

**LIBRARY/RESEARCH SKILLS AND TECHNOLOGY
ARTICULATION MATRIX: GRADES K - 5**

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
I. ORIENTATION	I. ORIENTATION	I. ORIENTATION	I. ORIENTATION	I. ORIENTATION	I. ORIENTATION
A. Purpose and Mission of the Library Media Center	A. Purpose and Mission of the Library Media Center	A. Purpose and Mission of the Library Media Center	A. Purpose and Mission of the Library Media Center	A. Purpose and Mission of the Library Media Center	A. Purpose and Mission of the Library Media Center
<i>The student learns about the services and resources available at the library media center.</i>	<i>The student learns about the services and resources available at the library media center.</i>	<i>The student learns about the services and resources available at the library media center.</i>	<i>The student learns about the services and resources available at the library media center.</i>	<i>The student learns about the services and resources available at the library media center.</i>	<i>The student learns about the services and resources available at the library media center.</i>
O1 locate the school library media center.	O1 locate the school library media center.				
O2 identify library media center staff and recognize their role in student learning.	O2 identify library media center staff and recognize their role in student learning.	O1 identify library media center staff and recognize their role in student learning.	O1 identify library media center staff and recognize their role in student learning.	O1 identify library media center staff and recognize their role in student learning.	O1 identify library media center staff and recognize their role in student learning.
	O3 demonstrate the correlation between the classroom reading program and library experiences.	O2 demonstrate the correlation between the classroom reading program and library experiences.	O2 demonstrate the correlation between the classroom reading program and library experiences.	O2 demonstrate the correlation between the classroom reading program and library experiences.	O2 demonstrate the correlation between the classroom reading program and library experiences.
			O3 demonstrate the correlation between the classroom curriculum and library resources.	O3 demonstrate the correlation between the classroom curriculum and library resources.	O3 demonstrate the correlation between the classroom curriculum and library resources.
B. Circulation Policies and Procedures	B. Circulation Policies and Procedures	B. Circulation Policies and Procedures	B. Circulation Policies and Procedures	B. Circulation Policies and Procedures	B. Circulation Policies and Procedures
<i>The student learns about the circulation policies and procedures at each new level.</i>	<i>The student learns about the circulation policies and procedures at each new level.</i>	<i>The student learns about the circulation policies and procedures at each new level.</i>	<i>The student learns about the circulation policies and procedures at each new level.</i>	<i>The student learns about the circulation policies and procedures at each new level.</i>	<i>The student learns about the circulation policies and procedures at each new level.</i>
O3 demonstrate knowledge of acceptable behavior and responsibility in the library media center.	O4 demonstrate knowledge of acceptable behavior and responsibility in the library media center.	O3 demonstrate knowledge of acceptable behavior and responsibility in the library media center.	O4 demonstrate knowledge of acceptable behavior and responsibility in the library media center.	O4 demonstrate knowledge of acceptable behavior and responsibility in the library media center.	O4 demonstrate knowledge of acceptable behavior and responsibility in the library media center.
O4 use correct circulation procedures for checking	O5 use correct circulation procedures for checking	O4 use correct circulation procedures for checking	O5 use correct circulation procedures for checking	O5 use correct circulation procedures for checking	O5 use correct circulation procedures for checking

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out library materials.	out library materials.	out library materials.	out library materials.	out library materials.	out library materials.
O5 introduce the importance of student numbers/bar code labels.	O6 review the importance of student numbers/bar code labels.	O5 recognize the importance of student numbers/bar code labels.	O6 recognize the importance of student numbers/bar code labels.	O6 recognize the importance of student numbers/bar code labels.	O6 recognize the importance of student numbers/bar code labels.
O6 understand when books are due and the importance of returning them on time.	O7 understand when books are due and the importance of returning them on time.	O6 understand when books are due and the importance of returning them on time.	O7 understand when books are due and the importance of returning them on time.	O7 understand when books are due and the importance of returning them on time.	O7 understand when books are due and the importance of returning them on time.
