

**RI School Library Curriculum Guide**  
**PRIORITY SKILLS - 4**

**Standard 1: Inquiry and Design Thinking**

| Assessment                                                                                | Indicators/Skills                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.1 Connect</b>                                                                        |                                                                                                                                                                                                                        |
| <i>4.1: Using Background Information to Brainstorm Ideas</i>                              | <ul style="list-style-type: none"> <li>Identifies aspects of the broad topic that would be important and interesting to pursue through inquiry</li> </ul>                                                              |
| <b>1.1 Wonder</b>                                                                         |                                                                                                                                                                                                                        |
| <i>4.2: Predicting Answers</i>                                                            | <ul style="list-style-type: none"> <li>Begins to predict answers to inquiry questions based on background knowledge and beginning observation or experience with help</li> </ul>                                       |
| <b>1.1 Investigate – Organization</b>                                                     |                                                                                                                                                                                                                        |
| <i>4.3: Using Organizational Features of a Book to Locate Information</i>                 | <ul style="list-style-type: none"> <li>Identifies and uses the organizational structures of a nonfiction book (table of contents, index, and glossary) to locate information</li> </ul>                                |
| <b>1.1 Investigate – Sources</b>                                                          |                                                                                                                                                                                                                        |
| <i>4.4: Analyzing and Comparing Primary and Secondary Sources</i>                         | <ul style="list-style-type: none"> <li>Uses pre-selected primary sources to gather information; compares primary and secondary sources on the same topic</li> </ul>                                                    |
| <b>1.1 Investigate – Evidence</b>                                                         |                                                                                                                                                                                                                        |
| <i>4.5: Comprehending Information on Websites</i>                                         | <ul style="list-style-type: none"> <li>Uses textual and visual elements (title, headings, graphics, photos) to read and comprehend information on websites</li> </ul>                                                  |
| <i>4.6: Making Inferences about Explicit Facts</i><br><i>4.7: Readers Make Inferences</i> | <ul style="list-style-type: none"> <li>Makes inferences (with guidance) about the implicit meaning in text to answer research questions and recognizes the difference between explicit and implicit meaning</li> </ul> |
| <b>1.1 Investigate – Making Sense of Information and Notetaking</b>                       |                                                                                                                                                                                                                        |
| <i>4.8: Paraphrasing Chart</i><br><i>4.9: Summarizing the Important Ideas</i>             | <ul style="list-style-type: none"> <li>Paraphrases, summarizes information that answers research questions, noting what is fact and what is opinion</li> </ul>                                                         |
| <b>1.1 Construct</b>                                                                      |                                                                                                                                                                                                                        |
| <i>4.10: Supporting the Main Idea</i><br><i>4.11: Organizing by Chronological Order</i>   | <ul style="list-style-type: none"> <li>With help, uses common organizational patterns (chronological order, main idea with supporting details) to organize information</li> </ul>                                      |
| <i>4.12: Supporting Main Ideas with Facts and Inferences</i>                              | <ul style="list-style-type: none"> <li>Identifies facts, details, and inferences that support main ideas</li> </ul>                                                                                                    |



**RI School Library Curriculum Guide**  
**PRIORITY SKILLS - 4**

|                                                                                          |                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.13: <i>Drawing a Conclusion from Evidence</i>                                          | <ul style="list-style-type: none"> <li>Draws a conclusion about the main idea with evidence to support that conclusion</li> </ul>                                                                                                                               |
| <b>1.1 Express</b>                                                                       |                                                                                                                                                                                                                                                                 |
| 4.14: <i>Claim, Reasoning, and Evidence</i>                                              | <ul style="list-style-type: none"> <li>Determines the purpose of a presentation (e.g., explanation, claim) and decides how to organize ideas to explain a topic or make a claim about it</li> </ul>                                                             |
| 4.15: <i>Consideration of Purpose and Audience</i>                                       | <ul style="list-style-type: none"> <li>Understands concept of “audience”; determines audience before choosing format and creating product</li> </ul>                                                                                                            |
| 4.16: <i>Using Feedback to Revise My Work</i><br>4.17: <i>Student Research Checklist</i> | <ul style="list-style-type: none"> <li>Assesses and revises own work based on teacher-provided criteria</li> </ul>                                                                                                                                              |
| <b>1.1 Reflect</b>                                                                       |                                                                                                                                                                                                                                                                 |
| 4.18: <i>How Am I Doing?</i>                                                             | <ul style="list-style-type: none"> <li>Identifies the important features for a good product and presentation</li> </ul>                                                                                                                                         |
| 4.19: <i>Strengths and Goals</i>                                                         | <ul style="list-style-type: none"> <li>Identifies own strengths and sets goals for improvement</li> </ul>                                                                                                                                                       |
| <b>1.2 Design Thinking</b>                                                               |                                                                                                                                                                                                                                                                 |
| 4.20: <i>Designing a Solution</i>                                                        | <ul style="list-style-type: none"> <li>Engages actively in a design process to use tools, resources, and materials to try the “if. . .then” solutions that seem to have the most potential, assess the results, and modify the solutions when needed</li> </ul> |

