

# 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 Mississippi College- and Career-Readiness *English Language Arts* and *Computer Science Standards*.



MS CCR Learning Standards for Libraries	AASL National Standards	MS CCR English Language Arts	MS CCR Computer Science
<b>LIBRARY MEDIA STRAND Standard 1: Identify and Locate</b>			
<p><b>LIB.II.1.1</b> Locate the school library and understand how the library is organized by recognizing signage and labels through pictures and text.</p> <p><b>LIB.II.1.2</b> Identify whom to ask for help in the school library.</p> <p><b>LIB.II.1.3</b> Use the library’s automated catalog system to find resources for academic assignments and/or personal growth.</p> <p><b>LIB.II.1.4</b> Define call number, why it is used and where it is found.</p> <p><b>LIB.II.1.5</b> Locate books by using Dewey Decimal Classification System or other classification systems such as genre or Library of Congress.</p> <p><b>LIB.II.1.6</b> Interpret information in the library’s automated system (e.g., type of material, publication, location, call number).</p>	<p><b>I.A.1-2</b> Learners display curiosity and initiative by:</p> <ol style="list-style-type: none"> <li>1. Formulating questions about a personal interest or curricular topic</li> <li>2. Recalling prior and background knowledge as context for new meaning</li> </ol> <p><b>IV.A.1-3</b> Learners act on an information need:</p> <ol style="list-style-type: none"> <li>1. Determining the need to gather information</li> <li>2. Identifying possible sources of information</li> <li>3. Making critical choices about information to use</li> </ol>		<p><b>DA.3B.1</b> Use data analysis tools and techniques to identify patterns in data representing complex systems.</p>

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

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<b>READING ENGAGEMENT STRAND Standard 2: Literature Appreciation</b>			
<p><b>RED.LA.2.1</b> Distinguish literature (fiction) from informational (non-fiction) text.</p> <p><b>RED.LA.2.2</b> 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><b>RED.LA.2.3</b> 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><b>RED.LA.2.4</b> Identify various elements of literary or informational text.</p>	<p><b>V.A.1-3</b> Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> <li>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes</li> <li>2. Reflecting and questioning assumptions and possible misconceptions</li> <li>3. Engaging in inquiry-based processes for personal growth</li> </ol> <p><b>V.C.1</b> Learners engage with the learning community:</p> <ol style="list-style-type: none"> <li>1. Expressing curiosity about a topic of personal interest or curricular relevance</li> </ol>		

