work.</p>
<p>Create and Share - Learners curate, produce, and share information in a variety of media for an intended audience.</p> <p>2.CS.1 With guidance, use basic features of digital tools to create a product. 2.CS.2 Independently or collaboratively, create a physical or digital product to share learning. 2.CS.3 Share with others to exchange ideas.</p>
<p style="text-align: center;">Digital Citizenship Learners navigate the digital world safely, ethically, and responsibly.</p>
<p>Safety and Ethics - Learners recognize both positive and negative impacts of using technology.</p> <p>2.SE.1 Explain how to use technology in safe and correct ways. 2.SE.2 Identify strategies for protecting authentication methods. 2.SE.3 Recognize risks of interacting online. 2.SE.4 Identify the difference between public and private information.</p>
<p>Responsible Use - Learners demonstrate respect and dignity in virtual communities.</p> <p>2.RU.1 Explain positive and negative behaviors when using technology. 2.RU.2 Identify and discuss how to report inappropriate content and behaviors. 2.RU.3 Identify appropriate behavior when connecting in an online community. 2.RU.4 Comply with Acceptable Use Policies. 2.RU.5 Recognize how technology use can make you and others feel.</p>
<p>Social Interaction - Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals.</p> <p>2.SI.1 With guidance, use technology to communicate with others outside of the classroom.</p>
<p>Digital Identity - Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world.</p> <p>2.DI.1 Recognize that what you do online affects your digital identity.</p>

Third Grade Standards

Personal Literacy
Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.
Identify - Learners explore topics, authors, and genres in a variety of formats.
<ul style="list-style-type: none"> 3.ID.1 Explore authors, topics, and genres in various formats. 3.ID.2 Identify reading choices based on personal interests and experiences.
Select - Learners choose and locate materials using a variety of methods.
<ul style="list-style-type: none"> 3.S.1 Use library layout to select materials for information and enjoyment. 3.S.2 Explore the catalog and/or databases to choose and locate materials. 3.S.3 Use strategies to select appropriate reading materials.
Read and Engage - Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment.
<ul style="list-style-type: none"> 3.RE.1 Read and make connections between materials, self, and the experiences of others. 3.RE.2 Read, view, or listen to a range of resources for a variety of purposes. 3.RE.3 Express reactions to content in books and/or other materials.
Information Literacy
Learners inquire about, access, evaluate, create, and share information effectively and ethically.
Inquire - Learners consider prior knowledge and learning interests to explore information.
<ul style="list-style-type: none"> 3.I.1 Choose a topic based on a problem or need for information and ask questions. 3.I.2 With guidance, discuss and classify key ideas, groups, or categories.
Access - Learners use effective search strategies to locate information.
<ul style="list-style-type: none"> 3.A.1 Use basic search strategies with a teacher-selected online resource. 3.A.2 With guidance, locate materials in the library by author or topic. 3.A.3 Understand that resources can be in a variety of formats.
Evaluate - Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.
<ul style="list-style-type: none"> 3.E.1 With guidance, compare and contrast resources based on content and the author's purpose. 3.E.2 With guidance, distinguish between fact and opinion in various information sources.
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.
<ul style="list-style-type: none"> 3.IP.1 Define copyright. 3.IP.2 With guidance, identify the elements of a citation. 3.IP.3 Explain piracy and plagiarism, for both print and online works.
Create and Share - Learners curate, produce, and share information in a variety of media for an intended audience.
<ul style="list-style-type: none"> 3.CS.1 Use basic features of digital tools to create a product. 3.CS.2 Independently or collaboratively, create a physical or digital product to share learning using multiple resources. 3.CS.3 Exchange ideas with others to become aware of varied perspectives.
Digital Citizenship
Learners navigate the digital world safely, ethically, and responsibly.
Safety and Ethics - Learners recognize both positive and negative impacts of using technology.
<ul style="list-style-type: none"> 3.SE.1 Explain how to use technology in safe and correct ways. 3.SE.2 Identify strategies for protecting authentication methods. 3.SE.3 Recognize risks of interacting online. 3.SE.4 Recognize when it is safe to share private information online. 3.SE.5 Recognize that data-collection technology can be in used to track navigation online.
Responsible Use - Learners demonstrate respect and dignity in virtual communities.
<ul style="list-style-type: none"> 3.RU.1 Discuss the impact of positive and negative behaviors when using technology. 3.RU.2 Recognize the similarities and differences between in-person and online relationships. 3.RU.3 With support, demonstrate appropriate behavior when connecting in an online community. 3.RU.4 Comply with Acceptable Use Policies. 3.RU.5 Differentiate between appropriate technology uses in different settings (e.g., school, home, work).
Social Interaction - Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals.
<ul style="list-style-type: none"> 3.SI.1 Recognize that there are various collaborative technologies. 3.SI.2 With guidance, understand that media has a message. 3.SI.3 With guidance, use technology to become aware of others' perspectives.
Digital identity - Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world.
<ul style="list-style-type: none"> 3.DI.1 Explain the importance of your digital identity.

