

## Library Media

Effective November 2021  
Rule 6A-1.09412, F.A.C.

# Library Skills/Information Literacy

## Kindergarten (#5011000)

2016 - 2022 (current)

### Course Standards

Name	Description
LAFS.K.RI.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RI.1.2:	With prompting and support, identify the main topic and retell key details of a text.
LAFS.K.RI.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.RI.2.5:	Identify the front cover, back cover, and title page of a book.
LAFS.K.RI.2.6:	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LAFS.K.RI.3.7:	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LAFS.K.RI.3.9:	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LAFS.K.RL.1.1:	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RL.1.2:	With prompting and support, retell familiar stories, including key details.
LAFS.K.RL.1.3:	With prompting and support, identify characters, settings, and major events in a story.
LAFS.K.RL.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.RL.2.5:	Recognize common types of texts (e.g., storybooks, poems).
LAFS.K.RL.2.6:	With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.
LAFS.K.RL.3.7:	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LAFS.K.RL.3.9:	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2.5:	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LAFS.K.SL.2.6:	Speak audibly and express thoughts, feelings, and ideas clearly.
LAFS.K.W.1.1:	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LAFS.K.W.1.2:	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LAFS.K.W.2.6:	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.K.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LAFS.K.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LAFS.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.SL.1.1:	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LAFS.K12.SL.2.5:	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LAFS.K12.W.2.6:	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LAFS.K12.W.3.7:	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LAFS.K12.W.3.8:	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Develop an awareness of a primary source.
SS.K.A.1.2:	<b>Clarifications:</b> Examples may include, but are not limited to, photographs, a letter from a grandparent, or other artifacts.
SS.K.A.2.4:	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility. <b>Clarifications:</b> Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.
SS.K.C.2.1:	Demonstrate the characteristics of being a good citizen. <b>Clarifications:</b> Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty,

	self-control, and participating in classroom decision making.
SS.K.C.2.3:	Describe fair ways for groups to make decisions.  <b>Clarifications:</b> Examples are voting, taking turns, and coming to an agreement.
SC.K.L.14.2:	Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
SC.K.N.1.1:	Collaborate with a partner to collect information.
SC.K.N.1.4:	Observe and create a visual representation of an object which includes its major features.
HE.K.B.3.2:	Recognize school and community health helpers.  <b>Clarifications:</b> Fire, police, medical, and school personnel.
HE.K.B.4.3:	Identify the appropriate responses to unwanted and threatening situations.  <b>Clarifications:</b> Tell a trusted adult, police officer, and/or parent; seek safety and run for help.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.  <b>Use appropriate tools strategically.</b>  Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

## General Course Information and Notes

### GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course Kindergarten students will explore and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

#### Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to the course. Appropriate correlations will also be made with ISTE, FINDS, READS and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Library Media > **SubSubject:**

**Course Number:** 5011000

**Course Status:** Course Approved

**Grade Level(s):** K

## Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

# Library Skills/Information Literacy

## Kindergarten (#5011000) 2022 - 2023

### Course Standards

Name	Description
ELA.K.C.1.2:	<p>Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all. <i>Clarification 2:</i> See Writing Types.</p>
ELA.K.C.1.3:	<p>Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The product can be written, oral, drawn, dictated, or a combination of all. <i>Clarification 2:</i> See Writing Types.</p>
ELA.K.C.1.4:	<p>Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all. <i>Clarification 2:</i> Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion. <i>Clarification 3:</i> See Writing Types.</p>
ELA.K.C.2.1:	<p>Present information orally using complete sentences.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>
ELA.K.C.4.1:	<p>Recall information to answer a question about a single topic.</p> <p>Use a multimedia element to enhance oral or written tasks.</p>
ELA.K.C.5.1:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this grade level, the element should relate to the task but that relationship may be tangential. It does not require but can include the use of computers.</p>
ELA.K.F.1.1:	<p>Demonstrate knowledge of the basic concepts of print.</p> <ol style="list-style-type: none"><li>Locate a printed word on a page.</li><li>Distinguish letters from words within sentences.</li><li>Match print to speech to demonstrate that language is represented by print.</li><li>Identify parts of a book (front cover, back cover, title page).</li><li>Move top to bottom and left to right on the printed page; returning to the beginning of the next line.</li><li>Identify all upper- and lowercase letters of the alphabet.</li><li>Recognize that print conveys specific meaning and pictures may support meaning.</li></ol> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.</p>
ELA.K.R.1.1:	<p>Describe the main character(s), setting, and important events in a story.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on. <i>Clarification 2:</i> For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated. <i>Clarification 3:</i> Descriptions can be oral, either in response to a question or through discussion.</p>
ELA.K.R.1.3:	<p>Explain the roles of author and illustrator of a story.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' <i>Hop on Pop</i> where Dr. Seuss performs both roles. <i>Clarification 2:</i> Students should also explain that both authors and illustrators contribute to the meaning of the text.</p>
ELA.K.R.2.2:	<p>Identify the topic of and multiple details in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book <i>Why Should I Recycle?</i> is recycling.</p>
	<p>Explain the difference between opinions and facts about a topic.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will explain which statements are fact and which are opinion within a text.</p>

ELA.K.R.2.4:	<p><b>Clarification 2:</b> Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false.</p> <p><i>Example:</i> "Dogs need food and water to survive" is a fact. It can be proven to be true. "Dogs are the best pets" is an opinion. It's what someone may think, but it can't be proven.</p>
ELA.K.R.3.2:	<p>Retell a text orally to enhance comprehension:</p> <ol style="list-style-type: none"> <li>Use main character(s), setting, and important events for a story.</li> <li>Use topic and details for an informational text.</li> </ol>
ELA.K.R.3.3:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p>Compare and contrast characters' experiences in stories.</p>
ELA.K.V.1.1:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.</p>
ELA.K.V.1.2:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p>
ELA.K.V.1.1:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.K.V.1.2:	<p>Ask and answer questions about unfamiliar words in grade-level content.</p>
ELA.K.V.1.2:	<p>Cite evidence to explain and justify reasoning.</p>
ELA.K12.EE.1.1:	<p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p>
ELA.K12.EE.2.1:	<p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p>
ELA.K12.EE.3.1:	<p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>
ELA.K12.EE.4.1:	<p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p>
ELA.K12.EE.5.1:	<p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p>
ELA.K12.EE.6.1:	<p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> </ul>

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Develop an awareness of a primary source.

SS.K.A.1.2:

**Clarifications:**

Examples may include, but are not limited to, photographs, a letter from a grandparent, or other artifacts.

SS.K.A.2.4:

Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.

**Clarifications:**

Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.

SS.K.C.2.1:

Demonstrate the characteristics of being a good citizen.

**Clarifications:**

Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.

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Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

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Collaborate with a partner to collect information.

SC.K.N.1.4:

Observe and create a visual representation of an object which includes its major features.

HE.K.B.3.2:

Recognize school and community health helpers.

**Clarifications:**

Fire, police, medical, and school personnel.

HE.K.B.4.3:

Identify the appropriate responses to unwanted and threatening situations.

**Clarifications:**

Tell a trusted adult, police officer, and/or parent; seek safety and run for help.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

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### GENERAL NOTES

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<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

## GENERAL INFORMATION

**Course Number:** 5011000

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Library Media > **SubSubject:**

Library Media >

**Abbreviated Title:** LIB SKLS/INFO LIT K

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Grade Level(s):** K

## Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

# Library Skills/Information Literacy

## Kindergarten (#5011000)

2023 - And Beyond

### Course Standards

Name	Description
ELA.K.C.1.2:	<p>Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all. <i>Clarification 2:</i> See Writing Types.</p>
ELA.K.C.1.3:	<p>Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The product can be written, oral, drawn, dictated, or a combination of all. <i>Clarification 2:</i> See Writing Types.</p>
ELA.K.C.1.4:	<p>Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all. <i>Clarification 2:</i> Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion. <i>Clarification 3:</i> See Writing Types.</p>
ELA.K.C.2.1:	<p>Present information orally using complete sentences.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>
ELA.K.C.4.1:	<p>Recall information to answer a question about a single topic.</p> <p>Use a multimedia element to enhance oral or written tasks.</p>
ELA.K.C.5.1:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this grade level, the element should relate to the task but that relationship may be tangential. It does not require but can include the use of computers.</p>
ELA.K.F.1.1:	<p>Demonstrate knowledge of the basic concepts of print.</p> <ol style="list-style-type: none"><li>Locate a printed word on a page.</li><li>Distinguish letters from words within sentences.</li><li>Match print to speech to demonstrate that language is represented by print.</li><li>Identify parts of a book (front cover, back cover, title page).</li><li>Move top to bottom and left to right on the printed page; returning to the beginning of the next line.</li><li>Identify all upper- and lowercase letters of the alphabet.</li><li>Recognize that print conveys specific meaning and pictures may support meaning.</li></ol> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.</p>
ELA.K.R.1.1:	<p>Describe the main character(s), setting, and important events in a story.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on. <i>Clarification 2:</i> For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated. <i>Clarification 3:</i> Descriptions can be oral, either in response to a question or through discussion.</p>
ELA.K.R.1.3:	<p>Explain the roles of author and illustrator of a story.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' <i>Hop on Pop</i> where Dr. Seuss performs both roles. <i>Clarification 2:</i> Students should also explain that both authors and illustrators contribute to the meaning of the text.</p>
ELA.K.R.2.2:	<p>Identify the topic of and multiple details in a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book <i>Why Should I Recycle?</i> is recycling.</p>
	<p>Explain the difference between opinions and facts about a topic.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will explain which statements are fact and which are opinion within a text.</p>

ELA.K.R.2.4:	<p><b>Clarification 2:</b> Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false.</p> <p><i>Example:</i> "Dogs need food and water to survive" is a fact. It can be proven to be true. "Dogs are the best pets" is an opinion. It's what someone may think, but it can't be proven.</p>
ELA.K.R.3.2:	<p>Retell a text orally to enhance comprehension:</p> <ol style="list-style-type: none"> <li>Use main character(s), setting, and important events for a story.</li> <li>Use topic and details for an informational text.</li> </ol>
ELA.K.R.3.3:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p>Compare and contrast characters' experiences in stories.</p>
ELA.K.V.1.1:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.</p> <p>Use grade-level academic vocabulary appropriately in speaking and writing.</p>
ELA.K.V.1.2:	<p>Ask and answer questions about unfamiliar words in grade-level content.</p> <p>Cite evidence to explain and justify reasoning.</p>
ELA.K12.EE.1.1:	<p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> </ul>

- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Develop an awareness of a primary source.

