

Library Media K-6 Core Curriculum¹

Strand One: Information Literacy²

Step 1. Task Definition: What is the information problem that needs to be solved?

Standard 6500.01-6506.01	Students define an information problem and identify information needed to solve the problem.
---	---

6500.0101-6506.0101 Define an information problem.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Recognize that information is needed.	Recognize that information is needed.	Recognize that an information need exists.	Recognize that an information need exists.	Recognize that an information need exists. (SS)		
			Define the information problem.	Define the information problem. (SS)	Define the information problem.	Define the information problem. (SS)
Identify the task.	Describe the task (SS)	State and analyze the task.	Describe and analyze the task. (SS)	Describe and analyze the task. (SS)	Describe and analyze the task.	Analyze and explain the task. (SS)
Identify the topic with teacher help. (LA)	Identify the topic with teacher help. (LA)	Identify the topic with teacher help. (LA)	Identify the topic with teacher help. (LA)	Identify the topic with teacher help. (SS)(LA)	Identify the topic with teacher help. (LA)	Identify the topic with teacher help. (SS)(LA)
		Explain how topics can be narrowed or broadened. (LA)	Explain how topics can be narrowed or broadened. (LA)	Demonstrate that topics can be narrowed or broadened. (SS)(LA)	Demonstrate that topics can be narrowed or broadened. (LA)	Demonstrate that topics can be narrowed or broadened. (SS)(LA)
List questions about the topic. (LA)	List questions about the topic. (LA)	Formulate questions related to the topic. (LA)	Formulate a variety of questions related to the topic, e.g., yes-no, open-ended. (SS)(LA)	Formulate a variety of questions related to the topic, e.g., yes-no, open-ended. (SS)(LA)	Formulate a variety of questions related to the topic, e.g., yes-no, open-ended, probing. (LA)	Formulate a variety of questions related to the topic, e.g., yes-no, open-ended, probing. (SS)(LA)
		Identify subtopics.	Identify subtopics and formulate a variety of questions related to them. (SS)(LA)	Identify and distinguish subtopics from topics and formulate a variety of questions related to them. (SS)(LA)	Determine subtopics and formulate a variety of questions related to them. (LA)	Develop subtopics and formulate a variety of questions related to them. (SS)(LA)
	Identify the audience for a final product.	Identify the audience for a final product.	Identify the audience for a final product. (SS)(LA)	Identify the audience in preparing and presenting a final product. (SS)(LA)	Analyze the audience in preparing and presenting a final product. (LA)	Analyze the audience in preparing and presenting a final product. (SS)(LA)

¹ Abbreviations in parentheses: These refer to other Core Curriculum in which the objective is similar, identical, or refers to a common concept. A key for integration.

(FA) Fine Arts, (HL) Responsible Healthy Lifestyles, (LA) Language Arts, (SC) Science, (SS) Social Studies

² Eisenberg, Michael B. and Robert E. Berkowitz, *Information Problem-Solving: The Big Six Skills*© Approach to Library & Information Skills Instruction (Norwood, New Jersey: Ablex Publishing), 1990.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Select from a variety of presentation formats.	Identify a variety of presentation formats.	Name a variety of presentation formats.	Compare a variety of presentation formats. (SS)(LA)	Compare a variety of presentation formats. (SS)(LA)	Compare and select possible presentation formats for a final product. (LA)	Compare and select possible presentation formats for a final product. (SS)
	Identify elements of an effective product or presentation.	Identify elements of an effective product or presentation.	Develop evaluation criteria based on elements of an effective product or presentation. (SS)	Develop evaluation criteria based on elements of an effective product or presentation. (SS)	Establish evaluation criteria or rubrics for products, presentation, and process. (LA)	Establish evaluation criteria or rubrics for products, presentation, and process. (SS)
		Select from a variety of methods to track individual progress, e.g., draw and label pictures, dictate, or write individually or as a group. (SS)(LA)	Select from a variety of methods to track individual progress by writing individually. (LA)	Select from a variety of methods to track individual progress. (LA)	Select from a variety of methods to track individual progress.	Select from a variety of methods to track individual progress.