Fourth Grade Standards

Personal Literacy	
Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.	
Identify - Learners explore topics, authors, and genres in a variety of formats.	
4.ID.1 Identify various topics, authors, and genres.	
4.ID.2 Identify reading choices based on personal interests and experiences. (Continued Growth)	
Select - Learners choose and locate materials using a variety of methods.	
4.S.1 Use library layout to select materials for information and enjoyment.	
4.S.2 With guidance, operate the catalog and/or databases to choose and locate materials.	
4.S.3 Use strategies to select appropriate reading materials.	
Read and Engage - Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment.	
4.RE.1 Read and make connections between materials, self, and others.	
4.RE.2 Read, view, or listen to a range of resources for a variety of purposes. (Continued Growth)	
4.RE.3 Express reactions to content in books and/or other materials.	
Information Literacy	
Learners inquire about, access, evaluate, create, and share information effectively and ethically.	
Inquire - Learners consider prior knowledge and learning interests to explore information.	
4.I.1 Choose a topic based on a problem or need for information and ask questions.	
4.I.2 With guidance, draw on prior knowledge and experiences to brainstorm and classify key ideas, groups, or categories.	
Access - Learners use effective search strategies to locate information.	
4.A.1 Use multiple teacher-selected online resources to locate information.	
4.A.2 Locate materials in your library by author or topic.	
4.A.3 Understand that resources can be in a variety of formats.	
Evaluate - Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.	
4.E.1 With guidance, use a strategy to evaluate resources and information for research purposes.	
4.E.2 Distinguish between fact and opinion in various information sources.	
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.	
4.IP.1 Demonstrate an understanding of copyright and fair use.	
4.IP.2 With guidance, create a citation.	
4.IP.3 With guidance, use strategies to avoid piracy and plagiarism, for both print and online works.	
Create and Share - Learners curate, produce, and share information in a variety of media for an intended audience.	
4.CS.1 Use basic features of digital tools to create a product	
4.CS.2 Independently or collaboratively, create a physical or digital product to share learning using multiple resources.	
4.CS.3 Exchange ideas with others to become aware of varied perspectives.	
Digital Citizenship	
Learners navigate the digital world safely, ethically, and responsibly.	
Safety and Ethics - Learners recognize both positive and negative impacts of using technology.	
4.SE.1 Identify and explain issues related to responsible use of technology and information and describe personal consequences of inappropriate use.	
4.SE.2 Create secure authentication to insure privacy.	
4.SE.3 Recognize risks of interacting online.	
4.SE.4 With support, apply strategies to keep your private information safe online.	
4.SE.5 Recognize that data-collection technology can be in used to track navigation online. (Continued Growth)	
Responsible Use - Learners demonstrate respect and dignity in virtual communities.	
4.RU.1 Discuss basic issues related to the appropriate use of technology and information, and the consequences of inappropriate use.	
4.RU.2 Identify strategies for dealing responsibly with cyberbullying and reporting inappropriate behavior	
4.RU.3 Demonstrate appropriate behavior when connecting in an online community.	
4.RU.4 Comply with Acceptable Use Policies.	
4.RU.5 Identify personal media and non-media activities.	
Social Interaction - Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals.	
4.SI.1 With guidance, use collaborative technologies.	
4.SI.2 Understand that media has a message.	
4.SI.3 With guidance, use technology to become aware of others' perspectives. (Continued Growth)	
Digital identity - Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world.	
4.DI.1 With guidance, reflect on how media affects personal, community, and global life, beliefs, needs, and wants.	