O7 recognize the consequences for lost books, damaged books, and overdue books.	O8 recognize the consequences for lost books, damaged books, and overdue books.	O7 recognize the consequences for lost books, damaged books, and overdue books.	O8 recognize the consequences for lost books, damaged books, and overdue books.	O8 recognize the consequences for lost books, damaged books, and overdue books.	O8 recognize the consequences for lost books, damaged books, and overdue books.
	O9 identify the hours of service available during the day or week for open checkout.	O8 identify the hours of service available during the day or week for open checkout.	O9 identify the hours of service available during the day or week for open checkout.	O9 identify the hours of service available during the day or week for open checkout.	O9 identify the hours of service available during the day or week for open checkout.
II. ACCESSING AND USING INFORMATION	II. ACCESSING AND USING INFORMATION	II. ACCESSING AND USING INFORMATION	II. ACCESSING AND USING INFORMATION	II. ACCESSING AND USING INFORMATION	II. ACCESSING AND USING INFORMATION
A. Information Access: Identification, Location, and Retrieval	A. Information Access: Identification, Location, and Retrieval	A. Information Access: Identification, Location, and Retrieval	A. Information Access: Identification, Location, and Retrieval	A. Information Access: Identification, Location, and Retrieval	A. Information Access: Identification, Location, and Retrieval
<i>The student accesses information efficiently and effectively.</i>	<i>The student accesses information efficiently and effectively.</i>	<i>The student accesses information efficiently and effectively.</i>	<i>The student accesses information efficiently and effectively.</i>	<i>The student accesses information efficiently and effectively.</i>	<i>The student accesses information efficiently and effectively.</i>
A1 locate areas of the library media center and its collection (easy fiction, circulation, etc.).	A1 locate areas of the library media center and its collection (easy fiction, circulation, etc.).	A1 locate areas of the library media center and its collection (new = card catalog/OPAC, fiction, periodicals, nonfiction, reference).	A1 demonstrate an understanding that the automated card catalog/OPAC is an index to the library media center collection and interpret its information to locate materials.	A1 demonstrate an understanding that the automated card catalog/OPAC is an index to the library media center collection and interpret its information to locate materials.	A1 demonstrate an understanding that the automated card catalog/OPAC is an index to the library media center collection and interpret its information to locate materials.
A2 demonstrate awareness of book arrangement.	A2 demonstrate awareness of book arrangement.	A2 demonstrate awareness of book arrangement.	A2 demonstrate effective use of the automated card catalog/OPAC (locate by author, title, subject, series, status of a book, due date).	A2 demonstrate effective use of the automated card catalog/OPAC (locate by author, title, subject, series, status of a book, due date).	A2 select and use the appropriate search in the card catalog/OPAC for specific information (title, author, subject) and most effective way to view/sort the search.
A3 locate materials in the	A3 locate easy materials,	A3 locate easy materials,	A3 identify the	A3 identify the	A3 identify the

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Easy section.	fiction and nonfiction.	fiction and nonfiction.	arrangement of fiction, nonfiction, and biography on shelves.	arrangement of fiction, nonfiction, and biography on shelves.	arrangement of fiction, nonfiction, and biography on shelves.
			A4 identify special call numbers used in the library and find in the automated card catalog (REF, 92/B).		
A4 recognize that there is a system for organizing library materials.	A4 recognize that there is a system for organizing library materials.	A4 be introduced to the Dewey Decimal System and how nonfiction books are arranged.	A5 understand the purpose and origin of the Dewey Decimal System as a method of locating nonfiction books.	A4 use the Dewey Decimal System as a method of locating nonfiction books.	A4 use the Dewey Decimal System as a method of locating nonfiction books for research and individual assignments.
A5 identify alphabetical order of easy books.	A5 apply the use of the alphabet in understanding the arrangement of easy books.	A5 apply the use of the alphabet (to the second letter) in understanding the arrangement of fiction.	A6 apply the use of the alphabet (to the third letter) in understanding the arrangement of fiction.	A5 arrange fiction call numbers in the correct order by alphabetizing names and titles to the third letter.	