SS.K.A.1.2:

**Clarifications:**

Examples may include, but are not limited to, photographs, a letter from a grandparent, or other artifacts.

SS.K.A.2.4:

Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.

**Clarifications:**

Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.

SS.K.CG.2.1:

Describe and demonstrate the characteristics of being a responsible citizen.

- Students will identify examples of responsible citizenship.
- Students will demonstrate that conflicts can be resolved in ways that are consistent with being a responsible citizen.
- Students will explain why it is important to take responsibility for one's actions.

SS.K.CG.2.2:

Describe ways for groups to make decisions.

- Students will practice decision-making in small and large groups through voting, taking turns, class meetings and discussion.
- Students will identify examples of responsible decisions.

SC.K.L.14.2:

Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

SC.K.N.1.1:

Collaborate with a partner to collect information.

SC.K.N.1.4:

Observe and create a visual representation of an object which includes its major features.

Recognize school and community health helpers.

HE.K.B.3.2:

**Clarifications:**

Fire, police, medical, and school personnel.

Identify the appropriate responses to unwanted and threatening situations.

HE.K.B.4.3:

**Clarifications:**

Tell a trusted adult, police officer, and/or parent; seek safety and run for help.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course Kindergarten students will explore and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

### Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to the course. Appropriate correlations will also be made with ISTE, FINDS, READS and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

## **English Language Development (ELD) Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/sl.pdf>

## **GENERAL INFORMATION**

**Course Number:** 5011000

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Library Media > **SubSubject:**

Library Media >

**Abbreviated Title:** LIB SKLS/INFO LIT K

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** K

## **Educator Certifications**

Educational Media Specialist (Preschool-Secondary PK-12)

# Library Skills/Information Literacy Grade 1 (#5011010) 2016 - 2022 (current)

## Course Standards

Name	Description
LAFS.1.RI.1.1:	Ask and answer questions about key details in a text.
LAFS.1.RI.1.2:	Identify the main topic and retell key details of a text.
LAFS.1.RI.2.4:	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LAFS.1.RI.2.5:	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LAFS.1.RI.2.6:	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LAFS.1.RI.3.7:	Use the illustrations and details in a text to describe its key ideas.
LAFS.1.RI.3.9:	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LAFS.1.RL.1.1:	Ask and answer questions about key details in a text.
LAFS.1.RL.1.2:	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LAFS.1.RL.1.3:	Describe characters, settings, and major events in a story, using key details.
LAFS.1.RL.2.4:	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LAFS.1.RL.2.5:	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LAFS.1.RL.2.6:	Identify who is telling the story at various points in a text.
LAFS.1.RL.3.7:	Use illustrations and details in a story to describe its characters, setting, or events.
LAFS.1.RL.3.9:	Compare and contrast the adventures and experiences of characters in stories.
LAFS.1.SL.1.1:	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
LAFS.1.SL.1.2:	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.1.3:	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LAFS.1.SL.2.5:	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LAFS.1.W.1.2:	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LAFS.1.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.1.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LAFS.1.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LAFS.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.SL.1.1:	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LAFS.K12.SL.2.5:	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LAFS.K12.SL.2.6:	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.K12.W.3.7:	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LAFS.K12.W.3.8:	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Develop an understanding of a primary source.
SS.1.A.1.1:	<b>Clarifications:</b> Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.
SS.1.A.1.2:	Understand how to use the media center/other sources to find answers to questions about a historical topic. <b>Clarifications:</b> Examples may include, but are not limited to, databases, audio or video recordings, and books.
SS.1.A.2.4:	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. <b>Clarifications:</b> Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.
SS.1.C.2.2:	Describe the characteristics of responsible citizenship in the school community. <b>Clarifications:</b> Examples are follow rules, care about the environment, and respect others.
HE.1.B.3.2:	Identify trusted adults and professionals who can help promote health. <b>Clarifications:</b>

	Parent, teacher, coach, counselor, and school nurse.
HE.1.B.4.3:	Describe ways to respond when in an unwanted, threatening, or dangerous situation.  <b>Clarifications:</b> Leave, tell a trusted adult, and say "no."
HE.1.C.2.2:	Explore the ways that a friend would act in a variety of situations.  <b>Clarifications:</b> Is a good listener, doesn't ask you to do anything that would hurt you, and takes turns and shares.
SC.1.N.1.1:	Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
SC.1.N.1.4:	Ask "how do you know?" in appropriate situations.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.  <b>Use appropriate tools strategically.</b>
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
VA.1.F.3.2:	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.  <b>Clarifications:</b> e.g., set-up, clean-up, use of materials

## General Course Information and Notes

### GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course first grade students will experiment with and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. They will experiment with presentation formats to convey meaning and understanding. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

### Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to this course. Appropriate correlations will also be made with ISTE, FINDS, READS, and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

### English Language Development (ELD) Standards Special Notes Section:

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<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

### GENERAL INFORMATION

Course Number: 5011010

**Course Path: Section:** Grades PreK to 12 Education  
**Courses > Grade Group:** Grades PreK to 5 Education  
**Courses > Subject:** Library Media > **SubSubject:**  
 Library Media >  
**Abbreviated Title:** LIB SKLS/INFO LIT 1

**Course Status:** Course Approved

**Grade Level(s):** 1

## **Educator Certifications**

Educational Media Specialist (Preschool-Secondary PK-12)

# Library Skills/Information Literacy Grade 1 (#5011010) 2022 - 2023

## Course Standards

Name	Description
ELA.1.C.1.4:	<p>Write expository texts about a topic, using a source, providing facts and a sense of closure.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.</p>
ELA.1.C.4.1:	<p>Participate in research to gather information to answer a question about a single topic.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions.</p>
ELA.1.C.5.2:	Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.
ELA.1.F.1.1:	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.
ELA.1.R.1.1:	<p>Identify and describe the main story elements in a story.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. <i>Clarification 2:</i> In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on. <i>Clarification 3:</i> For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.</p>
ELA.1.R.1.3:	<p>Explain who is telling the story using context clues.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Students will use the term "narrator" to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.</p>
ELA.1.R.2.1:	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.
ELA.1.R.2.2:	Identify the topic of and relevant details in a text.
ELA.1.R.2.3:	<p>Explain similarities and differences between information provided in visuals and words in an informational text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic. <i>Clarification 2:</i> During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.</p>
ELA.1.R.3.1:	<p>Identify and explain descriptive words and phrases in text(s).</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Continue to expose students to the academic vocabulary word "adjective." Discussion should focus on how the descriptive words add meaning to the text.</p>
ELA.1.R.3.2:	<p>Retell a text in oral or written form to enhance comprehension.</p> <ol style="list-style-type: none"><li>Use main story elements at the beginning, middle, and end for a literary text.</li><li>Use topic and important details for an informational text.</li></ol>
ELA.1.R.3.3:	<p>Compare and contrast two texts on the same topic.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.</p>
ELA.1.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.1.V.1.3:	<p>Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships.</p>

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Develop an understanding of a primary source.

SS.1.A.1.1:

**Clarifications:**

Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.

Understand how to use the media center/other sources to find answers to questions about a historical topic.

SS.1.A.1.2:	<b>Clarifications:</b> Examples may include, but are not limited to, databases, audio or video recordings, and books.
SS.1.A.2.4:	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. <b>Clarifications:</b> Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.
SS.1.C.2.2:	Describe the characteristics of responsible citizenship in the school community. <b>Clarifications:</b> Examples are follow rules, care about the environment, and respect others.
HE.1.B.3.2:	Identify trusted adults and professionals who can help promote health. <b>Clarifications:</b> Parent, teacher, coach, counselor, and school nurse.
HE.1.B.4.3:	Describe ways to respond when in an unwanted, threatening, or dangerous situation. <b>Clarifications:</b> Leave, tell a trusted adult, and say "no."
HE.1.C.2.2:	Explore the ways that a friend would act in a variety of situations. <b>Clarifications:</b> Is a good listener, doesn't ask you to do anything that would hurt you, and takes turns and shares.
SC.1.N.1.1:	Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
SC.1.N.1.4:	Ask "how do you know?" in appropriate situations.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills.
VA.1.F.3.2:	<b>Clarifications:</b> e.g., set-up, clean-up, use of materials

## General Course Information and Notes

### GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course first grade students will experiment with and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. They will experiment with presentation formats to convey meaning and understanding. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

### Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to this course. Appropriate correlations will also be made with ISTE, FINDS, READS, and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Library Media > **SubSubject:**

**Course Number:** 5011010

**Course Status:** Course Approved

**Grade Level(s):** 1

## Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

# Library Skills/Information Literacy Grade 1 (#5011010) 2023 - And Beyond

## Course Standards

Name	Description
ELA.1.C.1.4:	<p>Write expository texts about a topic, using a source, providing facts and a sense of closure.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.</p>
ELA.1.C.4.1:	<p>Participate in research to gather information to answer a question about a single topic.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions.</p>
ELA.1.C.5.2:	Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.
ELA.1.F.1.1:	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.
ELA.1.R.1.1:	<p>Identify and describe the main story elements in a story.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. <i>Clarification 2:</i> In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on. <i>Clarification 3:</i> For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.</p>
ELA.1.R.1.3:	<p>Explain who is telling the story using context clues.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Students will use the term "narrator" to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.</p>
ELA.1.R.2.1:	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.
ELA.1.R.2.2:	Identify the topic of and relevant details in a text.
ELA.1.R.2.3:	<p>Explain similarities and differences between information provided in visuals and words in an informational text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic. <i>Clarification 2:</i> During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.</p>
ELA.1.R.3.1:	<p>Identify and explain descriptive words and phrases in text(s).</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Continue to expose students to the academic vocabulary word "adjective." Discussion should focus on how the descriptive words add meaning to the text.</p>
ELA.1.R.3.2:	<p>Retell a text in oral or written form to enhance comprehension.</p> <ol style="list-style-type: none"><li>Use main story elements at the beginning, middle, and end for a literary text.</li><li>Use topic and important details for an informational text.</li></ol>
ELA.1.R.3.3:	<p>Compare and contrast two texts on the same topic.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.1.V.1.1:	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.1.V.1.3:	<p>Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships.</p>

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.

- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Develop an understanding of a primary source.

SS.1.A.1.1:

**Clarifications:**

Examples may include, but are not limited to, pictures, letters, audio/video recordings, and other artifacts.

Understand how to use the media center/other sources to find answers to questions about a historical topic.