Fifth Grade Standards

Personal Literacy	
Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal literacy growth.	
Identify - Learners explore topics, authors, and genres in a variety of formats.	
5.ID.1 Identify various topics, authors, and genres. (Continued Growth)	
5.ID.2 Identify reading choices based on personal interests and experiences. (Continued Growth)	
Select - Learners choose and locate materials using a variety of methods.	
5.S.1 Use library layout to select materials for information and enjoyment.	
5.S.2 Operate the catalog and/or databases to choose and locate materials.	
5.S.3 Use strategies to select appropriate reading materials.	
Read and Engage - Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment.	
5.RE.1 Read and make connections between materials, self, and others. (Continued Growth)	
5.RE.2 Read, view, or listen to a range of resources for a variety of purposes. (Continued Growth)	
5.RE.3 Express reactions to content in books and/or other materials.	
Information Literacy	
Learners inquire about, access, evaluate, create, and share information effectively and ethically.	
Inquire - Learners consider prior knowledge and learning interests to explore information.	
5.I.1 Choose a topic based on a problem or need for information and ask questions.	
5.I.2 Draw on prior knowledge and experiences to brainstorm and classify key ideas, groups, or categories.	
Access - Learners use effective search strategies to locate information.	
5.A.1 Refine your search to improve your results.	
5.A.2 Locate specific materials in your library.	
5.A.3 Understand that resources can be in a variety of formats.	
Evaluate - Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.	
5.E.1 With guidance, use multiple strategies to evaluate resources and information for research purposes (e.g., relevancy, authority, accuracy, currency, and purpose).	
5.E.2 Identify biases and distinguish between fact and opinion in various information sources.	
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.	
5.IP.1 With guidance, demonstrate an understanding of ethical issues in copyright and fair use.	
5.IP.2 Create a citation.	
5.IP.3 Use strategies to avoid piracy and plagiarism, for both print and online works.	
Create and Share - Learners curate, produce, and share information in a variety of media for an intended audience.	
5.CS.1 Use basic features of digital tools to create a product.	
5.CS.2 Independently or collaboratively, create a physical or digital product to share learning, using multiple resources.	
5.CS.3 Exchange ideas with others to become aware of varied perspectives.	
Digital Citizenship	
Learners navigate the digital world safely, ethically, and responsibly.	
Safety and Ethics - Learners recognize both positive and negative impacts of using technology.	
5.SE.1 Recognize that there are real-world cybersecurity problems (e.g., phishing, malware, clickbait) when interacting online.	
5.SE.2 Create secure authentication to insure privacy.	
5.SE.3 Recognize risks of interacting online.	
5.SE.4 Apply strategies to keep your private information safe online.	
5.SE.5 Recognize that data-collection technology can be used to track navigation online. (Continued Growth)	
Responsible Use - Learners demonstrate respect and dignity in virtual communities.	
5.RU.1 Demonstrate an understanding of the appropriate use of technology and information and the consequences of inappropriate use.	
5.RU.2 Use strategies that prevent and deal responsibly with cyberbullying and inappropriate behavior.	
5.RU.3 Demonstrate appropriate behavior when connecting in a variety of online communities.	
5.RU.4 Comply with Acceptable Use Policies.	
5.RU.5 Understand the importance of balancing media and non-media activities.	
Social Interaction - Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals.	
5.SI.1 Use collaborative technologies.	
5.SI.2 With guidance, investigate and discuss the context in which media was created.	
5.SI.3 With guidance, identify how social interactions can impact a person's self-image.	
Digital Identity - Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world.	
5.DI.1 Reflect on how media affects personal, community, and global life, beliefs, needs, and wants.	

