

Hingham Public Schools Library Media Curriculum
aligned with

- **Common Core Standards**
- **MA School Library Association Information Literacy Skills (MSLA)**
- **American Association of School Libraries Standards for the 21st Century Learner (AASL)**

| Grade Level | Hingham Standard | Common Core Standards | MSLA Information Literacy Skills | AASL Standards for the 21st Century Learner |
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| Grade K | 1. Introduction to basic library terminology. | K.R.L.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. K.R.I.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. K.R.I.5 Identify the front cover, back cover, and title page of a book. | 2.2 Understand the layout and organization of the library. 2.4 Identify the parts of a book. 4.1 Distinguish fiction from nonfiction. 8.6 Understand the difference between an author and an illustrator. | 4.3.2 Recognize that resources are created for a variety of purposes. |
| | 2. Introduction to the parts of the book. | K.R.I.5 Identify the front cover, back cover, and title page of a book. | 2.4 Identify the parts of a book. | |
| | 3. Introduction to fiction and nonfiction/informational books. | K.R.L.3 With prompting and support, identify characters, settings, and major events in a story. K.R.I.2 With prompting and support, identify the main topic and retell key details of a text. | 2.5 Explain the difference between fiction and nonfiction. 3.3 Understand that there is a relationship between spine label and book content and independently locate fiction and non-fiction sections in the school library. | 4.3.2 Recognize that resources are created for a variety of purposes. |

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| | <p>4. Develop the ability to listen, evaluate, and respond to media.</p> | <p>K.R.L.1/K.R.I.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.R.L.2 With prompting and support, retell familiar stories, including key details.</p> <p>K.R.L.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>K.R.L.7/K.R.I.7 With prompting and support, describe the relationship between illustrations and the story/text in which they appear.</p> <p>K.R.L.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stores.</p> <p>K.R.L.10/K.R.I.10 Actively engage in group reading activities with purpose and understanding.</p> | <p>4.1 Distinguish fiction from nonfiction.</p> <p>5.1 Create and share developmentally appropriate text and images with others.</p> <p>8.2 Demonstrate active listening skills.</p> <p>8.3 Listen to literature for pleasure and information.</p> <p>8.4 Use illustrations to acquire a greater understanding of the story.</p> <p>8.7 Demonstrate comprehension of a story heard, read, or viewed through verbal discussion and/or written responses or artwork.</p> | <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> |

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| | | <p>K.R.I.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>K.R.I.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>K.R.I.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>K.R.I.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.</p> <p>K.W.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 were writing about and state an opinion or preference about the topic or book.</p> <p>K.SL.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.</p> | | <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>4.1.1 Read, view and listen for pleasure and personal growth.</p> <p>4.1.3 Respond to literature and creative expression of ideas in various formats and genres.</p> <p>4.1.8 Use creative and artistic formats to express personal learning.</p> <p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p> |

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| | <p>5. Develop the awareness of the organization of picture books.</p> | | <p>2.2 Understand the layout and organization of the library.</p> <p>3.3 Understand that there is a relationship between spine label and book content and independently locate fiction and non-fiction sections in the school library.</p> | |
| | <p>6. Locate books for pleasure and curiosity.</p> | | <p>2.2 Understand the layout and organization of the library.</p> <p>3.1 Independently locate the library staff and navigate the library's physical space.</p> <p>3.2 Independently approach the library teacher for assistance.</p> <p>3.3 Understand that there is a relationship between spine label and book content and independently locate fiction and non-fiction sections in the school library.</p> <p>6.5 Assist other students with book selection.</p> <p>8.5 Use the library collection for pleasure reading.</p> | <p>1.1.4 Find, evaluate and select appropriate sources to answer questions.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.4.4 Seek appropriate help when it is needed.</p> <p>4.1.1 Read, view and listen for pleasure and personal growth.</p> <p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p>4.4.1 Identify own areas of interest.</p> |

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| | <p>7. Understand their responsibility for library materials and understand the importance of the library community and shared material.</p> | | <p>2.1 Exhibit proper respect for and care of library materials, facilities, and equipment.</p> <p>6.3 Cooperate with others and share resources.</p> <p>8.1 Understand the importance of the library as an information source.</p> | <p>1.3.5 Use information technology responsibly.</p> |
| | <p>8. Follow the <i>Hingham Public Schools Rules of the Road</i> and apply it to all library procedures.</p> | | <p>2.3 Understand and follow library rules and procedures.</p> <p>6.1 Demonstrate appropriate group conduct.</p> <p>6.2 Listen to information and ideas of others.</p> <p>6.3 Cooperate with others and share resources.</p> | <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> |
| <p>Grade 1</p> | <p>1. Review of basic library terminology and parts of the book.</p> | <p>1.R.L.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>2.2 Understand the layout and organization of the library.</p> | <p>4.3.2 Recognize that resources are created for a variety of purposes.</p> |