SS.1.A.1.2:	<b>Clarifications:</b> Examples may include, but are not limited to, databases, audio or video recordings, and books.
SS.1.A.2.4:	<b>Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.</b> <b>Clarifications:</b> Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.
SS.1.CG.2.2:	Describe the characteristics of citizenship in the school community. <ul style="list-style-type: none"> <li>• Students will identify characteristics of responsible citizenship (e.g., respect others' property, treat people with dignity, care for environment, treat animals with kindness).</li> <li>• Students will identify characteristics of irresponsible citizenship (e.g. damaging school property, bullying).</li> </ul>
HE.1.B.3.2:	<b>Identify trusted adults and professionals who can help promote health.</b> <b>Clarifications:</b> Parent, teacher, coach, counselor, and school nurse.
HE.1.B.4.3:	Describe ways to respond when in an unwanted, threatening, or dangerous situation. <b>Clarifications:</b> Leave, tell a trusted adult, and say "no."
HE.1.C.2.2:	Explore the ways that a friend would act in a variety of situations. <b>Clarifications:</b> Is a good listener, doesn't ask you to do anything that would hurt you, and takes turns and shares.
SC.1.N.1.1:	Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
SC.1.N.1.4:	Ask "how do you know?" in appropriate situations.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
VA.1.F.3.2:	Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills. <b>Clarifications:</b> e.g., set-up, clean-up, use of materials

## General Course Information and Notes

### GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course first grade students will experiment with and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. They will experiment with presentation formats to convey meaning and understanding. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

#### Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to this course. Appropriate correlations will also be made with ISTE, FINDS, READS, and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Library Media > **SubSubject:**

**Course Number:** 5011010

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 1

## Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

# Library Skills/Information Literacy Grade 2 (#5011020) 2016 - 2022 (current)

## Course Standards

Name	Description
LAFS.2.RI.1.1:	Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
LAFS.2.RI.1.2:	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LAFS.2.RI.2.4:	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
LAFS.2.RI.2.5:	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LAFS.2.RI.2.6:	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LAFS.2.RI.3.7:	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LAFS.2.RI.3.9:	Compare and contrast the most important points presented by two texts on the same topic.
LAFS.2.RL.1.1:	Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
LAFS.2.RL.1.2:	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LAFS.2.RL.1.3:	Describe how characters in a story respond to major events and challenges.
LAFS.2.RL.2.4:	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LAFS.2.RL.2.5:	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
LAFS.2.RL.2.6:	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LAFS.2.RL.3.7:	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LAFS.2.RL.3.9:	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
LAFS.2.RL.3.9:	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
LAFS.2.SL.1.1:	
LAFS.2.SL.1.2:	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.2.SL.1.3:	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LAFS.2.SL.2.5:	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LAFS.2.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.2.W.3.7:	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LAFS.2.W.3.8:	Recall information from experiences or gather information from provided sources to answer a question.
LAFS.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.SL.1.1:	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LAFS.K12.SL.2.5:	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LAFS.K12.W.2.6:	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LAFS.K12.W.3.7:	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LAFS.K12.W.3.8:	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
HE.2.B.3.2:	Select trusted adults and professionals who can help promote health. <b>Clarifications:</b> Family members, educators, and environmentalists.
HE.2.B.4.3:	Demonstrate ways to respond to unwanted, threatening, or dangerous situations. <b>Clarifications:</b> Role playing: "How to tell a trusted adult or how to leave a dangerous situation safely."
HE.2.C.2.2:	Describe how friends' health practices influence health behaviors of others. <b>Clarifications:</b> Telling the truth, treating others with respect, and being tobacco-free.
SC.2.N.1.1:	Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.
SC.2.N.1.3:	Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

SC.2.N.1.4:	Explain how particular scientific investigations should yield similar conclusions when repeated. Examine primary and secondary sources.
SS.2.A.1.1:	<b>Clarifications:</b> Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.
SS.2.A.1.2:	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic. Define and apply the characteristics of responsible citizenship.
SS.2.C.2.2:	<b>Clarifications:</b> Examples are respect, responsibility, participation, self-reliance, patriotism, and honesty.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Use appropriate tools strategically.</b>  Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
VA.2.F.3.3:	Use time effectively while focused on art production to show early development of 21st-century skills.

## General Course Information and Notes

### GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course second grade students will experiment with and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. They will experiment with presentation formats to convey meaning and understanding. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

### Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to this course. Appropriate correlations will also be made with ISTE, FINDS, READS, and AASL standards to ensure a comprehensive educational experience.

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1. We can share knowledge and participate ethically and productively as members of a democratic society.
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In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

### GENERAL INFORMATION

**Course Number:** 5011020

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Library Media > **SubSubject:**

Library Media >

**Abbreviated Title:** LIB SKLS/INFO LIT 2

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Grade Level(s):** 2

## **Educator Certifications**

Educational Media Specialist (Preschool-Secondary PK-12)

# Library Skills/Information Literacy Grade 2 (#5011020) 2022 - 2023

## Course Standards

Name	Description
ELA.2.C.1.4:	<p>Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.</p>
ELA.2.C.2.1:	<p>Present information orally using complete sentences, appropriate volume, and clear pronunciation.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Clear pronunciation shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. <i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>
ELA.2.C.4.1:	<p>Participate in research to gather information to answer a question about a single topic using multiple sources.</p> <p>Use one or more multimedia element(s) to enhance oral or written tasks.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element.</p>
ELA.2.C.5.2:	<p>Use digital tools to produce and publish writing individually or with peers and with support from adults.</p> <p>Identify plot structure and describe main story elements in a literary text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. <i>Clarification 2:</i> For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text. <i>Clarification 3:</i> For character, student's will describe characters' traits, feelings, and behaviors.</p>
ELA.2.R.1.2:	<p>Identify and explain a theme of a literary text.</p> <p>Identify different characters' perspectives in a literary text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.2.R.2.1:	Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.
ELA.2.R.2.2:	Identify the central idea and relevant details in a text.
ELA.2.R.2.3:	Explain an author's purpose in an informational text.
ELA.2.R.3.1:	Identify and explain similes, idioms, and alliteration in text(s).
ELA.2.R.3.2:	<p>Retell a text to enhance comprehension.</p> <p>a. Use main story elements in a logical sequence for a literary text.</p> <p>b. Use the central idea and relevant details for an informational text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.2.R.3.3:	<p>Compare and contrast important details presented by two texts on the same topic or theme.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events. <i>Clarification 2:</i> The different versions may be of the same or different formats.</p>
ELA.2.V.1.3:	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.
ELA.K12.EE.1.1:	<p><b>Clarifications:</b> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide</p>

referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

**Clarifications:**  
See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1: Make inferences to support comprehension.

**Clarifications:**  
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**  
In kindergarten, students learn to listen to one another respectfully.  
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_. The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

**Clarifications:**  
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

**Clarifications:**  
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Select trusted adults and professionals who can help promote health.

HE.2.B.3.2:

**Clarifications:**

Family members, educators, and environmentalists.

Demonstrate ways to respond to unwanted, threatening, or dangerous situations.

HE.2.B.4.3:

**Clarifications:**

Role playing: "How to tell a trusted adult or how to leave a dangerous situation safely."

Describe how friends' health practices influence health behaviors of others.

HE.2.C.2.2:

**Clarifications:**

Telling the truth, treating others with respect, and being tobacco-free.

SC.2.N.1.1:

Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

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Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

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ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
VA.2.F.3.3:	Use time effectively while focused on art production to show early development of 21st-century skills.

## General Course Information and Notes

### GENERAL NOTES

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In this course second grade students will experiment with and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. They will experiment with presentation formats to convey meaning and understanding. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

### Instructional Practices

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1. We can share knowledge and participate ethically and productively as members of a democratic society.
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In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Library Media > **SubSubject:**

Library Media >

**Abbreviated Title:** LIB SKLS/INFO LIT 2

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Grade Level(s):** 2

## Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)
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# Library Skills/Information Literacy Grade 2 (#5011020) 2023 - And Beyond

## Course Standards

Name	Description
ELA.2.C.1.4:	<p>Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types.</p>
ELA.2.C.2.1:	<p>Present information orally using complete sentences, appropriate volume, and clear pronunciation.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Clear pronunciation shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. <i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>
ELA.2.C.4.1:	<p>Participate in research to gather information to answer a question about a single topic using multiple sources.</p> <p>Use one or more multimedia element(s) to enhance oral or written tasks.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element.</p>
ELA.2.C.5.2:	<p>Use digital tools to produce and publish writing individually or with peers and with support from adults.</p> <p>Identify plot structure and describe main story elements in a literary text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. <i>Clarification 2:</i> For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text. <i>Clarification 3:</i> For character, student's will describe characters' traits, feelings, and behaviors.</p>
ELA.2.R.1.2:	<p>Identify and explain a theme of a literary text.</p> <p>Identify different characters' perspectives in a literary text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.2.R.2.1:	Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.
ELA.2.R.2.2:	Identify the central idea and relevant details in a text.
ELA.2.R.2.3:	Explain an author's purpose in an informational text.
ELA.2.R.3.1:	Identify and explain similes, idioms, and alliteration in text(s).
ELA.2.R.3.2:	<p>Retell a text to enhance comprehension.</p> <p>a. Use main story elements in a logical sequence for a literary text.</p> <p>b. Use the central idea and relevant details for an informational text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.2.R.3.3:	<p>Compare and contrast important details presented by two texts on the same topic or theme.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events. <i>Clarification 2:</i> The different versions may be of the same or different formats.</p>
ELA.2.V.1.3:	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.
ELA.K12.EE.1.1:	<p><b>Clarifications:</b> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide</p>

referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1: Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_. The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Select trusted adults and professionals who can help promote health.

HE.2.B.3.2:

**Clarifications:**

Family members, educators, and environmentalists.

Demonstrate ways to respond to unwanted, threatening, or dangerous situations.

HE.2.B.4.3:

**Clarifications:**

Role playing: "How to tell a trusted adult or how to leave a dangerous situation safely."

Describe how friends' health practices influence health behaviors of others.

HE.2.C.2.2:

**Clarifications:**

Telling the truth, treating others with respect, and being tobacco-free.