**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.

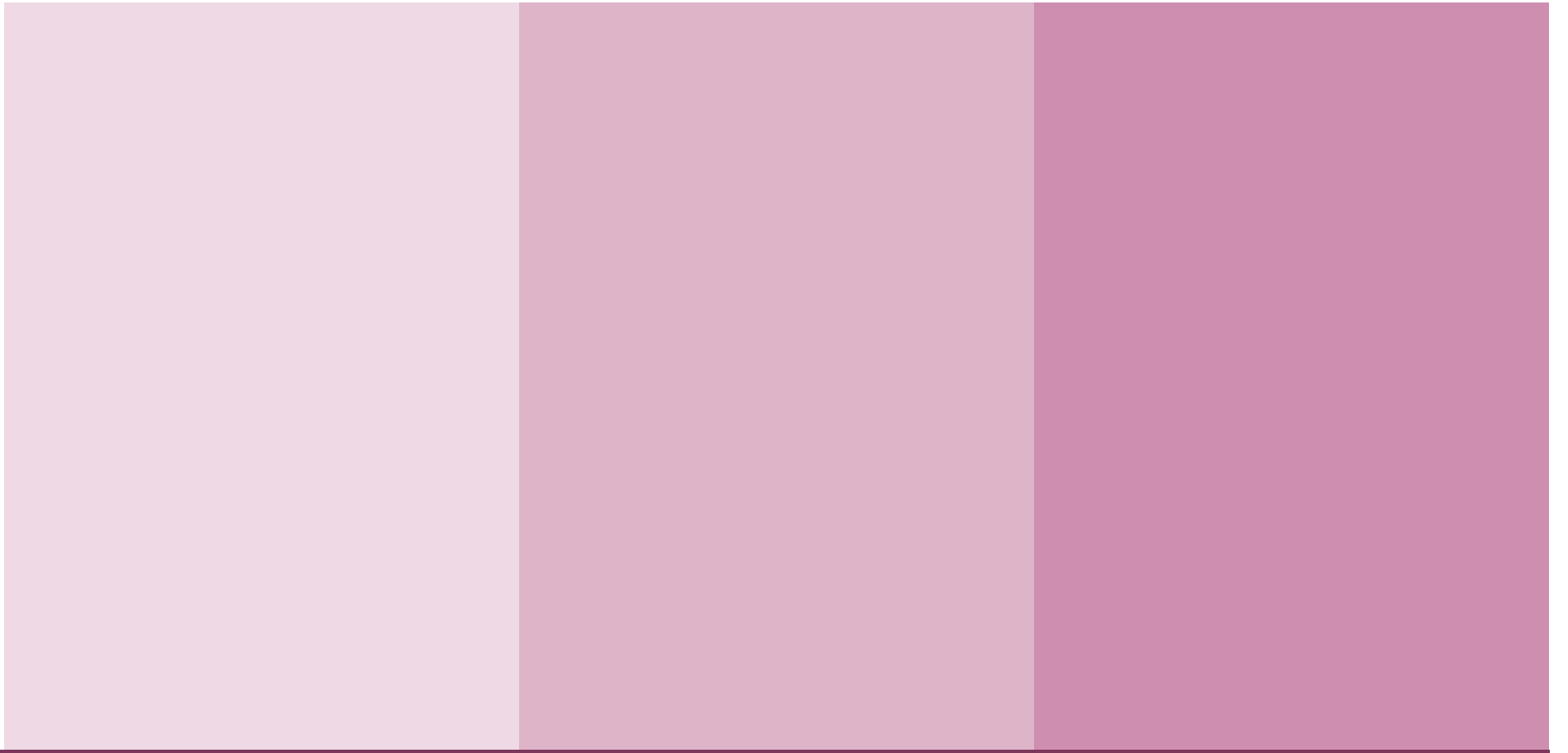
**RED.LA.2.7** Comprehend and appreciate advanced texts and literature.

**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.



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READING ENGAGEMENT STRAND Standard 3: Parts of a Book

**RED.PB.3.1** Identify parts of a book: Title Page, Back and Front Covers, Spine, and Call Number.

**RED.PB.3.2** Identify parts of a book: Table of Contents, Index, Preface, Glossary, and Bibliography.

**RED.PB.3.3** Identify the roles and purposes of authors, illustrators, and other contributors to the text.

**RED.PB.3.4** Utilize informational text elements to find specific information within the text and demonstrate a better understanding of informational text.

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<b>RESEARCH AND INFORMATION STRAND Standard 1: Area of Inquiry</b>			
<p><b>RES.ID.1.1</b> Follow an inquiry-based process to seek knowledge on a topic for personal interests or for a learning goal.</p> <p><b>RES.ID.1.2</b> Apply prior knowledge to new learning and continue to ask “I Wonder” questions to the new information.</p> <p><b>RES.ID.1.3</b> 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><b>RES.ID.1.4</b> Find, evaluate, and select appropriate sources to answer questions.</p>	<p><b>I.A.1-2</b> Learners display curiosity and initiative by:</p> <ol style="list-style-type: none"> <li>1. Formulating questions about personal interest or a curricular topic.</li> <li>2. Recalling prior and background knowledge as context for new meaning.</li> </ol> <p><b>I.B.1-3</b> Learners engage with new knowledge by following a process that includes:</p> <ol style="list-style-type: none"> <li>1. Using evidence to investigate questions.</li> <li>2. Devising and implementing a plan to fill knowledge gaps.</li> <li>3. Generating products that illustrate learning.</li> </ol>		<p><i>Digital Learning Instructional Guide</i>  <b>Active Learning &amp; Engagement 4</b> Promote critical thinking with the use of digital tools</p>