Sixth Grade Standards

Personal Literacy	
Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.	
Identify - Learners explore topics, authors, and genres in a variety of formats.	
6.ID.1a Express topic(s) of interest.	
6.ID.1b Discover various authors and genres.	
6.ID.2 Recognize the various formats (e.g., print, eBook, Audiobook).	
Select - Learners choose and locate materials using a variety of methods.	
6.S.1 Understand the physical layout and organization of a library (e.g., school, classroom, public, etc.).	
6.S.2 Operate the catalog and/or databases to choose and locate materials (e.g., sublocation, call numbers, etc.).	
6.S.3 Use resources or recommendations to guide material(s) selection.	
Read and Engage - Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment.	
6.RE.1 Recognize that self, the world, and previous knowledge connects to content.	
6.RE.2 Read, view, or listen to a range of resources for a variety of purposes. (Continued Growth)	
6.RE.3 Express reactions to content in books and/or other materials. (Continued Growth)	
Information Literacy	
Learners inquire about, access, evaluate, create, and share information effectively and ethically.	
Inquire - Learners consider prior knowledge and learning interests to explore information.	
6.I.1 Create open-ended questions based on a topic, problem, or need.	
6.I.2 Identify keywords from research questions.	
Access - Learners use effective search strategies to locate information.	
6.A.1 Use search strategies to refine and revise results.	
6.A.2 Access multiple teacher sources and/or compile student-selected sources.	
Evaluate - Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.	
6.E.1a Understand relevancy, authority, accuracy, currency, and purpose.	
6.E.1b With guidance, evaluate information sources for relevancy, authority, accuracy, currency, and purpose.	
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.	
6.IP.1a With guidance, properly use copyrighted works, works from the Creative Commons, and works in the public domain.	
6.IP.1b Demonstrate an understanding of fair use guidelines.	
6.IP.2 Cite a variety of sources using appropriate formats.	
6.IP.3 Describe negative consequences of piracy and plagiarism.	
Create and Share - Learners curate, produce, and share information in a variety of media for an intended audience.	
6.CS.1 Examine the various text, audio, and visual features of digital tools to create a product.	
6.CS.2 Independently or collaboratively, create a product to share with the intended audience.	
6.CS.3 Use feedback to improve a product.	
Digital Citizenship	
Learners navigate the digital world safely, ethically, and responsibly.	
Safety and Ethics - Learners recognize both positive and negative impacts of using technology.	
6.SE.1 Identify steps for responding to uncomfortable situations when interacting online.	
6.SE.2 Identify basic methods to maintain digital privacy and security.	
6.SE.3 Recognize risks of interacting online.	
6.SE.4 Identify threats to personal cybersecurity.	
6.SE.5 Recognize that data-collection technology can be in used to track navigation online. (Continued Growth)	
Responsible Use - Learners demonstrate respect and dignity in virtual communities.	
6.RU.1 Identify different forms of cyberbullying.	
6.RU.2 Identify strategies to stop cyberbullying.	
6.RU.3 Use appropriate digital etiquette in a variety of situations.	
6.RU.4 Understand the purpose of and comply with Acceptable Use Policies.	
6.RU.5 Understand the importance of balancing media and non-media activities. (Continued Growth)	
Social Interaction - Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals.	
6.SI.1 Use collaborative technologies.	
6.SI.2 With guidance, decode the message of various forms of media.	
6.SI.3 Identify how social interactions can impact a person's self-image.	
Digital Identity - Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world.	
6.DI.1 Describe personal online usage and determine how it affects identity online and offline.	