SC.2.N.1.1:

Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

SC.2.N.1.3:

Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

SC.2.N.1.4:	Explain how particular scientific investigations should yield similar conclusions when repeated. Examine primary and secondary sources.
SS.2.A.1.1:	<b>Clarifications:</b> Examples may include, but are not limited to, artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, and stamps, textbooks and reference books.
SS.2.A.1.2:	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic. Describe the characteristics of responsible citizenship at the local and state levels.
SS.2.CG.2.2:	<ul style="list-style-type: none"> <li>• Students will identify characteristics of responsible citizenship (e.g., peaceable assembly, obeying the law, community involvement).</li> <li>• Students will identify characteristics of irresponsible citizenship (e.g., disorderly assembly, breaking the law).</li> <li>• Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.</li> </ul>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
VA.2.F.3.3:	Use time effectively while focused on art production to show early development of 21st-century skills.

## General Course Information and Notes

### GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course second grade students will experiment with and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. They will experiment with presentation formats to convey meaning and understanding. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

### Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSS) that are most relevant to this course. Appropriate correlations will also be made with ISTE, FINDS, READS, and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Library Media > **SubSubject:**

Library Media >

**Abbreviated Title:** LIB SKLS/INFO LIT 2

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 2

### Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)



# Library Skills/Information Literacy Grade 3 (#5011030) 2016 - 2022 (current)

## Course Standards

Name	Description
LAFS.3.RI.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RI.1.2:	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LAFS.3.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LAFS.3.RI.2.5:	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LAFS.3.RI.3.7:	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LAFS.3.RI.3.9:	Compare and contrast the most important points and key details presented in two texts on the same topic.
LAFS.3.RL.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RL.1.2:	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
LAFS.3.RL.1.3:	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
LAFS.3.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LAFS.3.RL.3.7:	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LAFS.3.RL.3.9:	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LAFS.3.SL.1.1:	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
LAFS.3.SL.1.2:	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.1.3:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LAFS.3.SL.2.5:	Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.
LAFS.3.W.2.6:	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
LAFS.3.W.3.7:	Conduct short research projects that build knowledge about a topic.
LAFS.3.W.3.8:	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LAFS.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.SL.1.1:	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LAFS.K12.SL.2.5:	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LAFS.K12.W.2.6:	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LAFS.K12.W.3.7:	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LAFS.K12.W.3.8:	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
HE.3.B.3.1:	Locate resources from home, school, and community that provide valid health information. <b>Clarifications:</b> Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.
HE.3.B.4.2:	Demonstrate refusal skills that avoid or reduce health risks. <b>Clarifications:</b> Making clear statements, expressing feelings, asking for help, and learning how to say "no."
HE.3.C.2.6:	Discuss the positive and negative impacts technology may have on health. <b>Clarifications:</b> Positives: calling 911, using a pedometer, playing electronic, interactive video games that promote physical activity, medical advances, and

	collaboration. Negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.
SS.3.A.1.1:	Analyze primary and secondary sources. <b>Clarifications:</b> Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.
SS.3.A.1.2:	Utilize technology resources to gather information from primary and secondary sources.
SS.3.C.2.1:	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. <b>Clarifications:</b> Examples are food drives, book drives, community, clean-up, voting.
SC.3.N.1.1:	Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
SC.3.N.1.6:	Infer based on observation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Use appropriate tools strategically.</b>  Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	

## General Course Information and Notes

### GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course third grade students will experiment with and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. They will experiment with presentation formats to convey meaning and understanding. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

### Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSS) that are most relevant to this course. Appropriate correlations will also be made with ISTE, FINDS, READS, and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/sl.pdf>

## GENERAL INFORMATION

**Course Number:** 5011030

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Library Media > **SubSubject:**

Library Media >

**Abbreviated Title:** LIB SKLS/INFO LIT 3

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Grade Level(s):** 3

## **Educator Certifications**

Educational Media Specialist (Preschool-Secondary PK-12)

# Library Skills/Information Literacy Grade 3 (#5011030) 2022 - 2023

## Course Standards

Name	Description
ELA.3.C.1.4:	<p>Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.3.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence. <i>Clarification 2:</i> For further guidance, see the <i>Elementary Oral Communication Rubric</i>.</p>
ELA.3.C.4.1:	<p>Conduct research to answer a question, organizing information about the topic from multiple sources.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.3.C.5.1:	<p>Use two or more multimedia elements to enhance oral or written tasks.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.</p>
ELA.3.C.5.2:	<p>Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</p> <p>Explain how one or more characters develop throughout the plot in a literary text.</p>
ELA.3.R.1.1:	<p><b>Clarifications:</b> <i>Clarification 1:</i> When explaining character development, students will include character traits, feelings, motivations, and responses to situations.</p>
ELA.3.R.1.2:	<p>Explain a theme and how it develops, using details, in a literary text.</p> <p>Explain different characters' perspectives in a literary text.</p>
ELA.3.R.1.3:	<p><b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.3.R.2.1:	Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
ELA.3.R.2.2:	Identify the central idea and explain how relevant details support that idea in a text.
ELA.3.R.3.2:	<p>Summarize a text to enhance comprehension.</p> <ol style="list-style-type: none"><li>Include plot and theme for a literary text.</li><li>Use the central idea and relevant details for an informational text.</li></ol>
ELA.3.R.3.3:	<p><b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.3.V.1.3:	<p>Compare and contrast how two authors present information on the same topic or theme.</p> <p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.3.R.3.1 and Elementary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly</p>

quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1: Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_. The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Locate resources from home, school, and community that provide valid health information.

HE.3.B.3.1:

**Clarifications:**

Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.

Demonstrate refusal skills that avoid or reduce health risks.

HE.3.B.4.2:

**Clarifications:**

Making clear statements, expressing feelings, asking for help, and learning how to say "no."

Discuss the positive and negative impacts technology may have on health.

HE.3.C.2.6:

**Clarifications:**

Positives: calling 911, using a pedometer, playing electronic, interactive video games that promote physical activity, medical advances, and collaboration. Negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.

SS.3.A.1.1:	Analyze primary and secondary sources.
	<b>Clarifications:</b> Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.
SS.3.A.1.2:	Utilize technology resources to gather information from primary and secondary sources.
SS.3.C.2.1:	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.
	<b>Clarifications:</b> Examples are food drives, book drives, community, clean-up, voting.
SC.3.N.1.1:	Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
SC.3.N.1.6:	Infer based on observation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course third grade students will experiment with and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. They will experiment with presentation formats to convey meaning and understanding. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

### Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to this course. Appropriate correlations will also be made with ISTE, FINDS, READS, and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Library Media > **SubSubject:**

Library Media >

**Abbreviated Title:** LIB SKLS/INFO LIT 3

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Grade Level(s):** 3

## Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)
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# Library Skills/Information Literacy Grade 3 (#5011030) 2023 - And Beyond

## Course Standards

Name	Description
ELA.3.C.1.4:	<p>Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.3.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence. <i>Clarification 2:</i> For further guidance, see the <i>Elementary Oral Communication Rubric</i>.</p>
ELA.3.C.4.1:	<p>Conduct research to answer a question, organizing information about the topic from multiple sources.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.3.C.5.1:	<p>Use two or more multimedia elements to enhance oral or written tasks.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.</p>
ELA.3.C.5.2:	<p>Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</p> <p>Explain how one or more characters develop throughout the plot in a literary text.</p>
ELA.3.R.1.1:	<p><b>Clarifications:</b> <i>Clarification 1:</i> When explaining character development, students will include character traits, feelings, motivations, and responses to situations.</p>
ELA.3.R.1.2:	<p>Explain a theme and how it develops, using details, in a literary text.</p> <p>Explain different characters' perspectives in a literary text.</p>
ELA.3.R.1.3:	<p><b>Clarifications:</b> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.3.R.2.1:	Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
ELA.3.R.2.2:	Identify the central idea and explain how relevant details support that idea in a text.
ELA.3.R.3.2:	<p>Summarize a text to enhance comprehension.</p> <ol style="list-style-type: none"><li>Include plot and theme for a literary text.</li><li>Use the central idea and relevant details for an informational text.</li></ol>
ELA.3.R.3.3:	<p><b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.3.V.1.3:	<p>Compare and contrast how two authors present information on the same topic or theme.</p> <p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.3.R.3.1 and Elementary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly</p>

quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1: Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_. The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.

- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Locate resources from home, school, and community that provide valid health information.

HE.3.B.3.1:

**Clarifications:**

Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.

Demonstrate refusal skills that avoid or reduce health risks.

HE.3.B.4.2:

**Clarifications:**

Making clear statements, expressing feelings, asking for help, and learning how to say "no."

Discuss the positive and negative impacts technology may have on health.

HE.3.C.2.6:

**Clarifications:**

Positives: calling 911, using a pedometer, playing electronic, interactive video games that promote physical activity, medical advances, and collaboration. Negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.

SS.3.A.1.1:	Analyze primary and secondary sources.
	<b>Clarifications:</b> Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.
SS.3.A.1.2:	Utilize technology resources to gather information from primary and secondary sources.
SS.3.CG.2.1:	Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues. <ul style="list-style-type: none"> <li>• Students will identify examples including, but not limited to, food drives, book drives, community clean-ups, voting, blood donation drives, volunteer fire departments and neighborhood watch programs.</li> </ul>
SC.3.N.1.1:	Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
SC.3.N.1.6:	Infer based on observation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course third grade students will experiment with and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. They will experiment with presentation formats to convey meaning and understanding. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

#### Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSS) that are most relevant to this course. Appropriate correlations will also be made with ISTE, FINDS, READS, and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Library Media > **SubSubject:**

Library Media >

**Abbreviated Title:** LIB SKLS/INFO LIT 3

**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 3

### Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

# Library Skills/Information Literacy 4 (#5011040)

2016 - 2022

(current)

## Course Standards

Name	Description
LAFS.4.RI.1.1:	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RI.1.2:	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LAFS.4.RI.2.4:	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
LAFS.4.RI.2.6:	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LAFS.4.RI.3.7:	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LAFS.4.RI.3.9:	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LAFS.4.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LAFS.4.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
LAFS.4.RL.3.7:	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
LAFS.4.RL.3.9:	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i> , building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"><li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li><li>Follow agreed-upon rules for discussions and carry out assigned roles.</li><li>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li><li>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li></ol>
LAFS.4.SL.1.1:	
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.3:	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.4.SL.2.5:	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LAFS.4.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LAFS.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.4.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LAFS.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.SL.1.1:	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LAFS.K12.SL.2.5:	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LAFS.K12.W.2.6:	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LAFS.K12.W.3.7:	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LAFS.K12.W.3.8:	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	Identify refusal skills and negotiation skills that avoid or reduce health risks.
HE.4.B.4.2:	<b>Clarifications:</b> Expressing feelings, offering alternatives, and reporting danger.
	Explain the important role that friends/peers may play in health practices and behaviors.
HE.4.C.2.2:	<b>Clarifications:</b> Recognizing and avoiding bullying behavior, choosing not to use tobacco products or inhalants, and recognizing differences between positive and negative peer pressure.
	Explain how media influences personal thoughts, feelings, and health behaviors.
HE.4.C.2.5:	<b>Clarifications:</b> Insidious marketing/product placement, branding, and anti-drug campaigns.
	Explain how technology influences personal thoughts, feelings, and health behaviors.