A6 identify left to right, top to bottom shelf arrangement.	A6 identify left to right, top to bottom shelf arrangement.				
			A7 understand the unique shelf arrangement of biographies within nonfiction.	A6 understand the unique shelf arrangement of biographies within nonfiction.	A5 understand the unique shelf arrangement of biographies within nonfiction.
A7 demonstrate a working knowledge of library media center vocabulary (library media center, author, title, illustrator, fiction).	A7 demonstrate a working knowledge of library media center vocabulary (library media center, author, title, illustrator, fiction, spine label).	A6 demonstrate a working knowledge of library media center vocabulary (publisher, copyright date, place of publication, index, automated card catalog/OPAC, call number).	A8 demonstrate a working knowledge of library media center vocabulary (publisher, copyright date, place of publication, index, automated card catalog/OPAC, call number, atlas, almanac, periodical).	A7 demonstrate a working knowledge of library media center vocabulary (publisher, copyright date, place of publication, index, automated card catalog/OPAC, call number, atlas, almanac, periodical).	A6 demonstrate a working knowledge of library media center vocabulary (publisher, copyright date, place of publication, index, automated card catalog/OPAC, call number, atlas, almanac, periodical).
A8 distinguish the author from the illustrator.	A8 distinguish the author from the illustrator.	A7 distinguish the author from the illustrator.	A9 distinguish the author from the illustrator.		
		A8 recognize the relationship between the call number and the	A10 understand the relationship between the call number and the		

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		physical arrangement of the library media center.	physical arrangement of the library media center.		
A9 recognize that the different parts of a book offer information (cover, front, back, title, body, pages, illustrations, spine, title page, location of author and illustrator).	A9 recognize that the different parts of a book offer information (cover, front, back, title, body, pages, illustrations, spine, title page, table of contents, glossary, location of author and illustrator).	A9 recognize and use the different parts of a book (cover, spine, title page, dedication page, dust jacket, publisher, binding, spine, spine label, call number, illustrator, author, copyright date, foreword, table of contents, chapters, index, glossary, topics).	A11 recognize and use the different parts of a book (cover, spine, title page, dedication page, dust jacket, publisher, binding, spine, spine label, call number, illustrator, author, copyright date, foreword, table of contents, chapters, index, glossary, topics).	A8 recognize and use the different parts of a book (cover, spine, title page, dedication page, dust jacket, publisher, binding, spine, spine label, call number, illustrator, author, copyright date, foreword, table of contents, chapters, index, glossary, topics).	A7 recognize and use the different parts of a book (cover, spine, title page, dedication page, dust jacket, publisher, binding, spine, spine label, call number, illustrator, author, copyright date, foreword, table of contents, chapters, index, glossary, topics).
	A10 be introduced to basic reference tools such as dictionaries and encyclopedias, both print and electronic.	A10 know how to use basic reference tools such as dictionaries and encyclopedias, both print and electronic for research.	A12 know how to use a dictionary: understand its four uses (word definition, spelling, word pronunciation, and parts of speech), identify guide words and entry words, understand division of syllables, understand abbreviations used.	A9 know how to use a dictionary: understand its four uses (word definition, spelling, word pronunciation, and parts of speech), identify guide words and entry words, understand division of syllables, understand abbreviations used.	A8 know how to use a dictionary: understand its four uses (word definition, spelling, word pronunciation, and parts of speech), identify guide words and entry words, understand division of syllables, understand abbreviations used.
A10 be introduced to a variety of traditional and non-print media (video, filmstrip, overhead projector, computer, etc.).	A11 be introduced to a variety of traditional and non-print media (video, filmstrip, overhead projector, computer, etc.).	A11 be introduced to a variety of traditional and non-print media (video, filmstrip, overhead projector, computer, etc.).	A13 identify a variety of traditional and non-print media as sources of information.	A10 identify a variety of traditional and non-print media as sources of information.	A9 identify a variety of traditional and non-print media as sources of information.
