

LEARNING STANDARDS CROSSWALK

The American Association of School Librarians *National School Library Standards for Learners, School Librarians, and School Libraries* are not a curriculum; rather, they provide school librarians with guidance and structure as librarians develop a curriculum tailored to the school community. The AASL Standards frameworks are composed of Shared Foundations, explanatory Key Commitments, competency Domains, Competencies, and Alignments. This document acts as a crosswalk behind the Mississippi College- and Career-Readiness *Learning Standards for Libraries*, the *National School Library Standards for Learners, School Librarians, and School Libraries*, and the Mississippi College- and Career-Readiness English Language Arts Standards.

MS CCR Learning Standards for Libraries	AASL National Standards	MS CCR English Language Arts
LIBRARY MEDIA STRAND Standard 1: Identify and Locate		
<p>LIB.II.1.1 Locate the school library and understand how the library is organized by recognizing signage and labels through pictures and text.</p> <p>LIB.II.1.2 Identify whom to ask for help in the school library.</p> <p>LIB.II.1.3 Use the library’s automated catalog system to find resources for academic assignments and/or personal growth.</p> <p>LIB.II.1.4 Define call number, why it is used and where it is found.</p> <p>LIB.II.1.5 Locate books by using Dewey Decimal Classification System or other classification systems such as genre or Library of Congress.</p>	<p>I.A.1-2 Learners display curiosity and initiative by:</p> <ol style="list-style-type: none"> 1. Formulating questions about a personal interest or curricular topic 2. Recalling prior and background knowledge as context for new meaning <p>IV.A.1-3 Learners act on an information need:</p> <ol style="list-style-type: none"> 1. Determining the need to gather information 2. Identifying possible sources of information 3. Making critical choices about information to use 	

LIB.II.1.6 Interpret information in the library’s automated system (e.g., type of material, publication, location, call number).

LIB.II.1.7 Convert guide or keywords into subject headings that will be found in the automated system.

LIB.II.1.8 Place holds on materials using the library’s automated catalog system or request materials through ILL (Inter Library Loans) using other online catalogs (e.g., public library or World Cat).

LIB.II.1.9 Utilize interactive features of the online catalog such as book reviews, book lists, and ratings.

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LIBRARY MEDIA STRAND Standard 2: Library Use

LIB.LU.2.1 Follows rules for proper library conduct according to library rules while engaging with the physical and virtual library.

LIB.LU.2.2 Exhibit responsible care in the use of materials, equipment, and facilities.

LIB.LU.2.3 Self-select a book and follow procedures for circulation and timely return of materials.

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READING ENGAGEMENT STRAND Standard 1: Listening and Viewing		
<p>RED.LV.1.1 Actively read, view, and listen to information in a variety of formats (e.g., textual, visual, media).</p> <p>RED.LV.1.2 Become an active listener/viewer by making connections, identifying story elements, and/or indicating author’s purpose.</p> <p>RED.LV.1.3 Read, listen to, view, and integrate information to build background knowledge across all subject areas.</p>	<p>V.A.1-3 Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes 2. Reflecting and questioning assumptions and possible misconceptions 3. Engaging in inquiry-based processes for personal growth 	<p>RL.K-12.10: Range of Reading and Level of Text Complexity</p> <p>RI.K-12.10: Range of Reading and Level of Text Complexity</p> <p>SL.K-12.1-3: Comprehension and Collaboration</p>

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READING ENGAGEMENT STRAND Standard 2: Literature Appreciation		
<p>RED.LA.2.1 Distinguish literature (fiction) from informational (non-fiction) text.</p> <p>RED.LA.2.2 Select books on subjects that are on the student’s academic/interest levels and explore particular authors, illustrators, series, genres, and diverse perspectives.</p> <p>RED.LA.2.3 Recognize award-winning print, non-print, or multimedia resources (e.g., Caldecott Award, Magnolia Book Award, Coretta Scott King Award, Newbery Award, etc.).</p>	<p>V.A.1-3 Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes 2. Reflecting and questioning assumptions and possible misconceptions 3. Engaging in inquiry-based processes for personal growth <p>V.C.1 Learners engage with the learning community:</p> <ol style="list-style-type: none"> 1. Expressing curiosity about a topic of 	<p>RL.K-12.1-3: Key Ideas and Details</p> <p>RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI.K-12.1-3: Key Ideas and Details</p> <p>RI.1.5: Know and use various text features (e.g., heading, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>

RED.LA.2.4 Identify various elements of literary or informational text.