Seventh Grade Standards

Personal Literacy	
Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.	
Identify - Learners explore topics, authors, and genres in a variety of formats.	
7.ID.1a Express topic(s) of interest. (Continued Growth)	
7.ID.1b Discover various authors and genres. (Continued Growth)	
7.ID.2 Recognize the various formats (e.g., print, eBook, Audiobook). (Continued Growth)	
Select - Learners choose and locate materials using a variety of methods.	
7.S.1 Understand the physical layout and organization of a library (e.g., school, classroom, public, etc.). (Continued Growth)	
7.S.2 Operate the catalog and/or databases to choose and locate materials (e.g., sublocation, call numbers, etc.). (Continued Growth)	
7.S.3 Use resources or recommendations to guide material(s) selection. (Continued Growth)	
Read and Engage - Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment.	
7.RE.1 Recognize that self, the world, and previous knowledge connects to content. (Continued Growth)	
7.RE.2 Read, view, or listen to a range of resources for a variety of purposes. (Continued Growth)	
7.RE.3 Express reactions to content in books and/or other materials. (Continued Growth)	
Information Literacy	
Learners inquire about, access, evaluate, create, and share information effectively and ethically.	
Inquire - Learners consider prior knowledge and learning interests to explore information.	
7.I.1 Create open-ended questions based on a topic, problem, or need. (Continued Growth)	
7.I.2 Identify keywords from research questions. (Continued Growth)	
Access - Learners use effective search strategies to locate information.	
7.A.1 Use search strategies to refine and revise results.	
7.A.2 With guidance, compile multiple student-selected sources.	
Evaluate - Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.	
7.E.1 With guidance, evaluate information sources for relevancy, authority, accuracy, currency, and purpose.	
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.	
7.IP.1a With minimal guidance, properly use copyrighted works, works from the Creative Commons, and works in the public domain.	
7.IP.1b Demonstrate an understanding of fair use guidelines. (Continued Growth)	
7.IP.2 Cite a variety of sources using appropriate formats. (Continued Growth)	
7.IP.3 Identify strategies to avoid personal works and the works of others from being pirated and plagiarized.	
Create and Share - Learners curate, produce, and share information in a variety of media for an intended audience.	
7.CS.1 Use the various text, audio, and visual features of digital tools to create a product.	
7.CS.2 Independently or collaboratively, create a product to share with the intended audience. (Continued Growth)	
7.CS.3 Use feedback to improve a product. (Continued Growth)	
Digital Citizenship	
Learners navigate the digital world safely, ethically, and responsibly.	
Safety and Ethics - Learners recognize both positive and negative impacts of using technology.	
7.SE.1 Identify steps for responding to uncomfortable situations when interacting online. (Continued Growth)	
7.SE.2 Identify a variety of methods to maintain digital privacy and security.	
7.SE.3 Recognize risks of interacting online.	
7.SE.4 Describe how to respond to threats to personal cybersecurity.	
7.SE.5 Recognize that data-collection technology can be in used to track navigation online. (Continued Growth)	
Responsible Use - Learners demonstrate respect and dignity in virtual communities.	
7.RU.1 Describe different forms of cyberbullying and the effects on all parties involved.	
7.RU.2 Identify strategies to prevent and stop cyberbullying.	
7.RU.3 Use appropriate digital etiquette in a variety of situations. (Continued Growth)	
7.RU.4 Understand the purpose of and comply with Acceptable Use Policies.	
7.RU.5 Understand the importance of balancing media and non-media activities. (Continued Growth)	
Social Interaction - Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals.	
7.SI.1 Use collaborative technologies to gather and share information.	
7.SI.2 With guidance, decode the message of various forms of media. (Continued Growth)	
7.SI.3 Identify how social interactions can impact a person's self-image. (Continued Growth)	
Digital identity - Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world.	
7.DI.1 Evaluate how digital identity can impact a person now and in the future.	