		A12 be introduced to when and why to use an encyclopedia and how to select the appropriate volume to find a specific topic.	A14 determine when and why to use an encyclopedia and how to select the appropriate volume to find a specific topic.	A11 understand the use and organization of a simple, alphabetically arranged encyclopedia and be able to select the appropriate volume to find a specific topic.	A10 understand the use and organization of a simple, alphabetically arranged encyclopedia and be able to select the appropriate volume to find a specific topic.
			A15 recognize that the Dewey Decimal System's main classifications can be	A12 recognize that the Dewey Decimal System's main classifications can be	A11 recognize that the Dewey Decimal System's main classifications can be

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			divided and subdivided into more specific subjects.	divided and subdivided into more specific subjects.	divided and subdivided into more specific subjects.
		A13 know that an atlas is a book of maps.	A16 know that an atlas is a book of maps.	A13 use an atlas: understand compass rose, longitude and latitude, physical features, and how to read a map.	A12 use an atlas: understand compass rose, longitude and latitude, physical features, and how to read a map.
				A14 use an almanac to locate specific information.	A13 use an almanac to locate specific information.
			A17 be introduced to electronic databases for simple searches (LiLI, BigChalk) and Internet search engines.	A15 be introduced to electronic databases for simple searches (LiLI, BigChalk).	A14 use electronic databases for simple searches (LiLI, BigChalk).
				A16 locate and use periodicals for entertainment and information.	A15 locate and use periodicals for entertainment and information.
					A16 become familiar with and use the key word search strategy to locate information on the Internet, and the OPAC.
			A18 become familiar with skimming and scanning.	A17 use skimming and scanning to retrieve information.	A17 use skimming and scanning to retrieve information.
B. Information Analysis: Interpretation and Evaluation	B. Information Analysis: Interpretation and Evaluation	B. Information Analysis: Interpretation and Evaluation	B. Information Analysis: Interpretation and Evaluation	B. Information Analysis: Interpretation and Evaluation	B. Information Analysis: Interpretation and Evaluation
<i>The student analyzes information critically and completely.</i>	<i>The student analyzes information critically and completely.</i>	<i>The student analyzes information critically and completely.</i>	<i>The student analyzes information critically and completely.</i>	<i>The student analyzes information critically and completely.</i>	<i>The student analyzes information critically and completely.</i>
A11 use illustrations as clues in understanding material.					
A12 select materials suited for needs.	A12 begin to develop and use criteria to select media for an identified information need (appeal,	A14 develop and use criteria to select media for an identified information need (appeal,	A19 develop and use criteria to select media for an identified information need (appeal,	A18 develop and use criteria to select media for an identified information need (appeal,	A18 develop and use criteria to select media for an identified information need (appeal,

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	format, information on cover, specific title/ author/ illustrator).	format, information on cover, specific title/ author/ illustrator).	format, information on cover, specific title/ author/ illustrator).	format, information on cover, specific title/ author/ illustrator/ copyright date).	format, information on cover, specific title/ author/ illustrator/ copyright date).
A13 differentiate between real and fantasy.	A13 begin to differentiate between fiction and nonfiction.	A15 differentiate between fiction and nonfiction.	A20 differentiate between fiction and nonfiction.	A19 differentiate between fiction and nonfiction.	A19 differentiate between fiction and nonfiction.
	A14 begin to differentiate between fact and opinion.	A16 differentiate between fact and opinion.	A21 differentiate between fact and opinion.	A20 differentiate between fact and opinion.	A20 differentiate between fact and opinion.
		A17 begin to differentiate between biography and autobiography.	A22 differentiate among biography, autobiography, and collective biography.	A21 be introduced to the concepts of cross reference and bibliography.	A21 demonstrate understanding of cross reference and bibliography.
					A22 be introduced to the Big 6 Skills Approach to Information Problem Solving (define, search, sort, select, organize/ produce, evaluate/ reflect).
