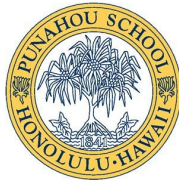


Punahou Schools K-8 Library Literacy Standards & Strands



DOMAIN A. THINK - Inquire, think critically, and gain knowledge	
Learners use skills, resources, and tools to: Inquire, think critically, and gain knowledge	
COMPETENCIES - Inquire, Include	
Common TC Vocabulary: fiction, nonfiction, expository text, OPAC, Dewey	
Benchmark: Learners act on an information need, satisfy personal curiosities,	
A	Using the OPAC (Online Public Access Catalog) and Dewey Decimal Classification System
1	Understand and demonstrate the function and use of Online Public Access Catalog (OPAC).
2	Be able to conduct a search by author and or title using the OPAC.
3	Understand how non-fiction books are arranged by subject headings using the Dewey Decimal Classification (DDC) System by 100's.
B	Locating & accessing different resources (print, electronic)
1	Locate the collection and understand how the books are filed according to the author's last name. <ul style="list-style-type: none"> • Picture Books • Easy Chapter • Fiction
2	Identify the difference between fiction and non-fiction books. <ul style="list-style-type: none"> • Fiction: <ul style="list-style-type: none"> ○ Imagination of author ○ Characters, plot, setting, conflict, theme, personal connection • Non Fiction: <ul style="list-style-type: none"> ○ Facts and information ○ Table of Contents ○ Glossary ○ Index ○ Bold print ○ Tables & Graphs
3	Be aware of the different collection types in the Learning Commons.
4	Use information resources thoughtfully and ethically (online databases).

C	Recognizing text features of non-fiction and fictional material
1	Find, evaluate, and select appropriate sources to answer questions.
D	Identifying different collections
1	Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.
E	Using multiple types of resources
1	Find, evaluate, and select appropriate sources to answer questions. Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.

DOMAIN B. CREATE - Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Literature Appreciation: Read for academic and pleasure purposes, connect to text, self, and world, build understanding, recognize genre, story elements, author study, and appreciate award-winning literature. (Nēnē, Newbery, Caldecott, misc.)

(I=Introduce, R=Reinforce, M=Master)

COMPETENCIES - Include, Collaborate

Common TC Vocabulary: celebrate, sneak peek, scooping up snap words, “roll up their sleeves to figure out tricky words, drawing on everything they know, authors have intentions, narrative text, read like an expert, prediction

Benchmark: Learners engage with new knowledge by following a process, gather information appropriate to the task, construct new knowledge, validate information and reasoned conclusions.

A	Genre/Author Study
1	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres and authors.
2	Recognize that resources are created for a variety of purposes.
B	Award winning books
1	Understand various literary awards and their distinction.
C	Story elements
1	Understand the elements of a story (plot, character, conflict, theme, setting, personal connection) <ul style="list-style-type: none"> Plot:

	<ul style="list-style-type: none"> • Character: • Conflict: • Theme: • Setting: • Personal Connection:
2	Identify & describe the elements of a story (plot, character, conflict, theme, setting, personal connection)
D	Utilize a variety of digital media
1	Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.
E	Multiple connections to literature
1	Read widely and fluently to make connections with self, the world, and previous reading.
2	Connect ideas to own interest and previous knowledge and experience.
3	Use creative and artistic formats to express personal learning.

DOMAIN C. SHARE - Share knowledge and participate ethically and productively as members of our democratic society.

Research Process: Gather information from various resources to answer research question(s) using the inquiry-based research process.
(I=Introduce, R=Reinforce, M=Master)

COMPETENCIES: Explore, Curate

Common Vocabulary: expository text, resources, evaluate, Boolean, primary & secondary sources, bibliography, copyright

Benchmark: Learners will exchange information resources within and beyond their learning community, work productively with others to solve problems, share new information with a global community responsibly, ethically, and legally.

A	Referring to the Inquiry-based research process for guidance
1	Continue an inquiry-based research process by applying critical thinking skills for information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
2	Organize knowledge so that it is useful.
B	Creating research question(s)
1	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. (Big ideas, changes over time, different points of view)
C	Gathering information from various resources

1	Find, evaluate, and select appropriate sources to answer questions.
2	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. (5 W's, RADCAB)
3	Keyword searches using Boolean search terms.
4	Use primary and secondary sources to gather information.
D	Taking notes, paraphrasing, typing, editing drafts and Presenting/Publish information
1	Follow ethical guidelines in gathering and using information.
2	Organize knowledge so that it is useful.
E	Organizing a formal bibliography (NoodleBib)
1	Respect copyright/intellectual property rights of creator and producers.
F	Evaluating and learning from the process
1	Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

DOMAIN D. GROW - Pursue personal and aesthetic growth.

Research Process: Utilize technology tools ethically, practice internet safety (Digital Citizenship) within the online community, use online resources and multimedia tools for presentations and projects.

(I=Introduce, R=Reinforce, M=Master)

COMPETENCIES: Explore, Engage

Common Vocabulary: Digital Citizen, media balance, digital footprint, personal vs private information, cyberbullying, upstander, ally, fair use, copyright, gender stereotypes, fake news, fake websites, phishing, clickbait, digital drama, sexting

Benchmark: Learners will select and organize information for a variety of audiences, develop through experience and reflection, engage with information to extend personal learning.

A	Using technology tools
1	Use technology and other information tools to analyze and organize information.
2	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
3	Use information and technology ethically and responsibly.

B	Practicing internet safety within the online community and being a Digital Citizen (Common Sense Media)
1	Determine how to act on information (accept, reject, modify).
2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
3	Participate and collaborate as members of social and intellectual network of learners.
C	Locating and using online resources
1	Solicit and respect diverse perspectives while searching for information, collaborating with others and participating as a member of the community.
2	Respect the differing interests and experiences of others, and seek a variety of viewpoints.
D	Using multimedia tools for presentation and projects
1	Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
2	Create products that apply to authentic, real-world contexts.