Eighth Grade Standards

Personal Literacy	
Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.	
Identify - Learners explore topics, authors, and genres in a variety of formats.	
8.ID.1a Express topic(s) of interest. (Continued Growth)	
8.ID.1b Discover various authors and genres. (Continued Growth)	
8.ID.2 Recognize the various formats (e.g., print, eBook, Audiobook). (Continued Growth)	
Select - Learners choose and locate materials using a variety of methods.	
8.S.1 Understand the physical layout and organization of a library (e.g., school, classroom, public, etc.). (Continued Growth)	
8.S.2 Operate the catalog and/or databases to choose and locate materials (e.g., sublocation, call numbers, etc.). (Continued Growth)	
8.S.3 Use resources or recommendations to guide material(s) selection. (Continued Growth)	
Read and Engage - Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment.	
8.RE.1 Recognize that self, the world, and previous knowledge connects to content. (Continued Growth)	
8.RE.2 Read, view, or listen to a range of resources for a variety of purposes. (Continued Growth)	
8.RE.3 Express reactions to content in books and/or other materials. (Continued Growth)	
Information Literacy	
Learners inquire about, access, evaluate, create, and share information effectively and ethically.	
Inquire - Learners consider prior knowledge and learning interests to explore information.	
8.I.1a Create open-ended questions based on a topic, problem, or need. (Continued Growth)	
8.I.1b With guidance, adjust the scope of questions.	
8.I.2 Revise research questions based on information gaps.	
Access - Learners use effective search strategies to locate information.	
8.A.1 Use advanced search strategies to locate information.	
8.A.2 Compile multiple student-selected sources.	
Evaluate - Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.	
8.E.1 Evaluate information sources for relevancy, authority, accuracy, currency, and purpose.	
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.	
8.IP.1a Properly use copyrighted works, works from the Creative Commons, and works in the public domain.	
8.IP.1b Apply fair use guidelines when using the copyrighted works of others.	
8.IP.2 Cite a variety of sources using appropriate formats. (Continued Growth)	
8.IP.3 Identify strategies to avoid personal works and the works of others from being pirated and plagiarized. (Continued Growth)	
Create and Share - Learners curate, produce, and share information in a variety of media for an intended audience.	
8.CS.1 Use the various text, audio, and visual features of digital tools to create a product.	
8.CS.2 Independently or collaboratively, create a product to share with the intended audience. (Continued Growth)	
8.CS.3 Use feedback to improve a product. (Continued Growth)	
Digital Citizenship	
Learners navigate the digital world safely, ethically, and responsibly.	
Safety and Ethics - Learners recognize both positive and negative impacts of using technology.	
8.SE.1 Identify steps for responding to uncomfortable situations when interacting online. (Continued Growth)	
8.SE.2 Identify advanced methods to maintain digital privacy and security.	
8.SE.3 Recognize risks of interacting online.	
8.SE.4 Discuss the consequences of identity theft.	
8.SE.5 Recognize that data-collection technology can be in used to track navigation online. (Continued Growth)	
Responsible Use - Learners demonstrate respect and dignity in virtual communities.	
8.RU.1 Describe different forms of cyberbullying and the effects on all parties involved. (Continued Growth)	
8.RU.2 Identify strategies to prevent and stop cyberbullying. (Continued Growth)	
8.RU.3 Use appropriate digital etiquette in a variety of situations. (Continued Growth)	
8.RU.4 Understand the purpose of and comply with Acceptable Use Policies.	
8.RU.5 Understand the importance of balancing media and non-media activities. (Continued Growth)	
Social Interaction - Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals.	
8.SI.1 Use collaborative technologies to communicate information to a specific audience.	
8.SI.2 With guidance, decode the message of various forms of media. (Continued Growth)	
8.SI.3 Identify how social interactions can impact a person's self-image. (Continued Growth)	
Digital identity - Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world.	
8.DI.1 Evaluate how digital identity can impact a person now and in the future. (Continued Growth)	

Ninth Grade Standards

Personal Literacy
Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.
Identify - Learners explore topics, authors, and genres in a variety of formats.
9.ID.1 Independently explore topics, authors, and genres in a variety of formats.
Select - Learners choose and locate materials using a variety of methods.
9.S.1 Understand the physical layout and organization of a library (e.g., school, classroom, public, etc.).
9.S.2 Independently choose and locate materials using a variety of methods.
Read and Engage - Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment.
9.RE.1 Independently make connections to materials through reading, viewing, or listening for learning and personal enjoyment.
Information Literacy
Learners inquire about, access, evaluate, create, and share information effectively and ethically.
Inquire - Learners consider prior knowledge and learning interests to explore information.
9.I.1 Ask research questions, adjusting the scope of those questions throughout the research process based on information gaps, new information, or conflicting information.
Access - Learners use effective search strategies to locate information.
9.A.1 Use advanced search strategies to locate and access multiple student-selected sources.
Evaluate - Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.
9.E.1 Evaluate information sources for relevancy, authority, accuracy, currency, and purpose with increased complexity.
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.
9.IP.1 Properly use copyrighted works, works from the Creative Commons, and works in the public domain.
9.IP.2 Use strategies to avoid personal works and the works of others from being pirated and plagiarized.
Create and Share - Learners curate, produce, and share information in a variety of media for an intended audience.
9.CS.1 Create original works or repurpose digital resources into new creations to communicate an idea for an intended purpose or audience.
9.CS.2 Use feedback to improve a product.
Digital Citizenship
Learners navigate the digital world safely, ethically, and responsibly.
Safety and Ethics - Learners recognize both positive and negative impacts of using technology.
9.SE.1 Recognize the importance of safeguarding and monitoring private data.
9.SE.2 Understand the importance of safely interacting online.
Responsible Use - Learners demonstrate respect and dignity in virtual communities.
9.RU.1 Demonstrate respect and dignity in virtual communities.
9.RU.2 Understand the purpose of and comply with Acceptable Use Policies.
9.RU.3 Understand the importance of balancing media and non-media activities. (Continued Growth)
Social Interaction - Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals.
9.SI.1 Use technologies to communicate and collaborate effectively to meet challenges.
9.SI.2 Identify how social interactions can impact a person's self-image. (Continued Growth)
Digital Identity - Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world.
9.DI.1 Manage a digital identity and be aware of the permanence of actions in the digital world.