HE.4.C.2.6:	<b>Clarifications:</b> Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.
HE.4.P.7.2:	Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks. <b>Clarifications:</b> Avoid tobacco/alcohol products, brush and floss teeth, participate in regular physical activity, and report bullying.
SS.4.A.1.1:	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. <b>Clarifications:</b> Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.
SS.4.A.1.2:	Synthesize information related to Florida history through print and electronic media. <b>Clarifications:</b> Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc.
SS.4.C.2.3:	Explain the importance of public service, voting, and volunteerism. Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.
SS.4.FL.6.3:	<b>Clarifications:</b> Draw a poster depicting an age-appropriate activity (e.g., owning and riding a bicycle) that illustrates how to avoid risk of harm or loss (not riding the bike) or how to reduce the chance of a bad event (riding in a safe manner) and potential harm of the bad event (wearing a bike helmet).
SC.4.N.1.1:	Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
SC.4.N.3.1:	Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Use appropriate tools strategically.</b>
MAFS.K12.MP.5.1:	Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
VA.4.F.3.3:	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.

## General Course Information and Notes

### GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course fourth grade students will explore and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

### Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to the course. Appropriate correlations will also be made with ISTE, FINDS, READS and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

## GENERAL INFORMATION

**Course Number:** 5011040

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Library Media > **SubSubject:**

Library Media >

**Abbreviated Title:** LIB SKLS/INFO LIT 4

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Grade Level(s):** 4

## Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

# Library Skills/Information Literacy 4 (#5011040)

2022 - 2023

## Course Standards

Name	Description
ELA.4.C.1.2:	<p>Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students were introduced to dialogue in 3rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark.</p> <p><i>Clarification 2:</i> See Writing Types.</p>
ELA.4.C.1.4:	<p>Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.4.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.</p> <p><i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>
ELA.4.C.4.1:	<p>Conduct research to answer a question, organizing information about the topic, using multiple valid sources.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.4.C.5.1:	<p>Arrange multimedia elements to create emphasis in oral or written tasks.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated.</p>
ELA.4.C.5.2:	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
ELA.4.R.1.1:	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.
ELA.4.R.1.2:	Explain a stated or implied theme and how it develops, using details, in a literary text.
ELA.4.R.1.2:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.</p>
ELA.4.R.2.1:	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.
ELA.4.R.2.4:	Explain an author's claim and the reasons and evidence used to support the claim.
ELA.4.R.3.2:	Summarize a text to enhance comprehension. <ol style="list-style-type: none"><li>Include plot and theme for a literary text.</li><li>Include the central idea and relevant details for an informational text.</li></ol>
ELA.4.R.3.3:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.4.R.3.3:	Compare and contrast accounts of the same event using primary and/or secondary sources.
ELA.4.R.3.3:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Introduce the terms "primary sources" and "secondary sources."</p>
ELA.4.V.1.2:	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
ELA.4.V.1.2:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.</p>
ELA.4.V.1.3:	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
ELA.4.V.1.3:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.4.R.3.1 and Elementary Figurative Language.</p>
	Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1:	<p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In Kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____. The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>• Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>• Cultivate a community of growth mindset learners.</li> <li>• Foster perseverance in students by choosing tasks that are challenging.</li> <li>• Develop students' ability to analyze and problem solve.</li> <li>• Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Build understanding through modeling and using manipulatives.</li> <li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>• Express connections between concepts and representations.</li> <li>• Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>• Help students make connections between concepts and representations.</li> <li>• Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>• Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>• Select efficient and appropriate methods for solving problems within the given context.</li> <li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>• Complete tasks accurately and with confidence.</li> </ul>

MA.K12.MTR.3.1:

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Identify refusal skills and negotiation skills that avoid or reduce health risks.

HE.4.B.4.2:

**Clarifications:**

Expressing feelings, offering alternatives, and reporting danger.

Explain the important role that friends/peers may play in health practices and behaviors.

HE.4.C.2.2:	<p><b>Clarifications:</b> Recognizing and avoiding bullying behavior, choosing not to use tobacco products or inhalants, and recognizing differences between positive and negative peer pressure.</p>
HE.4.C.2.5:	<p>Explain how media influences personal thoughts, feelings, and health behaviors.</p> <p><b>Clarifications:</b> Insidious marketing/product placement, branding, and anti-drug campaigns.</p>
HE.4.C.2.6:	<p>Explain how technology influences personal thoughts, feelings, and health behaviors.</p> <p><b>Clarifications:</b> Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.</p>
HE.4.P.7.2:	<p>Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.</p> <p><b>Clarifications:</b> Avoid tobacco/alcohol products, brush and floss teeth, participate in regular physical activity, and report bullying.</p>
SS.4.A.1.1:	<p>Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.</p>
SS.4.A.1.2:	<p>Synthesize information related to Florida history through print and electronic media.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc.</p>
SS.4.C.2.3:	<p>Explain the importance of public service, voting, and volunteerism.</p> <p>Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.</p>
SS.4.FL.6.3:	<p><b>Clarifications:</b> Draw a poster depicting an age-appropriate activity (e.g., owning and riding a bicycle) that illustrates how to avoid risk of harm or loss (not riding the bike) or how to reduce the chance of a bad event (riding in a safe manner) and potential harm of the bad event (wearing a bike helmet).</p>
SC.4.N.1.1:	<p>Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.</p>
SC.4.N.3.1:	<p>Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>
VA.4.F.3.3:	<p>Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.</p>

## General Course Information and Notes

### GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course fourth grade students will explore and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

### Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to the course. Appropriate correlations will also be made with ISTE, FINDS, READS and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## GENERAL INFORMATION

**Course Number:** 5011040

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Library Media > **SubSubject:**

Library Media >

**Abbreviated Title:** LIB SKLS/INFO LIT 4

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Grade Level(s):** 4

## Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

# Library Skills/Information Literacy 4 (#5011040)

2023 - And

Beyond

## Course Standards

Name	Description
ELA.4.C.1.2:	<p>Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students were introduced to dialogue in 3rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark.</p> <p><i>Clarification 2:</i> See Writing Types.</p>
ELA.4.C.1.4:	<p>Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.4.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.</p> <p><i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>
ELA.4.C.4.1:	<p>Conduct research to answer a question, organizing information about the topic, using multiple valid sources.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.4.C.5.1:	<p>Arrange multimedia elements to create emphasis in oral or written tasks.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated.</p>
ELA.4.R.1.1:	<p>Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</p>
ELA.4.R.1.2:	<p>Explain how setting, events, conflict, and character development contribute to the plot in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.</p>
ELA.4.R.2.1:	<p>Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.</p>
ELA.4.R.2.4:	<p>Explain an author's claim and the reasons and evidence used to support the claim.</p>
ELA.4.R.3.2:	<p>Summarize a text to enhance comprehension.</p> <ol style="list-style-type: none"><li>Include plot and theme for a literary text.</li><li>Include the central idea and relevant details for an informational text.</li></ol> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.4.R.3.3:	<p>Compare and contrast accounts of the same event using primary and/or secondary sources.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Introduce the terms "primary sources" and "secondary sources."</p>
ELA.4.V.1.2:	<p>Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.</p>
ELA.4.V.1.3:	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p>

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_. The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.6.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

MA.K12.MTR.1.1:

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Identify refusal skills and negotiation skills that avoid or reduce health risks.

**Clarifications:**

Expressing feelings, offering alternatives, and reporting danger.

	Explain the important role that friends/peers may play in health practices and behaviors.
HE.4.C.2.2:	<p><b>Clarifications:</b> Recognizing and avoiding bullying behavior, choosing not to use tobacco products or inhalants, and recognizing differences between positive and negative peer pressure.</p>
HE.4.C.2.5:	<p>Explain how media influences personal thoughts, feelings, and health behaviors.</p> <p><b>Clarifications:</b> Insidious marketing/product placement, branding, and anti-drug campaigns.</p>
HE.4.C.2.6:	<p>Explain how technology influences personal thoughts, feelings, and health behaviors.</p> <p><b>Clarifications:</b> Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.</p>
HE.4.P.7.2:	<p>Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.</p> <p><b>Clarifications:</b> Avoid tobacco/alcohol products, brush and floss teeth, participate in regular physical activity, and report bullying.</p>
SS.4.A.1.1:	<p>Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.</p>
SS.4.A.1.2:	<p>Synthesize information related to Florida history through print and electronic media.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc.</p>
SS.4.CG.2.2:	<p>Explain the importance of voting, public service and volunteerism to the state and nation.</p> <ul style="list-style-type: none"> <li>• Students will explain how voting, public service and volunteerism contribute to the preservation of the republic.</li> <li>• Students will discuss different types of public service and volunteerism.</li> </ul>
SS.4.FL.6.3:	<p>Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.</p> <p><b>Clarifications:</b> Draw a poster depicting an age-appropriate activity (e.g., owning and riding a bicycle) that illustrates how to avoid risk of harm or loss (not riding the bike) or how to reduce the chance of a bad event (riding in a safe manner) and potential harm of the bad event (wearing a bike helmet).</p>
SC.4.N.1.1:	Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.
SC.4.N.3.1:	Explain that models can be three dimensional, two dimensional, an explanation in your mind, or a computer model.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
VA.4.F.3.3:	Work purposefully to complete personal works of art in a timely manner, demonstrating development of 21st-century skills.