					A23 use subject headings, chapter titles, guide words and other graphic features to locate and organize information.
		A18 begin to recognize the difference between narrative and expository text.	A23 know the difference between narrative and expository text.	A22 know the difference between narrative and expository text.	A24 identify the purposes of different types of literature such as to inform, influence, express, or entertain.
A14 be introduced to plot.	A15 recognize the story's problems or plot.	A19 recognize the story's problems or plot.	A24 demonstrate knowledge of short story elements (time and place - setting, problem, goal, resolution, sequential order of events).	A23 demonstrate knowledge of short story elements (time and place - setting, problem, goal, resolution, sequential order of events).	A25 demonstrate knowledge of short story elements (time and place - setting, problem, goal, resolution, sequential order of events).
A15 interpret stories through creative expression.	A16 interpret stories through creative expression.				
C. Information Use: Communication and	C. Information Use: Communication and	C. Information Use: Communication and	C. Information Use: Communication and	C. Information Use: Communication and	C. Information Use: Communication and

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Presentation	Presentation	Presentation	Presentation	Presentation	Presentation
<i>The student uses information effectively and creatively.</i>	<i>The student uses information effectively and creatively.</i>	<i>The student uses information effectively and creatively.</i>	<i>The student uses information effectively and creatively.</i>	<i>The student uses information effectively and creatively.</i>	<i>The student uses information effectively and creatively.</i>
A16 share literature with other children.	A17 share literature with other children.	A20 share literature with other children.	A25 share literature with other children.	A24 share literature with other children.	A26 share literature with other children.
A17 use comprehension skills to retell or summarize a story.	A18 use comprehension skills to retell or summarize a story.	A21 use comprehension skills to retell or summarize a story.	A26 use comprehension skills to retell or summarize a story.	A25 use comprehension skills to retell or summarize a story.	A27 use comprehension skills to retell or summarize a story.
	A19 demonstrate information literacy by recalling facts and details from listening to and reading fiction and nonfiction.	A22 demonstrate information literacy by recalling facts and details from listening to and reading fiction and nonfiction.	A27 demonstrate information literacy by recalling facts and details from listening to and reading fiction and nonfiction.	A26 demonstrate information literacy by recalling facts and details from listening to and reading fiction and nonfiction.	A28 demonstrate information literacy by recalling facts and details from listening to and reading fiction and nonfiction.
		A23 identify the purpose for reading.	A28 begin to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.	A27 establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.	A29 establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.
A18 gain information and understanding from viewing non-print media.	A20 gain information and understanding from viewing non-print media.	A24 gain information and understanding from viewing non-print media.	A29 gain information and understanding from viewing non-print media (videos, DVD's, CD's computers, audio tapes, electronic data bases).	A28 gain information and understanding from viewing non-print media (videos, DVD's, CD's computers, audio tapes, electronic data bases).	A30 gain information and understanding from viewing non-print media (videos, DVD's, CD's computers, audio tapes, electronic data bases).
III. Lifelong Learning	III. Lifelong Learning	III. Lifelong Learning	III. Lifelong Learning	III. Lifelong Learning	III. Lifelong Learning
A. Independent Learning	A. Independent Learning	A. Independent Learning	A. Independent Learning	A. Independent Learning	A. Independent Learning
<i>The student develops skills that help the student satisfy personal and educational needs on one's own.</i>	<i>The student develops skills that help the student satisfy personal and educational needs on one's own.</i>	<i>The student develops skills that help the student satisfy personal and educational needs on one's own.</i>	<i>The student develops skills that help the student satisfy personal and educational needs on one's own.</i>	<i>The student develops skills that help the student satisfy personal and educational needs on one's own.</i>	<i>The student develops skills that help the student satisfy personal and educational needs on one's own.</i>
L1 browse the collection for individual interests.	L1 browse the collection for individual interests.	L1 browse the collection for individual interests.	L1 browse the collection for individual interests.	L1 browse the collection for individual interests.	L1 browse the collection for individual interests.