Tenth Grade Standards

Personal Literacy	
Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.	
Identify - Learners explore topics, authors, and genres in a variety of formats.	
10.ID.1 Independently explore topics, authors, and genres in a variety of formats.	
Select - Learners choose and locate materials using a variety of methods.	
10.S.1 Understand the physical layout and organization of a library (e.g., school, classroom, public, etc.).	
10.S.2 Independently choose and locate materials using a variety of methods.	
Read and Engage - Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment.	
10.RE.1 Independently make connections to materials through reading, viewing, or listening for learning and personal enjoyment.	
Information Literacy	
Learners inquire about, access, evaluate, create, and share information effectively and ethically.	
Inquire - Learners consider prior knowledge and learning interests to explore information.	
10.I.1 Ask research questions, narrowing or broadening the scope of those questions throughout the research process based on information gaps, new information, or conflicting information.	
Access - Learners use effective search strategies to locate information.	
10.A.1 Use advanced search strategies to locate and access multiple student-selected sources.	
Evaluate - Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.	
10.E.1 Evaluate information sources for relevancy, authority, accuracy, currency, and purpose with increased complexity.	
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.	
10.IP.1 Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
Create and Share - Learners curate, produce, and share information in a variety of media for an intended audience.	
10.CS.1 Create original works or repurpose digital resources into new creations to communicate an idea for an intended purpose or audience.	
10.CS.2 Use feedback to improve a product.	
Digital Citizenship	
Learners navigate the digital world safely, ethically, and responsibly.	
Safety and Ethics - Learners recognize both positive and negative impacts of using technology.	
10.SE.1 Recognize the effects of sharing online.	
10.SE.2 Understand the importance of safely interacting online.	
Responsible Use - Learners demonstrate respect and dignity in virtual communities.	
10.RU.1 Demonstrate respect and dignity in virtual communities. (Continued Growth)	
10.RU.2 Understand the purpose of and comply with Acceptable Use Policies.	
10.RU.3 Understand the importance of balancing media and non-media activities. (Continued Growth)	
Social Interaction - Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals.	
10.SI.1 Use technologies to communicate and collaborate effectively to meet challenges. (Continued Growth)	
10.SI.2 Identify how social interactions can impact a person's self-image. (Continued Growth)	
Digital Identity - Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world.	
10.DI.1 Manage a digital identity and understand the responsibilities and opportunities of living, learning, and working in an interconnected world.	