**Standard 2: Multiple Literacies**

| Assessment                                                      | Indicators/Skills                                                                                                                                                                                                      |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2.1 Response to Literature</b>                               |                                                                                                                                                                                                                        |
| 4.21: <i>What Makes This Story Special?</i>                     | <ul style="list-style-type: none"> <li>Uses evidence from stories to discuss characters, setting, plot, time, and place</li> </ul>                                                                                     |
| <b>2.1 Visual Literacy</b>                                      |                                                                                                                                                                                                                        |
| 4.22: <i>Interpreting Visual Information</i>                    | <ul style="list-style-type: none"> <li>Analyzes information presented visually through illustrations, photographs, diagrams, or maps to determine main ideas and compare to ideas presented in printed text</li> </ul> |
| <b>2.1 Media Literacy</b>                                       |                                                                                                                                                                                                                        |
| 4.23: <i>Evaluating a Media Source for Accuracy and Purpose</i> | <ul style="list-style-type: none"> <li>Evaluates a media source for accuracy and purpose</li> </ul>                                                                                                                    |



**RI School Library Curriculum Guide**  
**PRIORITY SKILLS - 4**

| <b>2.2 Multiple Literacy Presentation</b> |                                                                                                                                                                                                    |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.24: <i>Effective Presentations</i>      | <ul style="list-style-type: none"> <li>Creates and delivers presentation with attention to quality of content, effective use of tool, and self-confidence and effectiveness of delivery</li> </ul> |

**Standard 3: Social and Civic Responsibility**

| Assessment                                                   | Indicators/Skills                                                                                                                                                                |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.1 Learning from Diverse and Credible Points of View</b> |                                                                                                                                                                                  |
|                                                              |                                                                                                                                                                                  |
| <b>3.1 Civic Reasoning</b>                                   |                                                                                                                                                                                  |
|                                                              |                                                                                                                                                                                  |
| <b>3.2 Collaboration</b>                                     |                                                                                                                                                                                  |
| Observation                                                  | <ul style="list-style-type: none"> <li>Works with a group to do research, share results and resources, discuss issues, make decisions, and create learning products</li> </ul>   |
| <b>3.3 Intellectual Property Rights</b>                      |                                                                                                                                                                                  |
| Checking final product against notes                         | <ul style="list-style-type: none"> <li>Uses strategies to avoid plagiarizing by summarizing, paraphrasing, quoting, and crediting the information use</li> </ul>                 |
| <b>3.3 Safe and Ethical Use of Technology</b>                |                                                                                                                                                                                  |
| 4.25: <i>Netiquette Checklist</i>                            | <ul style="list-style-type: none"> <li>Demonstrates basic netiquette behavior by interacting respectfully with others and contributing to a positive online community</li> </ul> |

**Standard 4: Personal Growth and Agency**

| Assessment                                                           | Indicators/Skills                                                                                                                      |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>4.1 Personal Exploration and Independent Reading and Learning</b> |                                                                                                                                        |
| Book Checkout<br>Observation                                         | <ul style="list-style-type: none"> <li>Identifies favorite authors, genres, and topics and explores them on own</li> </ul>             |
| <b>4.1 Social and Emotional Growth</b>                               |                                                                                                                                        |
| Class Discussions<br>Observation                                     | <ul style="list-style-type: none"> <li>Identifies and respects cultural differences and diverse opinions [social awareness]</li> </ul> |
| <b>4.2 Self-Identity and Confidence</b>                              |                                                                                                                                        |
| 4.26: <i>Personal Identity</i>                                       | <ul style="list-style-type: none"> <li>Recognizes multiple facets of own personal identity</li> </ul>                                  |



RI School Library Curriculum Guide  
PRIORITY SKILLS - 4

| 4.2 Commitment to Act |  |
|-----------------------|--|
|                       |  |



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.  
Empire State Information Fluency Continuum Barbara K. Stripling