MS CCR Learning Standards for Libraries	AASL National Standards	MS CCR English Language Arts	MS CCR Computer Science
<b>RESEARCH AND INFORMATION STRAND Standard 2: Print and Digital Resources</b>			
<p><b>RES.PR.2.1</b> Use various reference resources (e.g., encyclopedia, newspaper, magazine, almanac, atlas, biographical sources, internet source, and dictionary) to find information.</p> <p><b>RES.PR.2.2</b> Use a variety of authoritative sources, considering multiple perspectives and points of view to analyze technical, historical, scientific and/or literary documents.</p> <p><b>RES.PR.2.3</b> Identify and use primary sources (e.g., letters, autobiographies, photographs) and</p>	<p><b>IV.A.1-3</b> Learners act on an information need by:</p> <ol style="list-style-type: none"> <li>1. Determining the need to gather information.</li> <li>2. Identifying possible sources of information.</li> <li>3. Making critical choices about information sources to use.</li> </ol> <p><b>IV.B.1-4</b> Learners gather information appropriate to the task by:</p> <ol style="list-style-type: none"> <li>1. Seeking a variety of sources.</li> <li>2. Collecting information representing</li> </ol>		<p><i>Digital Learning Instructional Guide</i>  <b>Digital Citizenship Element 3</b> Digital fluency with devices, digital tools, and the internet</p>

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).

diverse perspectives.

3. Systematically questioning and assessing the validity and accuracy of information.
4. Organizing information by priority, topic, or other systematic scheme.

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**RESEARCH AND INFORMATION STRAND Standard 3: Evaluate, Analyze, and Organize**

**RES.EV.3.1** Evaluate information for accuracy, validity, importance, relevance, readability, and bias.

**RES.EV.3.2** Analyze and evaluate information to draw conclusion, make informed decisions, answer research questions, and/or inspire further investigation.

**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.

**RES.EV.3.4** Draw evidence from graphs, charts, tables, diagrams, maps, schedule, illustrations, photographs, and other visuals to answer search

**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.

**IV.D.1** Learners select and organize information for a variety of audiences by:

1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

**DA.1A.1** Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.

**DA.1A.3** Identify and describe patterns in data visualizations, such as charts or graphs, to make predictions.

**DA.1B.1** Organize and present collected data visually to highlight relationships and support a claim.

**DA.1B.2** Use data to highlight or propose cause-and-effect relationships, predict outcomes, or communicate an idea.

**DA.1B.3** Store, copy, search, retrieve, modify, and

questions.

**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).

delete information using a computing device and define the information stored as data.

**IC.1B.4** Use public domain or creative commons media and refrain from copying or using material created by others without permission.

**DA.3A.3** Collect, transform, and organize data to help others better understand a problem.

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**RESEARCH AND INFORMATION STRAND Standard 4: Copyright and Fair Use**

**RES.CO.4.1** Discuss and apply intellectual property, copyright, plagiarism, and fair use guidelines.

**RES.CO.4.2** Generate accurate notes to create 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.

**VI.B.1-3** Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:

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.

*Digital Learning Instructional Guide*  
**Digital Citizenship Element 4** Understanding news and media literacy, fair use, intellectual property, and copyright laws

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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

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

1. Using reflection to guide informed decisions.

*Digital Learning Instructional Guide*  
**Formative Assessment & Feedback 3** Utilize digital tools to collect and analyze data for continuous improvement



successfully executed and those needing improvement in order to improve the quality of the research project's output.