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| | | 1.R.I.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. | 2.4 Identify the parts of a book. 4.1 Distinguish fiction from nonfiction. 8.6 Understand the difference between an author and an illustrator. | |
| | 2. Develop the ability to recognize and appreciate award winning literature and exemplary authors and illustrators. | | 8.9 Identify books that are special award winners. | |
| | 3. Further develop an understanding of the system for organizing nonfiction books by subject. | | 2.2 Understand the layout and organization of the library. 2.5 Explain the difference between fiction and nonfiction. | 4.3.2 Recognize that resources are created for a variety of purposes. |
| | 4. Develop the ability to listen, evaluate, and respond to media. | 1.R.L.1/1.R.I.1 Ask and answer questions about key details in a text. 1.R.L.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. | 5.1 Create and share developmentally appropriate text and images with others. 8.2 Demonstrate active listening skills. | 1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.6 Read, view, and listen for information presented in any format in order to make inferences and gather meaning. |

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| | | <p>1.R.L.3 Describe characters, settings, and major events in a story, using key details.</p> <p>1.R.L.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>1.R.I.2 Identify the main topic and retell key details of a text.</p> <p>1.R.I.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>1.R.I.9 Identify basic similarities in and differences between two texts on the same topic.</p> <p>1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> | <p>8.3 Listen to literature for pleasure and information.</p> <p>8.4 Use illustrations to acquire a greater understanding of the story.</p> <p>8.7 Demonstrate comprehension of a story heard, read, or viewed through verbal discussion and/or written responses or artwork.</p> | <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>4.1.1 Read, view and listen for pleasure and personal growth.</p> <p>4.1.3 Respond to literature and creative expression of ideas in various formats and genres.</p> <p>4.1.8 Use creative and artistic formats to express personal learning.</p> <p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> |

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| | | | | 4.3.2 Recognize that resources are created for a variety of purposes. |
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| | <p>5. Independently locate books for pleasure and intellectual curiosity.</p> | <p>1.R.L.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>1.R.I.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> | <p>2.2 Understand the layout and organization of the library.</p> <p>2.6 Recognize which resources are the best to use and why.</p> <p>3.1 Independently locate the library staff and navigate the library's physical space.</p> <p>3.2 Independently approach the library teacher for assistance.</p> <p>3.3 Understand that there is a relationship between spine label and book content and independently locate fiction and non-fiction sections in the school library.</p> <p>6.5 Assist other students with book selection.</p> <p>8.5 Use the library collection for pleasure reading.</p> | <p>1.1.4 Find, evaluate and select appropriate sources to answer questions.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.4.4 Seek appropriate help when it is needed.</p> <p>4.1.1 Read, view and listen for pleasure and personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p> <p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p>4.4.1 Identify own areas of interest.</p> |

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| | <p>6. View the library as a place to discover self-interests and a place to support regular classroom academics and growth.</p> | | <p>8.8 Share books by favorite authors and illustrators.</p> <p>8.1 Understand the importance of the library as an information source.</p> <p>8.5 Use the library collection for pleasure reading.</p> <p>8.8 Share books by favorite authors and illustrators.</p> | <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>4.1.1 Read, view and listen for pleasure and personal growth.</p> <p>4.4.1 Identify own areas of interest.</p> |
| | <p>7. Understand their responsibility for library materials and understand the importance of the library community and shared material.</p> | | <p>2.1 Exhibit proper respect for and care of library materials, facilities, and equipment.</p> <p>6.3 Cooperate with others and share resources.</p> <p>8.1 Understand the importance of the library as an information source.</p> | <p>1.3.5 Use information technology responsibly.</p> |
| | <p>8. Follow the <i>Hingham Public Schools Rules of the Road</i> and apply it to all library procedures.</p> | | <p>2.3 Understand and follow library rules and procedures.</p> <p>6.1 Demonstrate appropriate group conduct.</p> <p>6.2 Listen to information and ideas of others.</p> <p>6.3 Cooperate with others and share resources.</p> | <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> |