RED.LA.2.5 Demonstrate reading for meaning by finding the main purpose and supporting details while evaluating evidence, drawing conclusions, and/or forming opinions.

RED.LA.2.6 Read to understand history, current events, cultural relevancy, and personal decisions within the global community.

RED.LA.2.7 Comprehend and appreciate advanced texts and literature.

RED.LA.2.8 Establish reading behaviors for lifelong learning and growth by demonstrating resiliency, perseverance, and stamina when reading a variety of texts.

RED.LA.2.9 Read widely and fluently to explore diverse perspectives and make meaningful connections with self, the world, and previous reading.

RED.LA.2.10 Apply reading strategies across the content areas.

RED.LA.2.11 Encourage other students to read through book reviews and book talks while respecting others' reading choices.

personal interest or curricular relevance

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READING ENGAGEMENT STRAND Standard 3: Parts of a Book		
<p>RED.PB.3.1 Identify parts of a book: Title Page, Back and Front Covers, Spine, and Call Number.</p> <p>RED.PB.3.2 Identify parts of a book: Table of Contents, Index, Preface, Glossary, and Bibliography.</p> <p>RED.PB.3.3 Identify the roles and purposes of authors, illustrators, and other contributors to the text.</p> <p>RED.PB.3.4 Utilize informational text elements to find specific information within the text and demonstrate a better understanding of informational text.</p>		<p>RI.K.5: Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas of information in a text.</p> <p>RI.1.5: Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>

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RESEARCH AND INFORMATION STRAND Standard 1: Area of Inquiry		
<p>RES.ID.1.1 Follow an inquiry-based process to seek knowledge on a topic for personal interests or for a learning goal.</p> <p>RES.ID.1.2 Apply prior knowledge to new learning and continue to ask “I Wonder” questions to the new information.</p> <p>RES.ID.1.3 Develop, select, clarify, and use research questions, keywords, search terms (Boolean search operators), or strategies to guide inquiry, narrowing or broadening the topic as necessary.</p>	<p>I.A.1-2 Learners display curiosity and initiative by:</p> <ol style="list-style-type: none"> 1. Formulating questions about personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning. <p>I.B.1-3 Learners engage with new knowledge by following a process that includes:</p> <ol style="list-style-type: none"> 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate 	<p>W.6-12.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>

RES.ID.1.4 Find, evaluate, and select appropriate sources to answer questions.

learning.

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RESEARCH AND INFORMATION STRAND Standard 2: Print and Digital Resources

RES.PR.2.1 Use various reference resources (e.g., encyclopedia, newspaper, magazine, almanac, atlas, biographical sources, internet source, and dictionary) to find information.

RES.PR.2.2 Use a variety of authoritative sources, considering multiple perspectives and points of view to analyze technical, historical, scientific and/or literary documents.

RES.PR.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, and encyclopedias).

RES.PR.2.4 Understand that resources may be organized according to the type or format alphabetically, numerically, topically, chronologically, or graphically.

RES.PR.2.5 Identify and use MAGNOLIA, selected Internet sites, or other databases for credible research resources.

RES.PR.2.6 Select and use tools within sources to access content (e.g., table of contents, indexes, keyword searches, sidebars, and related subjects).

IV.A.1-3 Learners act on an information need by:

1. Determining the need to gather information.
2. Identifying possible sources of information.
3. Making critical choices about information sources to use.

IV.B.1-4 Learners gather information appropriate to the task by:

1. Seeking a variety of sources.
2. Collecting information representing diverse perspectives.
3. Systematically questioning and assessing the validity and accuracy of information.
4. Organizing information by priority, topic, or other systematic scheme.

RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference in focus and information provided.

RI.1.5: Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

W.6-12.8: 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.

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RESEARCH AND INFORMATION STRAND Standard 3: Evaluate, Analyze, and Organize		
<p>RES.EV.3.1 Evaluate information for accuracy, validity, importance, relevance, readability, and bias.</p> <p>RES.EV.3.2 Analyze and evaluate information to draw conclusion, make informed decisions, answer research questions, and/or inspire further investigation.</p> <p>RES.EV.3.3 Select, record, and organize information from multiple sources that addresses the information problem, answers guiding questions, and completes an evaluation criterion.</p> <p>RES.EV.3.4 Draw evidence from graphs, charts, tables, diagrams, maps, schedule, illustrations, photographs, and other visuals to answer search questions.</p> <p>RES.EV.3.5 Use various note taking strategies (e.g., highlight and graphic organizers) and organizational patterns (e.g., chronological order, main idea with supporting information).</p>	<p>IV.B.1-4 Learners gather information appropriate to the task by:</p> <ol style="list-style-type: none"> 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme. <p>IV.D.1 Learners select and organize information for a variety of audiences by:</p> <ol style="list-style-type: none"> 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 	<p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>W.6-12.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.6-12.8: 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>