## General Course Information and Notes

### GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course fourth grade students will explore and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

### Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to the course. Appropriate correlations will also be made with ISTE, FINDS, READS and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

## GENERAL INFORMATION

**Course Number:** 5011040

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Library Media > **SubSubject:**  
Library Media >  
**Abbreviated Title:** LIB SKLS/INFO LIT 4  
**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 4

## Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

# Library Skills/Information Literacy Grade 5 (#5011050) 2016 - 2022 (current)

## Course Standards

Name	Description
LAFS.5.RI.1.1:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RI.1.2:	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LAFS.5.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
LAFS.5.RI.2.6:	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LAFS.5.RI.3.7:	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LAFS.5.RI.3.9:	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LAFS.5.RL.1.2:	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LAFS.5.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LAFS.5.RL.3.7:	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LAFS.5.RL.3.9:	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
LAFS.5.SL.1.1:	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LAFS.5.SL.1.2:	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3:	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LAFS.5.SL.2.5:	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LAFS.5.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LAFS.5.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LAFS.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.SL.1.1:	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LAFS.K12.SL.2.5:	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LAFS.K12.W.2.6:	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LAFS.K12.W.3.7:	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LAFS.K12.W.3.8:	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
HE.5.B.4.2:	Discuss refusal skills and negotiation skills that avoid or reduce health risks. <b>Clarifications:</b> States desires clearly, offer alternative, use "I" messages, and role play.
HE.5.B.4.3:	Illustrate effective conflict resolution strategies. <b>Clarifications:</b> Expressing emotions, listening, and using body language.
HE.5.B.5.1:	Describe circumstances that can help or hinder healthy decision making. <b>Clarifications:</b> Peer pressure, bullying, substance abuse, and stress.
HE.5.B.5.3:	Compare the potential short-term impact of each option on self and others when making a health-related decision. <b>Clarifications:</b> Bullying intervention, practicing positive character traits, and substance abuse.
HE.5.B.5.4:	Select a healthy option when making decisions for yourself and/or others. <b>Clarifications:</b>

	Report bullying, resolve conflicts, and use safety equipment.
HE.5.C.2.2:	Predict how friends/peers may influence various health practices of children.  <b>Clarifications:</b> Peer pressure to smoke, pressure to cheat, and decision to stand up for someone being bullied.
HE.5.C.2.6:	Describe ways that technology can influence family health behaviors.  <b>Clarifications:</b> Seat belt alarms, carbon-monoxide detectors, microwave ovens, and clever advertising.
SS.5.A.1.1:	Use primary and secondary sources to understand history.  <b>Clarifications:</b> Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs. Examples of all of these forms of primary sources may be found on various websites such as the site for The Kinsey Collection.
SS.5.A.1.2:	Utilize timelines to identify and discuss American History time periods.  Evaluate the importance of civic responsibilities in American democracy.
SS.5.C.2.4:	 <b>Clarifications:</b> Examples are respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.  <b>Use appropriate tools strategically.</b>  Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
MAFS.K12.MP.5.1:	
SC.5.N.2.2:	Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.
VA.5.F.3.4:	Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.  <b>Clarifications:</b> e.g., reasonable timeframe established by teacher, adjusted as needed

## General Course Information and Notes

### GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course fifth grade students will experiment with and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. They will experiment with presentation formats to convey meaning and understanding. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

### Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to this course. Appropriate correlations will also be made with ISTE, FINDS, READS, and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## GENERAL INFORMATION

**Course Number:** 5011050

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Library Media > **SubSubject:**  
Library Media >  
**Abbreviated Title:** LIB SKLS/INFO LIT 5  
**Course Length:** Year (Y)

**Course Status:** Course Approved

**Grade Level(s):** 5

## Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

# Library Skills/Information Literacy Grade 5 (#5011050) 2022 - 2023

## Course Standards

Name	Description
ELA.5.C.1.3:	<p>Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.5.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>
ELA.5.C.4.1:	<p>Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.5.C.5.1:	<p>Arrange multimedia elements to create emphasis in oral or written tasks.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated.</p>
ELA.5.C.5.2:	<p>Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</p>
ELA.5.R.1.2:	<p>Explain the development of stated or implied theme(s) throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.</p>
ELA.5.R.2.1:	<p>Explain how text structures and/or features contribute to the overall meaning of texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Text Structures and Text Features.</p>
ELA.5.R.2.3:	<p>Analyze an author's purpose and/or perspective in an informational text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p>
ELA.5.R.2.4:	<p>Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.</p>
ELA.5.R.3.1:	<p>Analyze how figurative language contributes to meaning in text(s).</p>
ELA.5.R.3.2:	<p>Summarize a text to enhance comprehension.</p> <ol style="list-style-type: none"><li>Include plot and theme for a literary text.</li><li>Include the central idea and relevant details for an informational text.</li></ol> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.5.R.3.3:	<p>Compare and contrast primary and secondary sources related to the same topic.</p>
ELA.5.V.1.3:	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.5.R.3.1 and Elementary Figurative Language.</p>

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Discuss refusal skills and negotiation skills that avoid or reduce health risks.

HE.5.B.4.2:

**Clarifications:**

States desires clearly, offer alternative, use "I" messages, and role play.

Illustrate effective conflict resolution strategies.

HE.5.B.4.3:

**Clarifications:**

Expressing emotions, listening, and using body language.

Describe circumstances that can help or hinder healthy decision making.

HE.5.B.5.1:

**Clarifications:**

Peer pressure, bullying, substance abuse, and stress.

Compare the potential short-term impact of each option on self and others when making a health-related decision.

HE.5.B.5.3:

**Clarifications:**

Bullying intervention, practicing positive character traits, and substance abuse.

Select a healthy option when making decisions for yourself and/or others.

HE.5.B.5.4:

**Clarifications:**

Report bullying, resolve conflicts, and use safety equipment.

Predict how friends/peers may influence various health practices of children.

HE.5.C.2.2:

**Clarifications:**

Peer pressure to smoke, pressure to cheat, and decision to stand up for someone being bullied.

Describe ways that technology can influence family health behaviors.

HE.5.C.2.6:

**Clarifications:**

Seat belt alarms, carbon-monoxide detectors, microwave ovens, and clever advertising.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.

MA.K12.MTR.1.1:

- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.

MA.K12.MTR.6.1:

- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Use primary and secondary sources to understand history.

SS.5.A.1.1:

**Clarifications:**

Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.

Examples of all of these forms of primary sources may be found on various websites such as the site for The Kinsey Collection.

SS.5.A.1.2:

Utilize timelines to identify and discuss American History time periods.

Evaluate the importance of civic responsibilities in American democracy.

SS.5.C.2.4:

**Clarifications:**

Examples are respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

SC.5.N.2.2:

Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.

Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.

VA.5.F.3.4:

**Clarifications:**

e.g., reasonable timeframe established by teacher, adjusted as needed

## General Course Information and Notes

### GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course fifth grade students will experiment with and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. They will experiment with presentation formats to convey meaning and understanding. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

#### Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to this course. Appropriate correlations will also be made with ISTE, FINDS, READS, and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

#### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting

## GENERAL INFORMATION

**Course Number:** 5011050

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Library Media > **SubSubject:**  
Library Media >  
**Abbreviated Title:** LIB SKLS/INFO LIT 5  
**Course Length:** Year (Y)

**Course Status:** Course Approved

**Grade Level(s):** 5

## Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

# Library Skills/Information Literacy Grade 5 (#5011050) 2023 - And Beyond

## Course Standards

Name	Description
ELA.5.C.1.3:	<p>Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.5.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.</p> <p><i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>
ELA.5.C.4.1:	<p>Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.5.C.5.1:	<p>Arrange multimedia elements to create emphasis in oral or written tasks.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated.</p>
ELA.5.C.5.2:	<p>Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</p>
ELA.5.R.1.2:	<p>Explain the development of stated or implied theme(s) throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.</p>
ELA.5.R.2.1:	<p>Explain how text structures and/or features contribute to the overall meaning of texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information, see Text Structures and Text Features.</p>
ELA.5.R.2.3:	<p>Analyze an author's purpose and/or perspective in an informational text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p>
ELA.5.R.2.4:	<p>Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.</p>
ELA.5.R.3.1:	<p>Analyze how figurative language contributes to meaning in text(s).</p>
ELA.5.R.3.2:	<p>Summarize a text to enhance comprehension.</p> <ol style="list-style-type: none"><li>Include plot and theme for a literary text.</li><li>Include the central idea and relevant details for an informational text.</li></ol> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.5.R.3.3:	<p>Compare and contrast primary and secondary sources related to the same topic.</p>
ELA.5.V.1.3:	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.5.R.3.1 and Elementary Figurative Language.</p>

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_. The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Discuss refusal skills and negotiation skills that avoid or reduce health risks.

HE.5.B.4.2:

**Clarifications:**

States desires clearly, offer alternative, use "I" messages, and role play.

Illustrate effective conflict resolution strategies.

HE.5.B.4.3:

**Clarifications:**

Expressing emotions, listening, and using body language.

Describe circumstances that can help or hinder healthy decision making.

HE.5.B.5.1:

**Clarifications:**

Peer pressure, bullying, substance abuse, and stress.

Compare the potential short-term impact of each option on self and others when making a health-related decision.

HE.5.B.5.3:

**Clarifications:**

Bullying intervention, practicing positive character traits, and substance abuse.

Select a healthy option when making decisions for yourself and/or others.

HE.5.B.5.4:

**Clarifications:**

Report bullying, resolve conflicts, and use safety equipment.

Predict how friends/peers may influence various health practices of children.

HE.5.C.2.2:

**Clarifications:**

Peer pressure to smoke, pressure to cheat, and decision to stand up for someone being bullied.

Describe ways that technology can influence family health behaviors.

HE.5.C.2.6:

**Clarifications:**

Seat belt alarms, carbon-monoxide detectors, microwave ovens, and clever advertising.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.

MA.K12.MTR.1.1:

- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.

MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>Verify possible solutions by explaining the methods used.</li> <li>Evaluate results based on the given context.</li> </ul>
<b>Clarifications:</b>	<p>Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>Have students estimate or predict solutions prior to solving.</li> <li>Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>Reinforce that students check their work as they progress within and after a task.</li> <li>Strengthen students' ability to verify solutions through justifications.</li> </ul>
	<p>Apply mathematics to real-world contexts.</p> <p>Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>Connect mathematical concepts to everyday experiences.</li> <li>Use models and methods to understand, represent and solve problems.</li> <li>Perform investigations to gather data or determine if a method is appropriate.</li> <li>Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Clarifications:</b></p> <p>Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>Challenge students to question the accuracy of their models and methods.</li> <li>Support students as they validate conclusions by comparing them to the given situation.</li> <li>Indicate how various concepts can be applied to other disciplines.</li> </ul>
SS.5.A.1.1:	<p>Use primary and secondary sources to understand history.</p> <p><b>Clarifications:</b></p> <p>Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs.</p> <p>Examples of all of these forms of primary sources may be found on various websites such as the site for The Kinsey Collection.</p>
SS.5.A.1.2:	<p>Utilize timelines to identify and discuss American History time periods.</p> <p>Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.</p> <ul style="list-style-type: none"> <li>Students will explain what it means for the United States to be a constitutional republic.</li> </ul>
SS.5.CG.2.4:	<ul style="list-style-type: none"> <li>Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill.</li> <li>Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities.</li> </ul>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SC.5.N.2.2:	Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.
VA.5.F.3.4:	<p>Follow directions and complete artwork in the timeframe allotted to show development of 21st-century skills.</p> <p><b>Clarifications:</b> e.g., reasonable timeframe established by teacher, adjusted as needed</p>

## General Course Information and Notes

### GENERAL NOTES

Library Media programs provide a welcoming, resource-rich environment that support multiple literacies, cultivates a culture of inquiry and literacy appreciation, and encourages the independent, ethical exploration of information and ideas.