	L2 select books at appropriate reading level	L2 select books at appropriate reading level.	L2 select books at appropriate reading level.	L2 select books at appropriate reading level.	L2 select books at appropriate reading level.
			L3 select, listen to, and respond to several types	L3 select, listen to, and respond to several types	L3 select, listen to, and respond to several types

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			of fictional literature, including historical fiction.	of fictional literature, including historical fiction.	of fictional literature, including historical fiction.
			L4 recognize the concept that information is presented in a variety of formats.	L4 recognize the concept that information is presented in a variety of formats.	L4 recognize the concept that information is presented in a variety of formats.
	L3 participate in various reading incentive programs (Book IT, Accelerated Reader, etc.).	L3 participate in various reading incentive programs (Book IT, Accelerated Reader, etc.).	L5 participate in various reading incentive programs (Book IT, Accelerated Reader, etc.).	L5 participate in various reading incentive programs (Book IT, Accelerated Reader, etc.).	L5 participate in various reading incentive programs (Book IT, Accelerated Reader, etc.).
	L4 set and monitor reading goals.	L4 set and monitor reading goals.	L6 set and monitor reading goals.	L6 set and monitor reading goals.	L6 set and monitor reading goals.
		L5 read to accomplish various purposes, both assigned and self-selected.	L7 read to accomplish various purposes, both assigned and self-selected.	L7 read to accomplish various purposes, both assigned and self-selected.	L7 read to accomplish various purposes, both assigned and self-selected.
			L8 balance reading by selecting a variety of works.	L8 balance reading by selecting a variety of works.	L8 balance reading by selecting a variety of works.
B. Literature Appreciation	B. Literature Appreciation	B. Literature Appreciation	B. Literature Appreciation	B. Literature Appreciation	B. Literature Appreciation
<i>The student appreciates literature and other creative forms of expression.</i>	<i>The student appreciates literature and other creative forms of expression.</i>	<i>The student appreciates literature and other creative forms of expression.</i>	<i>The student appreciates literature and other creative forms of expression.</i>	<i>The student appreciates literature and other creative forms of expression.</i>	<i>The student appreciates literature and other creative forms of expression.</i>
	L5 recognize noted children’s authors and illustrators.	L6 recognize noted children’s authors and illustrators.	L9 recognize noted children’s authors and illustrators.	L9 recognize noted children’s authors.	L9 recognize noted children’s authors.
	L6 recognize famous characters from children’s literature.	L7 recognize famous characters from children’s literature.			
		L8 begin to identify and distinguish the types of fiction such as historical, contemporary realistic, humorous, adventure, etc.	L10 identify and distinguish the types of fiction such as historical, contemporary realistic, humorous, adventure, etc.	L10 identify and distinguish the types of fiction such as historical, contemporary realistic, humorous, adventure, etc.	L10 identify and distinguish the types of fiction such as historical, contemporary realistic, humorous, adventure, etc.
L2 listen to stories from a variety of multicultural materials read aloud.	L7 listen to stories from a variety of multicultural materials read aloud.	L9 listen to stories from a variety of multicultural materials read aloud.	L11 listen to stories from a variety of multicultural materials read aloud.	L11 listen to stories from a variety of multicultural materials read aloud.	L11 listen to stories from a variety of multicultural materials read aloud.
L3 demonstrate active	L8 demonstrate active	L10 demonstrate active	L12 demonstrate active	L12 demonstrate active	L12 demonstrate active

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listening.	listening.	listening.	listening.	listening.	listening.
L4 be introduced to various genres of literature (general fiction, poetry, fairy tales, folk tales, fables, and nursery rhymes).	L9 recognize various genres of literature (general fiction, poetry, fairy tales, folk tales, fables, and nursery rhymes).	L11 recognize various genres of literature (general fiction, poetry, fairy tales, folk tales, fables, tall tales, and legends).	L13 recognize various genres of literature and their distinguishing features (general fiction, poetry, folk tales, and legends).	L13 recognize various genres of literature and their distinguishing features (general fiction, poetry, folk tales, mystery, historical fiction, and biography).	L13 recognize various genres of literature and their distinguishing features (general fiction, poetry, folk tales, mystery, historical fiction, and biography).