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| Grade 2 | 1. Continue to demonstrate skills acquired in K – 1 | | | |
| | 2. Locate specific books in fiction and nonfiction | | <p>2.2 Understand the layout and organization of the library.</p> <p>2.5 Explain the difference between fiction and nonfiction.</p> <p>3.1 Independently locate the library staff and navigate the library’s physical space.</p> <p>3.2 Independently approach the library teacher for assistance.</p> <p>3.3 Understand that there is a relationship between spine label and book content and independently locate fiction and nonfiction sections in the school library.</p> <p>4.1 Distinguish fiction from nonfiction.</p> <p>6.5 Assist other students with book selection.</p> <p>8.1 Understand the importance of the library as an information source.</p> | <p>1.1.4 Find, evaluate and select appropriate sources to answer questions.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.4.4 Seek appropriate help when it is needed.</p> <p>4.1.1 Read, view and listen for pleasure and personal growth.</p> <p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> |
| | 3. Understand that fiction books are shelved alphabetically to the third letter of the author’s last name. | | 2.2 Understand the layout and organization of the library. | |

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| | | | 2.5 Explain the difference between fiction and nonfiction. | |
| | 4. Introduce library resources such as dictionaries, encyclopedias, databases and the online catalog | | 2.6 Recognize which resources are best to use and why. 4.18 Indicate the source of information. | 1.1.4 Find, evaluate and select appropriate sources to answer questions. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 1.4.4 Seek appropriate help when it is needed. 3.1.6 Use information and technology ethically and responsibly. 4.3.2 Recognize that resources are created for a variety of purposes. |
| | 5. Develop literature appreciation through easy reader chapter books and exemplary author and illustrator studies | | 8.2 Demonstrate active listening skills. 8.3 Listen to literature for pleasure and information. | 1.1.6 Read, review and listen for information presented in any format in order to make inferences, and gather meaning. 4.1.1 Read, view and listen for pleasure and personal growth. |

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| | | | <p>8.4 Use illustrations to acquire a greater understanding of the story.</p> <p>8.5 Use the library collection for pleasure reading.</p> <p>8.6 Understand the difference between an author and an illustrator.</p> <p>8.7 Demonstrate comprehension of a story heard, read, or viewed through verbal discussion and/or written responses or artwork.</p> <p>8.8 Share books by favorite authors and illustrators.</p> <p>8.9 Identify books that are special award winners.</p> | <p>4.1.3 Respond to literature and creative expression of ideas in various formats and genres.</p> <p>4.1.8 Use creative and artistic formats to express personal learning.</p> <p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> |
| Grade 3 | <p>1. Continue to demonstrate skills acquired in K – 2</p> <p>2. Locate specific books in fiction and nonfiction</p> | | <p>2.14 Develop a strategy for finding relevant information including a variety of types of resources.</p> <p>3.4 Understand the roles of the library teacher and library staff.</p> <p>3.5 Understand the organization of the library media center.</p> <p>3.6 Use library catalog to locate information sources.</p> | <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.4.4 Seek appropriate help when it is needed.</p> |

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| | | | 3.7 With assistance, choose appropriate information source. | |
| | 3. Comprehend the purpose and basic arrangement of the Dewey Decimal Classification System | | 3.5 Understand the organization of the library media center. 3.6 Use library catalog to locate information sources. | |
| | 4. Utilize library resources such as dictionaries, encyclopedias, databases, and the online catalog | | 1.8 Gather background information by reading, viewing or listening to a variety of pre-selected and self-selected resources. 2.9 Identify and use parts of a book to gather information. 2.14 Develop a strategy for finding relevant information including a variety of types of resources. 3.5 Understand the organization of the library media center. 3.6 Use library catalog to locate information sources. 3.7 With assistance, choose appropriate information source. | 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. |

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| | <p>5. Introduce the research process</p> | | <p>1.8 Gather background information by reading, viewing or listening to a variety of pre-selected and self-selected resources.</p> <p>2.9 Identify and use parts of a book to gather information.</p> <p>2.10 Explain that there are different types of resources that can be used for different purposes.</p> <p>2.11 Identify key words that are needed to find information on a topic.</p> <p>2.12 With assistance, use the online catalog to find information sources in the school library.</p> <p>2.14 Develop a strategy for finding relevant information including a variety of types of resources.</p> <p>3.5 Understand the organization of the library media center.</p> <p>3.6 Use library catalog to locate information sources.</p> <p>3.7 With assistance, choose appropriate information source.</p> | <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>1.4 Find, evaluate and select appropriate sources to answer question.</p> <p>1.6 Read, review and listen for information presented in any format in order to make inferences, and gather meaning.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> |