In this course fifth grade students will experiment with and use print and digital resources; create and evaluate various forms of media and self-select materials for personal and academic needs in the library/media center. They will experiment with presentation formats to convey meaning and understanding. Students will use accurate vocabulary, terms, and procedures, as well as time-management and collaborative skills. Content includes but is not limited to, topics in social studies, science and mathematics with the use of technology and through shared experiences with multiple genres of print and non-print materials.

### Instructional Practices

The purpose of this course is to provide a student-centered library media program that helps students to be information literate. Students will learn to use information for critical thinking and problem solving through instructional experiences based on, but not limited to, the Next Generation Sunshine State Standards (NGSSS) that are most relevant to this course. Appropriate correlations will also be made with ISTE, FINDS, READS, and AASL standards to ensure a comprehensive educational experience.

The framework of the library media center instructional program is:

1. We can share knowledge and participate ethically and productively as members of a democratic society.
2. We can draw conclusions, make informed decisions, collaborate, and apply knowledge to new situations using technology and other information tools.
3. We can pursue personal and aesthetic growth.
4. We can inquire, think critically, and gain knowledge from a variety of sources.

In this course the library media educator will integrate grade levels/subject areas through the development, implementation and assessment of instructional lessons, units, and projects. Grade level standards are the immediate focus of this course; however, it is important for educators to understand the K-12 standards as the ultimate achievement goal as students' progress.

### English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area

concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

## GENERAL INFORMATION

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Library Media > **SubSubject:**  
Library Media >  
**Abbreviated Title:** LIB SKLS/INFO LIT 5  
**Course Length:** Year (Y)

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 5

## Educator Certifications

Educational Media Specialist (Preschool-Secondary PK-12)

# M/J Library Skills/Information Literacy (MC) (#1100000)

2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.2:	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.1.3:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LAFS.6.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LAFS.6.RI.2.5:	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LAFS.6.RI.2.6:	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LAFS.6.RI.3.7:	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LAFS.6.RI.3.8:	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9:	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.6.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.SL.1.2:	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. <ul style="list-style-type: none"><li>Write arguments to support claims with clear reasons and relevant evidence.<ul style="list-style-type: none"><li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li><li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li><li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li><li>d. Establish and maintain a formal style.</li><li>e. Provide a concluding statement or section that follows from the argument presented.</li></ul></li><li>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ul style="list-style-type: none"><li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li><li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li><li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>e. Establish and maintain a formal style.</li><li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li></ul></li><li>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<ul style="list-style-type: none"><li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li><li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li><li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li><li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li><li>e. Provide a conclusion that follows from the narrated experiences or events.</li></ul></li></ul>
<b>Standard Relation to Course: Supporting</b>	
LAFS.6.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.6.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LAFS.6.W.2.6:	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LAFS.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"><li>a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</li><li>b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</li></ul>

LAFS.6.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LAFS.6.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.6.RH.2.5:	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.6.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.6.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.6.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.6.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.6.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts.
LAFS.6.RST.1.2:	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LAFS.6.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.6.RST.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
LAFS.6.RST.2.6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
LAFS.6.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LAFS.6.RST.3.8:	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LAFS.6.RST.3.9:	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.1.2:	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LAFS.7.RI.1.3:	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LAFS.7.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.7.RI.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
LAFS.7.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.8:	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LAFS.7.RI.3.9:	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.7.RI.4.10:	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
LAFS.7.W.1.1:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
LAFS.7.W.1.2:	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
LAFS.7.W.1.3:	<b>Standard Relation to Course: Supporting</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.7.W.2.4:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.7.W.2.5:	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.7.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</p>
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
LAFS.8.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
LAFS.8.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
<b>Standard Relation to Course: Supporting</b>	
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.8.W.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LAFS.8.W.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.8.W.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character</p>

LAFS.8.W.3.9:	types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new".
VA.68.C.2.1:	b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
VA.68.C.2.4:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.F.1.4:	Use constructive criticism as a purposeful tool for artistic growth.  Use technology skills to create an imaginative and unique work of art.  <b>Clarifications:</b> e.g., convey depth, scale
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects.  <b>Clarifications:</b> e.g., from history, environment, literary works
VA.68.O.1.3:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
VA.68.O.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.  <b>Clarifications:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources
MAFS.K12.MP.1.1:	<b>Make sense of problems and persevere in solving them.</b>  Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
MAFS.K12.MP.2.1:	<b>Standard Relation to Course: Supporting Reason abstractly and quantitatively.</b>  Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
MAFS.K12.MP.3.1:	<b>Standard Relation to Course: Supporting Construct viable arguments and critique the reasoning of others.</b>  Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
MAFS.K12.MP.4.1:	<b>Standard Relation to Course: Supporting Model with mathematics.</b>  Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
MAFS.K12.MP.5.1:	<b>Standard Relation to Course: Supporting Use appropriate tools strategically.</b>  Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other

mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Standard Relation to Course: Supporting**

**Attend to precision.**

MAFS.K12.MP.6.1:

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Standard Relation to Course: Supporting**

**Look for and make use of structure.**

MAFS.K12.MP.7.1:

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Standard Relation to Course: Supporting**

**Look for and express regularity in repeated reasoning.**

MAFS.K12.MP.8.1:

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**Standard Relation to Course: Supporting**

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

MU.68.F.3.2:

Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.

TH.68.C.2.3:

Ask questions to understand a peer's artistic choices for a performance or design.

## General Course Information and Notes

### GENERAL NOTES

This course covers the basics of information literacy utilizing the Florida FINDS (Focus, Investigate, Note, Develop, Score) research model. Search strategies, database and website evaluation, note taking and organization, citation formats in MLA (Modern Language Association) and APA (American Psychological Association), creation of presentation products (including the utilization of various software programs for the production of multimedia), and an understanding of the meta-cognitive reflection process are an integral part of this course.

**Special Note:** This course may be repeated utilizing the grade level appropriate benchmarks.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### GENERAL INFORMATION

**Course Number:** 1100000

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Library Media > **SubSubject:**

General >

**Abbreviated Title:** M/J LIB SKLS/IL (MC)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## **Educator Certifications**

Educational Media Specialist (Preschool-Secondary PK-12)

# M/J Library Skills/Information Literacy (MC) (#1100000) 2022 - And Beyond

## Course Standards

Name	Description
ELA.6.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Narrative Techniques. <i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p>
ELA.6.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.6.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"><li>• Use verbs including gerunds, infinitives, and participial phrases.</li><li>• Use comparative and superlative forms of adjectives.</li><li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li></ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"><li>• Appropriately use colons.</li><li>• Appropriately use dangling modifiers.</li><li>• Appropriately use ellipses.</li><li>• Appropriately use hyphens.</li><li>• Vary sentence structure.</li></ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.6.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.6.C.5.1:	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.</p>
ELA.6.C.5.2:	<p>Use digital tools to produce writing.</p> <p>Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> When referring to the person of the narrator, the term “point of view” is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.</p>
ELA.6.R.2.1:	<p>Explain how individual text sections and/or features convey meaning in texts.</p> <p>Analyze the central idea(s), implied or explicit, and its development throughout a text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Various types of support could include an author’s use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.</p>
ELA.6.R.2.2:	<p>Track the development of an argument, identifying the types of reasoning used.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning. <i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p>
ELA.6.R.2.4:	

	Paraphrase content from grade-level texts.
ELA.6.R.3.2:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
	Compare and contrast how authors from different time periods address the same or related topics.
ELA.6.R.3.3:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Texts for this benchmark should be selected from the following literary periods:</p> <ul style="list-style-type: none"> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul>
	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
ELA.6.V.1.3:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.</p>
ELA.7.C.1.2:	Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.
ELA.7.C.1.3:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.7.C.1.4:	Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.
ELA.7.C.1.5:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.7.C.3.1:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types.</p>
ELA.7.C.4.1:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.7.C.5.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> There is no requirement that students research the additional questions generated.</p> <p><i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.7.C.5.2:	<p>Integrate diverse digital media to build cohesion in oral or written tasks.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.</p>
ELA.7.R.1.3:	<p>Use digital tools to produce and share writing.</p> <p>Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack of information or background knowledge about what that information means, mental illness, or self-deception.</p> <p><i>Clarification 2:</i> "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.</p>
ELA.7.R.2.1:	Explain how individual text sections and/or features convey a purpose in texts.

ELA.7.R.2.2:	Compare two or more central ideas and their development throughout a text. Track the development of an argument, analyzing the types of reasoning used and their effectiveness.
ELA.7.R.2.4:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.  <i>Clarification 2:</i> Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p>
ELA.7.R.3.2:	Paraphrase content from grade-level texts.
ELA.7.R.3.3:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.7.V.1.3:	Compare and contrast how authors with differing perspectives address the same or related topics or themes.
ELA.8.C.1.2:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.7.R.3.1 and Secondary Figurative Language.</p>
ELA.8.C.1.3:	Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.
ELA.8.C.1.4:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>
ELA.8.C.1.5:	Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.
ELA.8.C.3.1:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.8.C.4.1:	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.
ELA.8.C.4.2:	Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.
ELA.8.C.4.3:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
ELA.8.C.4.4:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.8.C.5.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.
ELA.8.C.5.2:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> There is no requirement that students research the additional questions generated.  <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.8.R.1.3:	Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.
ELA.8.R.2.1:	Use a variety of digital tools to collaborate with others to produce writing.
ELA.8.R.2.2:	Analyze how an author develops and individualizes the perspectives of different characters.
ELA.8.R.2.3:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>
ELA.8.R.2.4:	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.
ELA.8.R.2.5:	Analyze two or more central ideas and their development throughout a text.
ELA.8.R.2.6:	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.
ELA.8.R.2.7:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See Secondary Figurative Language.  <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.8.R.2.8:	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

ELA.8.R.2.4:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p>
ELA.8.R.3.1:	<p>Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.8.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.8.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.8.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____. The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
VA.68.C.2.1:	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
VA.68.C.2.4:	Use constructive criticism as a purposeful tool for artistic growth.
VA.68.F.1.4:	Use technology skills to create an imaginative and unique work of art.
VA.68.F.1.4:	<p><b>Clarifications:</b></p> <p>e.g., convey depth, scale</p>
VA.68.H.3.3:	Create imaginative works to include background knowledge or information from other subjects.
VA.68.O.1.3:	<p><b>Clarifications:</b></p> <p>e.g., from history, environment, literary works</p>
VA.68.O.2.2:	Combine creative and technical knowledge to produce visually strong works of art.
VA.68.O.2.2:	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.