		L12 identify series literature.	L14 identify series literature.	L14 identify series literature.	L14 identify series literature.
C. Social Responsibility and Library Citizenship	C. Social Responsibility and Library Citizenship	C. Social Responsibility and Library Citizenship	C. Social Responsibility and Library Citizenship	C. Social Responsibility and Library Citizenship	C. Social Responsibility and Library Citizenship
<i>The student practices ethical usage of information and information technology, and values the rights of others.</i>	<i>The student practices ethical usage of information and information technology, and values the rights of others.</i>	<i>The student practices ethical usage of information and information technology, and values the rights of others.</i>	<i>The student practices ethical usage of information and information technology, and values the rights of others.</i>	<i>The student practices ethical usage of information and information technology, and values the rights of others.</i>	<i>The student practices ethical usage of information and information technology, and values the rights of others.</i>
L5 recognize that library materials are shared and must be returned in a timely manner.	L10 recognize that library materials are shared and must be returned in a timely manner.	L13 recognize that library materials are shared and must be returned in a timely manner.	L15 recognize that library materials are shared and must be returned in a timely manner.	L15 recognize that library materials are shared and must be returned in a timely manner.	L15 recognize that library materials are shared and must be returned in a timely manner.
L6 demonstrate respect for the rights and privileges of all library patrons.	L11 demonstrate respect for the rights and privileges of all library patrons.	L14 demonstrate respect for the rights and privileges of all library patrons.	L16 demonstrate respect for the rights and privileges of all library patrons.	L16 demonstrate respect for the rights and privileges of all library patrons.	L16 demonstrate respect for the rights and privileges of all library patrons.
L7 learn and demonstrate proper care of library materials.	L12 learn and demonstrate proper care of library materials.	L15 learn and demonstrate proper care of library materials.	L17 learn and demonstrate proper care of library materials.	L17 learn and demonstrate proper care of library materials.	L17 learn and demonstrate proper care of library materials.
L8 mark shelf appropriately when selecting books.	L13 mark shelf appropriately when selecting books.	L16 mark shelf appropriately when selecting books.	L18 mark shelf appropriately when selecting books.	L18 mark shelf appropriately when selecting books.	L18 mark shelf appropriately when selecting books.
L9 exhibit appropriate, self-controlled behavior in the library media center.	L14 exhibit appropriate, self-controlled behavior in the library media center.	L17 exhibit appropriate, self-controlled behavior in the library media center.	L19 exhibit appropriate, self-controlled behavior in the library media center.	L19 exhibit appropriate, self-controlled behavior in the library media center.	L19 exhibit appropriate, self-controlled behavior in the library media center.
			L20 be introduced to the concept of plagiarism.	L20 exhibit ethical use of information, respecting copyright restrictions in order to avoid plagiarism	L20 exhibit ethical use of information, respecting copyright restrictions in order to avoid plagiarism

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				and the illegal use and reproduction of media.	and the illegal use and reproduction of media.
L10 demonstrate care and appropriate use of available electronic hardware and software, as outlined in the Vallivue School District Acceptable Use Policy.	L15 demonstrate care and appropriate use of available electronic hardware and software, as outlined in the Vallivue School District Acceptable Use Policy.	L18 demonstrate care and appropriate use of available electronic hardware and software, as outlined in the Vallivue School District Acceptable Use Policy.	L21 demonstrate care and appropriate use of available electronic hardware and software, as outlined in the Vallivue School District Acceptable Use Policy.	L21 demonstrate care and appropriate use of available electronic hardware and software, as outlined in the Vallivue School District Acceptable Use Policy.	L21 demonstrate care and appropriate use of available electronic hardware and software, as outlined in the Vallivue School District Acceptable Use Policy.