6500.0102-6506.0102 Identify information needed.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Discuss information already known. (SS)(LA)	Identify information already known. (LA)	Identify information already known. (LA)	Identify and record information already known.	Identify and record information already known. (LA)	Identify, record, and evaluate for relevance information already known. (LA)	Identify, record, and evaluate for relevance information already known. (LA)
Identify information found in text and pictures.	Identify information found in text, pictures, and numbers.	Identify different kinds of information, i.e., textual, pictorial, numerical. (LA)	Identify different kinds of information contained in textual, pictorial, and numerical sources. (LA)	Compare different kinds of information contained in textual, pictorial, and numerical sources. (SS)	Determine types of information, i.e., textual, pictorial, or numerical, needed to complete task. (LA)	Determine types of information, i.e., textual, pictorial, or numerical, needed to complete task. (LA)
		Identify important words that could be used as search terms.	Choose important words in research questions that could be used as search terms for print, audiovisual, or electronic resources.	Identify and select subject and keyword search terms for print, audiovisual, or electronic resources. (SS)	Identify and select subject and keyword search terms for print, audiovisual, or electronic resources. (LA)	Identify, select, and justify subject and keyword search terms for print, audiovisual, or electronic resources. (LA)
	List words that name broad or narrow topics, e.g., trees vs. oak, toys vs. dolls.	Distinguish between broad and narrow topics, e.g., fish vs. trout, sports vs. football.	Distinguish between broad and narrow topics, e.g., birds vs. robins, vehicles vs. trucks.	Narrow or broaden subject and keyword search terms for print, audiovisual, or electronic resources. (SS)	Narrow or broaden subject and keyword search terms for print, audiovisual, or electronic resources.	Narrow or broaden subject and keyword search terms for print, audiovisual, or electronic resources. (LA)
List, with teacher help, the steps needed to complete a task.	List the steps needed to complete a task. (SS)(LA)	List the steps needed to complete a task.	List the steps needed to complete a task.	Construct a timeline to complete the task using the Big6™ Information Problem-Solving Process. (SS)	Construct a timeline to complete the task using the Big6™ Information Problem-Solving Process.	Construct a timeline to complete the task using the Big6™ Information Problem-Solving Process.
		Track progress and recall the sequence of Step 1, Task Definition, e.g., draw and label pictures, dictate, or write individually. (SS)(LA)	Track progress and summarize the sequence of Step 1, Task Definition. (LA)	Track progress and summarize the sequence of Step 1, Task Definition. (SS)(LA)	Record progress and summarize the sequence of Step 1, Task Definition. (LA)	Record progress and reflections on the sequence of Step 1, Task Definition. (LA)

Step 2. Information-Seeking Strategies: Which resources can I use?

Standard 6500.02-6506.02	Students identify, evaluate, and select potential information resources available in or through the school library media center.
---	---

6500.0201-6506.0201 Identify a wide range of resources.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Identify general references, e.g., primary encyclopedias, picture atlases and dictionaries, maps, globes. <p style="text-align: right;">(SS)</p>	Identify general references, e.g., general encyclopedias, picture atlases and dictionaries, maps, globes, pictures, periodicals. <p style="text-align: right;">(SS)</p>	Identify and describe general references, e.g., general encyclopedias, atlases, dictionaries, charts, maps, globes, pictures, periodicals, timelines, primary thesauri, almanacs, pamphlets. <p style="text-align: right;">(LA)</p>	Identify and describe general references, e.g., general encyclopedias, atlases, dictionaries, charts, maps, globes, pictures, periodicals, timelines, thesauri, almanacs, pamphlets, indexes. <p style="text-align: right;">(SS)(LA)</p>	Identify and describe general references, e.g., general encyclopedias, atlases, dictionaries, charts, maps, globes, pictures, periodicals, timelines, thesauri, almanacs, pamphlets, indexes, handbooks. <p style="text-align: right;">(LA)</p>	Identify and describe general references, e.g., general encyclopedias, atlases, dictionaries, charts, maps, globes, pictures, periodicals, timelines, thesauri, almanacs, pamphlets, indexes, handbooks. <p style="text-align: right;">(LA)</p>
			Identify and use subject-specific references, e.g., science and history encyclopedias.	Identify, use, and describe subject-specific references, e.g., science and history encyclopedias, historical atlases, sports encyclopedias, biographical dictionaries.	Identify, use, and describe subject-specific references, e.g., science and history encyclopedias, historical atlases, sports encyclopedias, biographical and geographical dictionaries. <p style="text-align: right;">(LA)</p>	Compare subject-specific references, e.g., science and history encyclopedias, historical atlases, sports encyclopedias, biographical and geographical dictionaries. <p style="text-align: right;">(LA)</p>
Explore general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials.	Identify general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials.	Identify general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials. <p style="text-align: right;">(SS)</p>	Identify general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials, general reference materials. <p style="text-align: right;">(LA)</p>	Identify and describe general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials, general reference materials. <p style="text-align: right;">(LA)</p>	Describe and compare general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials, general reference materials.	Describe and compare general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials, general reference materials.
Name people who are information resources, e.g., family members, teachers, librarian.	Name people who are information resources, e.g., family members, teachers, librarian. <p style="text-align: right;">(SS)</p>	Identify people who are possible information resources, e.g., personal or electronic interviews or presentations. <p style="text-align: right;">(SS)</p>	Identify people who are possible information resources, e.g., personal or electronic interviews or presentations.	Identify people who are possible information resources, e.g., personal or electronic interviews or presentations.	Identify people who are possible resources, e.g., personal or electronic interviews or presentations.	Identify people who are possible resources, e.g., personal or electronic interviews or presentations.
Identify community resources, e.g., libraries, museums, zoos.	Identify community resources, e.g., libraries, museums, zoos. <p style="text-align: right;">(SS)</p>	Identify community resources, e.g., libraries, museums, businesses, government agencies. <p style="text-align: right;">(SS)</p>	Identify and describe community resources, e.g., libraries, museums, businesses, government agencies.	Compare community resources, e.g., libraries, museums, businesses, government agencies.	Compare community resources, e.g., libraries, museums, businesses, government agencies.	Compare community resources, e.g., libraries, museums, businesses, government agencies.
	Recognize and use electronic resources, e.g., CD-ROM, Pioneer, the Internet, telephone.	Identify and use electronic resources, e.g., CD-ROM, Pioneer, the Internet, telephone.	Identify and use electronic resources, e.g., CD-ROM, Pioneer, the Internet, telephone. <p style="text-align: right;">(LA)</p>	Use electronic resources, e.g., CD-ROM, Pioneer, the Internet, telephone. <p style="text-align: right;">(LA)</p>	Analyze and compare content of electronic resources, e.g., CD-ROM, Pioneer, the Internet, telephone. <p style="text-align: right;">(LA)</p>	Analyze and compare content of electronic resources, e.g., CD-ROM, Pioneer, the Internet, telephone. <p style="text-align: right;">(LA)</p>