VA.68.O.2.4:	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
VA.68.S.1.1:	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
VA.68.S.2.2:	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
VA.68.S.3.4:	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.  <b>Clarifications:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"><li>• Analyze the problem in a way that makes sense given the task.</li><li>• Ask questions that will help with solving the task.</li><li>• Build perseverance by modifying methods as needed while solving a challenging task.</li><li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li><li>• Help and support each other when attempting a new method or approach.</li></ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"><li>• Cultivate a community of growth mindset learners.</li><li>• Foster perseverance in students by choosing tasks that are challenging.</li><li>• Develop students' ability to analyze and problem solve.</li><li>• Recognize students' effort when solving challenging problems.</li></ul> Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"><li>• Build understanding through modeling and using manipulatives.</li><li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li><li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li><li>• Express connections between concepts and representations.</li><li>• Choose a representation based on the given context or purpose.</li></ul>
MA.K12.MTR.2.1:	 <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"><li>• Help students make connections between concepts and representations.</li><li>• Provide opportunities for students to use manipulatives when investigating concepts.</li><li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li><li>• Show students that various representations can have different purposes and can be useful in different situations.</li></ul> Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"><li>• Select efficient and appropriate methods for solving problems within the given context.</li><li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li><li>• Complete tasks accurately and with confidence.</li><li>• Adapt procedures to apply them to a new context.</li><li>• Use feedback to improve efficiency when performing calculations.</li></ul>
MA.K12.MTR.3.1:	 <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"><li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li><li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li><li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul> Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"><li>• Communicate mathematical ideas, vocabulary and methods effectively.</li><li>• Analyze the mathematical thinking of others.</li><li>• Compare the efficiency of a method to those expressed by others.</li><li>• Recognize errors and suggest how to correctly solve the task.</li><li>• Justify results by explaining methods and processes.</li><li>• Construct possible arguments based on evidence.</li></ul>
MA.K12.MTR.4.1:	 <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"><li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li><li>• Create opportunities for students to discuss their thinking with peers.</li><li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li><li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul> Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: <ul style="list-style-type: none"><li>• Focus on relevant details within a problem.</li><li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li><li>• Decompose a complex problem into manageable parts.</li><li>• Relate previously learned concepts to new concepts.</li><li>• Look for similarities among problems.</li><li>• Connect solutions of problems to more complicated large-scale situations.</li></ul>

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELD.K12.ELL.SI.1:

English language learners communicate for social and instructional purposes within the school setting.

MU.68.F.3.2:

Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.

TH.68.C.2.3:

Ask questions to understand a peer's artistic choices for a performance or design.

## General Course Information and Notes

### GENERAL NOTES

This course covers the basics of information literacy utilizing the Florida FINDS (Focus, Investigate, Note, Develop, Score) research model. Search strategies, database and website evaluation, note taking and organization, citation formats in MLA (Modern Language Association) and APA (American Psychological Association), creation of presentation products (including the utilization of various software programs for the production of multimedia), and an understanding of the meta-cognitive reflection process are an integral part of this course.

**Special Note:** This course may be repeated utilizing the grade level appropriate benchmarks.

#### **Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### **English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Library Media > **SubSubject:**

General >

**Course Number:** 1100000

**Abbreviated Title:** M/J LIB SKLS/IL (MC)

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## **Educator Certifications**

Educational Media Specialist (Preschool-Secondary PK-12)

# M/J Library/Media Transfer (#1100220)

2015 - 2022 (current)

## Course Standards

Name	Description
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

### GENERAL INFORMATION

**Course Number:** 1100220

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Library Media > **SubSubject:**

General >

**Abbreviated Title:** M/J LIBR/MEDIA TRAN

**Course Length:** Year (Y)

**Course Level:** 2

**Course Type:** Transfer Course

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

# M/J Library/Media Transfer (#1100220)

2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"><li>• Analyze the problem in a way that makes sense given the task.</li><li>• Ask questions that will help with solving the task.</li><li>• Build perseverance by modifying methods as needed while solving a challenging task.</li><li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li><li>• Help and support each other when attempting a new method or approach.</li></ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"><li>• Cultivate a community of growth mindset learners.</li><li>• Foster perseverance in students by choosing tasks that are challenging.</li><li>• Develop students' ability to analyze and problem solve.</li><li>• Recognize students' effort when solving challenging problems.</li></ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"><li>• Build understanding through modeling and using manipulatives.</li><li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li><li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li><li>• Express connections between concepts and representations.</li><li>• Choose a representation based on the given context or purpose.</li></ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"><li>• Help students make connections between concepts and representations.</li><li>• Provide opportunities for students to use manipulatives when investigating concepts.</li><li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li><li>• Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"><li>• Select efficient and appropriate methods for solving problems within the given context.</li><li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li><li>• Complete tasks accurately and with confidence.</li><li>• Adapt procedures to apply them to a new context.</li><li>• Use feedback to improve efficiency when performing calculations.</li></ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"><li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li><li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li><li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"><li>• Communicate mathematical ideas, vocabulary and methods effectively.</li><li>• Analyze the mathematical thinking of others.</li><li>• Compare the efficiency of a method to those expressed by others.</li><li>• Recognize errors and suggest how to correctly solve the task.</li><li>• Justify results by explaining methods and processes.</li><li>• Construct possible arguments based on evidence.</li></ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"><li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li><li>• Create opportunities for students to discuss their thinking with peers.</li><li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li><li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"><li>• Focus on relevant details within a problem.</li><li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li><li>• Decompose a complex problem into manageable parts.</li></ul>

- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_. The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

	do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### GENERAL INFORMATION

**Course Number:** 1100220

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Library Media > **SubSubject:**

General >

**Abbreviated Title:** M/J LIBR/MEDIA TRAN

**Course Length:** Year (Y)

**Course Level:** 2

**Course Type:** Transfer Course

**Course Status:** State Board Approved

**Grade Level(s):** 6,7,8

# Cambridge AICE Media Studies AS Level (#1100460) 2014

- And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1100460

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Library Media >

**SubSubject:** General >

**Abbreviated Title:** AICE MEDIASTUDIES AS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education  
(AICE)

**Course Level:** 3

**Course Type:** Elective Course

**Course Status:** Course Approved

### Educator Certifications

English (Grades 6-12)

Journalism (Grades 6-12)

# Cambridge AICE Media Studies A Level (#1100470) 2014 -

And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree.**

### GENERAL INFORMATION

**Course Number:** 1100470

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Library Media >

**SubSubject:** General >

**Abbreviated Title:** AICE MEDIA STUDIES A

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education  
(AICE)

**Course Level:** 3

**Course Type:** Elective Course

**Course Status:** Course Approved

### Educator Certifications

English (Grades 6-12)

Journalism (Grades 6-12)

# Library/Media Transfer (#1100990) 2015 - 2022 (current)

## Course Standards

Name	Description
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

#### SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

### GENERAL INFORMATION

**Course Number:** 1100990

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Library Media > **SubSubject:** General >  
**Abbreviated Title:** LIB/MED TRAN  
**Course Length:** Not Applicable

**Course Type:** Transfer Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

# Library/Media Transfer (#1100990) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"><li>• Analyze the problem in a way that makes sense given the task.</li><li>• Ask questions that will help with solving the task.</li><li>• Build perseverance by modifying methods as needed while solving a challenging task.</li><li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li><li>• Help and support each other when attempting a new method or approach.</li></ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"><li>• Cultivate a community of growth mindset learners.</li><li>• Foster perseverance in students by choosing tasks that are challenging.</li><li>• Develop students' ability to analyze and problem solve.</li><li>• Recognize students' effort when solving challenging problems.</li></ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"><li>• Build understanding through modeling and using manipulatives.</li><li>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li><li>• Progress from modeling problems with objects and drawings to using algorithms and equations.</li><li>• Express connections between concepts and representations.</li><li>• Choose a representation based on the given context or purpose.</li></ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"><li>• Help students make connections between concepts and representations.</li><li>• Provide opportunities for students to use manipulatives when investigating concepts.</li><li>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</li><li>• Show students that various representations can have different purposes and can be useful in different situations.</li></ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"><li>• Select efficient and appropriate methods for solving problems within the given context.</li><li>• Maintain flexibility and accuracy while performing procedures and mental calculations.</li><li>• Complete tasks accurately and with confidence.</li><li>• Adapt procedures to apply them to a new context.</li><li>• Use feedback to improve efficiency when performing calculations.</li></ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"><li>• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li><li>• Offer multiple opportunities for students to practice efficient and generalizable methods.</li><li>• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li></ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"><li>• Communicate mathematical ideas, vocabulary and methods effectively.</li><li>• Analyze the mathematical thinking of others.</li><li>• Compare the efficiency of a method to those expressed by others.</li><li>• Recognize errors and suggest how to correctly solve the task.</li><li>• Justify results by explaining methods and processes.</li><li>• Construct possible arguments based on evidence.</li></ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"><li>• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li><li>• Create opportunities for students to discuss their thinking with peers.</li><li>• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li><li>• Develop students' ability to justify methods and compare their responses to the responses of their peers.</li></ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts.</p> <p>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"><li>• Focus on relevant details within a problem.</li><li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li><li>• Decompose a complex problem into manageable parts.</li></ul>

- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_. The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

	do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

#### SUBJECT AREA TRANSFER NUMBERS

Each course transferred into a Florida public school by an out-of-state or non-public school student should be matched with a course title and number when such course provides substantially the same content. However, a few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided.

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Library Media >

**SubSubject:** General >

**Abbreviated Title:** LIB/MED TRAN

**Course Length:** Not Applicable

**Course Type:** Transfer Course

**Course Status:** State Board Approved

**Grade Level(s):** 9,10,11,12