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| | | | <p>3.8 With assistance, find information from maps and charts.</p> <p>3.9 Explore and develop understanding of how to gather information, including use of table of contents, index, glossary.</p> <p>4.2 With assistance, develop criteria for relevant information, including authority, accuracy, objectivity, relevancy, and currency of source.</p> <p>4.3 Compare and contrast information from different sources.</p> <p>4.8 Take notes using guided research forms to extract relevant information.</p> <p>4.11 With assistance, summarize and paraphrase information in own words.</p> <p>4.19 Define plagiarism.</p> <p>6.7 Work cooperatively with others and share resources and materials.</p> | |
| | <p>6. Develop literature appreciation through a variety of folktales, fairy tales, biographies, and author studies</p> | | <p>8.10 Recognize various genres of literature.</p> | <p>2.3.2 Consider diverse and global perspectives in drawing conclusions.</p> |

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| | | | <p>8.11 Demonstrate awareness of literature from various cultures and genres.</p> <p>8.12 Make connections among materials read, heard, or viewed.</p> <p>8.13 Make predictions in literature.</p> <p>8.14 Recognize basic story elements: character, setting, and conflict.</p> | <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>4.1.3 Respond to literature and creative expression of ideas in various formats and genres.</p> |
| Grade 4 | 1. Continue to demonstrate skills acquired in K – 3 | | | |
| | 2. Locate resources in all areas of the library | | <p>2.14 Develop a strategy for finding relevant information including a variety of types of resources.</p> <p>3.4 Understand the roles of the library teacher and library staff.</p> <p>3.5 Understand the organization of the library media center.</p> <p>3.6 Use library catalog to locate information sources.</p> <p>3.7 With assistance, choose appropriate information source.</p> | <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.4.4 Seek appropriate help when it is needed.</p> |
| | 3. Utilize the Dewey Decimal Classification System | | 2.14 Develop a strategy for finding relevant information including a variety of types of resources. | |

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| | | | <p>3.5 Understand the organization of the library media center.</p> <p>3.6 Use library catalog to locate information sources.</p> | |
| | <p>4. Utilize specialized reference sources and the online catalog</p> | | <p>1.8 Gather background information by reading, viewing or listening to a variety of pre-selected and self-selected resources.</p> <p>2.11 Identify key words that are needed to find information on a topic.</p> <p>2.12 With assistance, use the online catalog to find information sources in the school library.</p> <p>2.14 Develop a strategy for finding relevant information including a variety of types of resources.</p> <p>3.5 Understand the organization of the library media center.</p> <p>3.6 Use library catalog to locate information sources.</p> | <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> |
| | <p>5. Reinforce the research process</p> | | <p>1.8 Gather background information by reading, viewing or listening to a variety of pre-selected and self-selected resources.</p> | <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> |

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| | | | <p>2.9 Identify and use parts of a book to gather information.</p> <p>2.10 Explain that there are different types of resources that can be used for different purposes.</p> <p>2.11 Identify key words that are needed to find information on a topic.</p> <p>2.12 With assistance, use the online catalog to find information sources in the school library.</p> <p>2.14 Develop a strategy for finding relevant information including a variety of types of resources.</p> <p>3.5 Understand the organization of the library media center.</p> <p>3.6 Use library catalog to locate information sources.</p> <p>3.7 With assistance, choose appropriate information source.</p> | <p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>1.4 Find, evaluate and select appropriate sources to answer question.</p> <p>1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p>1.6 Read, review and listen for information presented in any format in order to make inferences, and gather meaning.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> |

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| | | | <p>3.8 With assistance, find information from maps and charts.</p> <p>3.9 Explore and develop understanding of how to gather information, including use of table of contents, index, glossary.</p> <p>4.2 With assistance, develop criteria for relevant information, including authority, accuracy, objectivity, relevancy, and currency of source.</p> <p>4.3 Compare and contrast information from different sources.</p> <p>4.8 Take notes using guided research forms to extract relevant information.</p> <p>4.11 With assistance, summarize and paraphrase information in own words.</p> <p>4.19 Define plagiarism.</p> <p>6.7 Work cooperatively with others and share resources and materials.</p> | |
| | <p>6. Develop literature appreciation through genre studies</p> | | <p>8.10 Recognize various genres of literature.</p> <p>8.11 Demonstrate awareness of literature from various cultures and genres.</p> | <p>2.3.2 Consider diverse and global perspectives in drawing conclusions.</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p> |