Eleventh Grade Standards

Personal Literacy	
Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.	
Identify - Learners explore topics, authors, and genres in a variety of formats.	
11.ID.1 Independently explore topics, authors, and genres in a variety of formats.	
Select - Learners choose and locate materials using a variety of methods.	
11.S.1 Understand the physical layout and organization of a library (e.g., school, classroom, public, etc.).	
11.S.2 Independently choose and locate materials using a variety of methods.	
Read and Engage - Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment.	
11.RE.1 Independently make connections to materials through reading, viewing, or listening for learning and personal enjoyment.	
Information Literacy	
Learners inquire about, access, evaluate, create, and share information effectively and ethically.	
Inquire - Learners consider prior knowledge and learning interests to explore information.	
11.I.1 Ask complex research questions, narrowing or broadening the scope of those questions throughout the research process based on information gaps, new information, or conflicting information.	
Access - Learners use effective search strategies to locate information.	
11.A.1 Develop a plan and use advanced search strategies to match information needs.	
Evaluate - Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.	
11.E.1 Evaluate information sources for relevancy, authority, accuracy, currency, and purpose with increased complexity.	
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.	
11.IP.1 Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property with increased complexity.	
Create and Share - Learners curate, produce, and share information in a variety of media for an intended audience.	
11.CS.1 Choose the appropriate platforms and tools to publish or present content for task, purpose, and audience.	
11.CS.2 Use feedback to improve a product.	
Digital Citizenship	
Learners navigate the digital world safely, ethically, and responsibly.	
Safety and Ethics - Learners recognize both positive and negative impacts of using technology.	
11.SE.1 Recognize both the positive and negative effects of using technology.	
11.SE.2 Understand the importance of safely interacting online.	
Responsible Use - Learners demonstrate respect and dignity in virtual communities.	
11.RU.1 Demonstrate respect and dignity in virtual communities. (Continued Growth)	
11.RU.2 Understand the purpose of and comply with Acceptable Use Policies.	
11.RU.3 Understand the importance of balancing media and non-media activities. (Continued Growth)	
Social Interaction - Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals.	
11.SI.1 Use technologies to communicate and collaborate effectively to meet challenges. (Continued Growth)	
11.SI.2 Identify how social interactions can impact a person's self-image. (Continued Growth)	
Digital identity - Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world.	
11.DI.1 Manage a digital identity and understand the responsibilities and opportunities of living, learning, and working in an interconnected world. (Continued Growth)	

Twelfth Grade Standards

Personal Literacy	
Learners identify, select, read, and engage with materials based on curiosity, needs, and interests for personal growth.	
Identify - Learners explore topics, authors, and genres in a variety of formats.	
12.ID.1 Independently explore topics, authors, and genres in a variety of formats.	
Select - Learners choose and locate materials using a variety of methods.	
12.S.1 Understand the physical layout and organization of a library (e.g., school, classroom, public, etc.).	
12.S.2 Independently choose and locate materials using a variety of methods.	
Read and Engage - Learners make connections to materials through reading, viewing, or listening for learning and personal enjoyment.	
12.RE.1 Independently make connections to materials through reading, viewing, or listening for learning and personal enjoyment.	
Information Literacy	
Learners inquire about, access, evaluate, create, and share information effectively and ethically.	
Inquire - Learners consider prior knowledge and learning interests to explore information.	
12.I.1 Ask increasingly complex research questions, narrowing or broadening the scope of those questions throughout the research process based on information gaps, new information, or conflicting information.	
Access - Learners use effective search strategies to locate information.	
12.A.1 Develop a plan and strategically adjust search strategies to match information needs.	
Evaluate - Learners examine information sources for relevancy, authority, accuracy, currency, and purpose.	
12.E.1 Evaluate information sources for relevancy, authority, accuracy, currency, and purpose with increased complexity.	
Intellectual Property - Learners respect the rights and obligations of using and sharing intellectual property.	
12.IP.1 Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property with increased complexity.	
Create and Share - Learners curate, produce, and share information in a variety of media for an intended audience.	
12.CS.1 Choose the appropriate platforms and tools to publish or present content for task, purpose, and audience.	
12.CS.2 Use feedback to improve a product.	
Digital Citizenship	
Learners navigate the digital world safely, ethically, and responsibly.	
Safety and Ethics - Learners recognize both positive and negative impacts of using technology.	
12.SE.1 Recognize both the positive and negative effects of using technology on self and others.	
12.SE.2 Understand the importance of safely interacting online.	
Responsible Use - Learners demonstrate respect and dignity in virtual communities.	
12.RU.1 Demonstrate respect and dignity in virtual communities. (Continued Growth)	
12.RU.2 Understand the purpose of and comply with Acceptable Use Policies.	
12.RU.3 Understand the importance of balancing media and non-media activities. (Continued Growth)	
Social Interaction - Learners use technology to communicate and collaborate effectively with others to broaden perspectives and work toward common goals.	
12.SI.1 Use technologies to communicate and collaborate effectively to meet challenges. (Continued Growth)	
12.SI.2 Identify how social interactions can impact a person's self-image. (Continued Growth)	
Digital Identity - Learners understand responsibilities and opportunities of living, learning, and working in an interconnected digital world.	
12.DI.1 Manage a digital identity and understand the responsibilities and opportunities of living, learning, and working in an interconnected world. (Continued Growth)	