MS CCR Learning Standards for Libraries	AASL National Standards	MS CCR English Language Arts	MS CCR Computer Science
<b>DIGITAL LITERACY STRAND</b> Standard 1: Collaboration and Communication			
<p><b>DIG.CO.1.1</b> Use appropriate language when communicating with others while participating in and advocating for safe and ethical communication.</p> <p><b>DIG.CO.1.2</b> Collaborate with others to exchange ideas, make decisions, and solve problems which will broaden and deepen understanding.</p> <p><b>DIG.CO.1.3</b> Collaborate as members of a social and intellectual community while practicing accuracy and considering bias when sharing learned information.</p> <p><b>DIG.CO.1.4</b> Reflect on personal ability to participate in a collaborative work setting (e.g., showing respect for varying viewpoints, contributing to discussion, and solving problems).</p>	<p><b>III.B.1-2</b> Learners participate in personal, social, and intellectual networks by:</p> <ol style="list-style-type: none"> <li>Using a variety of communication tools and resources.</li> <li>Establishing connections with other learners to build on their own prior knowledge and create new knowledge.</li> </ol> <p><b>III.D.1-2</b> Learners actively participate with others in learning situations by:</p> <ol style="list-style-type: none"> <li>Actively contributing to group discussions.</li> <li>Recognizing learning as a social responsibility.</li> </ol>		<p><b>CS.1A.1</b> Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.</p> <p><b>NI.1A.2</b> Students should understand that computers connect them to people, places, and things around the world.</p> <p><b>IC.1A.2</b> Work respectfully and responsibly with others online.</p> <p><b>IC.1B.3</b> Seek diverse perspectives for the purpose of improving computational artifacts.</p> <p><b>IC.3A.1</b> Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p> <p><b>IC.3A.4</b> Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields.</p> <p><i>Digital Learning Instructional Guide</i>  <b>Digital Citizenship Element 1</b> Appropriate relationships, communication, and online behavior</p> <p><b>Digital Citizenship Element 2</b> Media balances and well-being</p>

**Standards-Aligned Content & Tools Element 3**  
Create enhanced learning experiences with digital content and tools

**Active Learning & Engagement 2** Incorporate digital tools to support student collaboration

**Active Learning & Engagement 4** Promote critical thinking with the use of digital tools

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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.

**NI.1A.1** Explain what passwords are and why we use them.

**IC.1A.3** Keep login information private and log off of devices appropriately.

**NI.1B.2** Discuss real-world cybersecurity problems and how personal information can be protected.

**IC.1B.4** Use public domain or creative commons media and refrain from copying or using material created by others without permission.

**NI.2.2** Explain how physical and digital security measures protect electronic information.

**IC.2.4** Describe tradeoffs between allowing information to be public and keeping information private and secure.

**IC.3A.5** Explain the beneficial and harmful effects that intellectual property laws can have on

		<p>innovation.</p> <p><b>IC.3A.6</b> Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users.</p> <p><b>IC.3A.7</b> Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.</p> <p><i>Digital Learning Instructional Guide</i></p> <p><b>Digital Citizenship Element 3</b> Digital fluency with devices, digital tools, and the internet</p> <p><b>Digital Citizenship Element 4</b> Understanding news and media literacy, fair use, intellectual property, and copyright laws</p> <p><b>Digital Citizenship Element 5</b> Monitoring security, privacy, and digital footprint</p>
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<b>DIGITAL LITERACY STRAND Standard 3: Presentation</b>			
<p><b>DIG.PR.3.1</b> Reflect on a product’s effectiveness and use appropriate tools to create and share work and understanding.</p> <p><b>DIG.PR.3.2</b> Choose a presentation method based on appropriateness concern with intent, content, audience, and length.</p> <p><b>DIG.PR.3.3</b> Present information and sources using a variety of presentation techniques (e.g., writing,</p>	<p><b>VI.C.1-2</b> Learners responsibly, ethically, and legally share new information with a global community by:</p> <ol style="list-style-type: none"> <li>Sharing information resources in accordance with modification, reuse, and remix policies.</li> <li>Disseminating new knowledge through means appropriate for the intended audience.</li> </ol>		<p><b>CS.1A.1</b> Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use.</p> <p><b>DA.1A.2</b> Collect and present the same data in various formats.</p> <p><b>AP.1B.7</b> Observe intellectual property rights and give appropriate attribution when creating or</p>

speaking, and media) to communicate new understandings.

remixing programs.

**AP.3A.11** Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs.

**DA.3B.2** Select data collection tools and techniques to generate data sets that support a claim or communicate information.

*Digital Learning Instructional Guide*

**Standards-Aligned Content & Tools Element 2**

Select versatile digital tools to support the lesson targets

**Standards-Aligned Content & Tools Element 4**

Consistently integrate digital tools and media into various instructional activities

**Active Learning & Engagement 1** Utilize multiple forms of media to understand content and communicate ideas

**Active Learning & Engagement 3** Provide opportunities to use digital tools for creativity and self-expression