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RESEARCH AND INFORMATION STRAND Standard 4: Copyright and Fair Use		
<p>RES.CO.4.1 Discuss and apply intellectual property, copyright, plagiarism, and fair use guidelines.</p> <p>RES.CO.4.2 Generate accurate notes to create</p>	<p>VI.B.1-3 Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</p>	<p>W.6-12.8: 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</p>

quotes, paraphrase information, and develop citations to avoid plagiarism when gathering, presenting, or publishing information.

RES.CO.4.3 Follow standard bibliographic formats to use and cite sources.

1. Ethically using and reproducing others' work.
2. Acknowledging authorship and demonstrating respect for the intellectual property of others.
3. Including elements in personal-knowledge products that allow others to credit content appropriately.

conclusions of others while avoiding plagiarism and following a standard format for citation.

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RESEARCH AND INFORMATION STRAND Standard 5: Reflection

RES.RE.5.1 Assess the effectiveness of questions, strategies, and processes used in research to find information.

RES.RE.5.2 Identify areas of the process that were successfully executed and those needing improvement in order to improve the quality of the research project's output.

I.D.4 Learners participate in an ongoing inquiry-based process by:

1. Using reflection to guide informed decisions.

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DIGITAL LITERACY STRAND Standard 1: Collaboration and Communication

DIG.CO.1.1 Use appropriate language when communicating with others while participating in and advocating for safe and ethical communication.

DIG.CO.1.2 Collaborate with others to exchange ideas, make decisions, and solve problems which will broaden and deepen understanding.

III.B.1-2 Learners participate in personal, social, and intellectual networks by:

1. Using a variety of communication tools and resources.
2. Establishing connections with other learners to build on their own prior

W.4-12.6: 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.

SL.K-12.1-3: Comprehension and Collaboration

DIG.CO.1.3 Collaborate as members of a social and intellectual community while practicing accuracy and considering bias when sharing learned information.

DIG.CO.1.4 Reflect on personal ability to participate in a collaborative work setting (e.g., showing respect for varying viewpoints, contributing to discussion, and solving problems).

knowledge and create new knowledge.

III.D.1-2 Learners actively participate with others in learning situations by:

1. Actively contributing to group discussions.
2. Recognizing learning as a social responsibility.

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DIGITAL LITERACY STRAND Standard 2: Digital Citizenship

DIG.CI.2.1 Identify and explain the rights and responsibilities with respect to media and digital citizenship.

DIG.CI.2.2 Understand and use basic terms and concepts of media with their potential impact, advantages, and limitations.

DIG.CI.2.3 Engage in positive, safe, ethical, and legal digital citizenship responsibilities.

DIG.CI.2.4 Demonstrate responsible citizenship in use of materials and resources.

VI.A.1-3 Learners follow ethical and legal guidelines for gathering and using information by:

1. Responsibly applying information technology, and media to learning.
2. Understanding the ethical use of information, technology, and media.
3. Evaluating information for accuracy, validity, social and cultural content, and appropriateness for need.

VI.D.1-3 Learners engage with information to extend personal learning by:

1. Personalizing their use of information and information technologies.
2. Reflecting on the process of ethical generation of knowledge.

Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

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DIGITAL LITERACY STRAND Standard 3: Presentation

DIG.PR.3.1 Reflect on a product’s effectiveness and use appropriate tools to create and share work and understanding.

DIG.PR.3.2 Choose a presentation method based on appropriateness concern with intent, content, audience, and length.

DIG.PR.3.3 Present information and sources using a variety of presentation techniques (e.g., writing, speaking, and media) to communicate new understandings.

VI.C.1-2 Learners responsibly, ethically, and legally share new information with a global community by:

3. Sharing information resources in accordance with modification, reuse, and remix policies.
4. Disseminating new knowledge through means appropriate for the intended audience.

W.4-12.6: 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.

SL.4-12.5: Add recordings and visual displays to presentations when appropriate when appropriate to enhance the development of main ideas or themes.

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