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| | | | <p>8.12 Make connections among materials read, heard, or viewed.</p> <p>8.13 Make predictions in literature.</p> <p>8.14 Recognize basic story elements: character, setting, and conflict.</p> | <p>4.1.3 Respond to literature and creative expression of ideas in various formats and genres.</p> |
| Grade 5 | <p>1. Continue to demonstrate skills acquired in K – 4</p> <p>2. Utilize specialized reference sources such as almanacs, biographical and geographical dictionaries and databases</p> | | <p>2.15 Understand the library’s organization of resources.</p> <p>2.16 With assistance, select and modify keywords and phrases for information-seeking purposes.</p> <p>2.17 Understand the difference between, and the uses of, primary and secondary sources.</p> <p>3.10 Independently choose information from print and electronic sources.</p> <p>3.11 Use cross-references to locate additional information.</p> | <p>1.1.4 Find, evaluate and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy validity, appropriateness for needs, importance, and social and cultural context.</p> <p>1.1.6 Read, review and listen for information presented in any format in order to make inferences, and gather meaning.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> |

| Grade Level | Hingham Standard | Common Core Standards | MSLA Information Literacy Skills | AASL Standards for the 21 st Century Learner |
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| | | | 4.4 Independently develop criteria for relevant information, including authority, accuracy, objectivity, relevancy, and currency of source. | 1.3.5 Use information technology responsibly. |
| | 3. Expand the research process to include the synthesis and presentation of information | | <p>1.11 Understand the criteria for the research assignment.</p> <p>1.12 Explain what the final product will look like.</p> <p>1.13 Select a topic from a range of possibilities.</p> <p>1.14 Use the teacher-provided essential question to develop a topic focus or develop a self-selected essential question.</p> <p>1.15 With assistance, develop a thesis statement.</p> | <p>1.1.4 Find, evaluate and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy validity, appropriateness for needs, importance, and social and cultural context.</p> <p>1.1.6 Read, review and listen for information presented in any format in order to make inferences, and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> |

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| | | | <p>1.16 Identify pre-existing knowledge, as well as additional information necessary to solve problems.</p> <p>1.17 Read, listen, and watch from all relevant a appropriate sources to gain an overview of the topic.</p> <p>3.10 Independently choose information from print and electronic sources.</p> <p>3.11 Use cross-references to locate additional information.</p> <p>4.4 Independently develop criteria for relevant information, including authority, accuracy, objectivity, relevancy, and currency of source.</p> <p>4.12 Independently take notes.</p> <p>4.13 Independently summarize and paraphrase information.</p> <p>4.22 Independently create correct citations for text and images used.</p> | <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.4.3 Recognize new knowledge and understanding.</p> |

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| | | | <p>4.23 With assistance begin to demonstrate understanding of copyright law.</p> <p>5.7 Use appropriate medium to produce an original product to communicate research results.</p> <p>5.9 Understand that communicating information is a lifelong skill.</p> <p>7.7 Use critical and creative thinking skills to analyze, synthesize, and evaluate relevance, reliability, and authority of sources.</p> | |
| | <p>4. Create bibliographies to cite sources</p> | | <p>4.22 Independently create correct citations for text and images used.</p> <p>4.23 With assistance begin to demonstrate understanding of copyright law.</p> | <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> |
| | <p>5. Develop literature appreciation through peer sharing and book talks</p> | | <p>8.15 Incorporate critical and creative thinking skills to evaluate literary elements and conventions.</p> <p>8.16 Display knowledge of various types of print and electronic material, of genres, and of selection aids.</p> <p>8.17 Identify and read from a variety of genres.</p> <p>8.18 Recognize reading as a lifelong pursuit.</p> | <p>3.3.2 Respect the differing interests and experience of others, and seek a variety of viewpoints.</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>4.1.3 Respond to literature and creative expression of ideas in various formats and genres.</p> |

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| | <p>6. Introduction of media literacy concepts</p> | | <p>8.19 Recognize characteristic styles of various authors and illustrators.</p> <p>1.17 Read, listen, and watch from all relevant and appropriate sources to gain an overview of the topic.</p> <p>2.4 Describe appropriate and responsible use of communication tools.</p> <p>3.12 Recognize inadequacies or gaps in information.</p> <p>4.4 Independently develop criteria for relevant information, including authority, accuracy, objectivity, relevancy, and currency of source.</p> <p>4.15 Make inferences from data.</p> <p>5.4 With assistance, consider the purpose and audience for the product and/or presentation.</p> <p>5.9 Understand that communicating information is a lifelong skill.</p> | <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>1.4.3 Monitor gathered information, and assess for gaps and weaknesses.</p> |