6500.0202-6506.0202

(K-1) Select the best resources.

(2-6) Evaluate and select the best resources.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Select potential information resources	Select information resources that are understandable and available.	Select information resources that are understandable, available, relevant, and current. (SS)	Evaluate and select information resources that are understandable, available, relevant, and current.	Evaluate and select information resources that are understandable, available, relevant, current, and valid. (LA)	Evaluate and select information resources that are understandable, available, relevant, current, valid, and authoritative. (LA)	Evaluate and select information resources that are understandable, available, relevant, current, valid, and authoritative. (HL)(LA)
	Explain that information is based on fact or opinion.	Explain that information is based on fact or opinion. (LA)	Distinguish between fact and opinion. (LA)	Distinguish between fact and opinion. (LA)	Classify information based on fact and opinion. (LA)	Classify information based on fact and opinion. (SS)(LA)
		Identify information resources that show prejudice or stereotyping.	Compare and contrast information resources that show prejudice, stereotyping, and bias with information that does not.	Compare and contrast information resources that show prejudice, stereotyping, and bias with information that does not.	Select and evaluate information resources for objectivity, i.e., information that does not show prejudice, stereotyping, bias, and propaganda.	Select and evaluate information resources for objectivity, i.e., information that does not show prejudice, stereotyping, bias, and propaganda. (HL) (SS)
Select the best resources available in a variety of formats, e.g., books, pictures, and videos from classroom and school library. (LA)	Select resources in a variety of formats. (LA)	Select resources in a variety of formats. (SS)(LA)	Select resources in a variety of formats. (LA)	Select resources in a variety of formats. (LA)	Select resources in a variety of formats. (LA)	Select resources in a variety of formats. (LA)
		Track progress and summarize the sequence of Step 2, Information-Seeking Strategies, e.g., draw and label pictures, dictate, or write individually. (SS)(LA)	Track progress and summarize the sequence of Step 2, Information-Seeking Strategies. (LA)	Track progress and summarize the sequence of Step 2, Information-Seeking Strategies. (LA)	Track progress and summarize the sequence of Step 2, Information-Seeking Strategies. (LA)	Track progress and summarize the sequence of Step 2, Information-Seeking Strategies. (LA)

Step 3. Location and Access: Where can I find these resources?

Standard 6500.03-6506.03	Students locate resources and access information within resources.
---	---

6500.0301-6506.0301 Locate identified resources.

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth
Locate the school library media center, circulation desk, computer workstations, picture books, informational books, and audiovisual materials.	Locate the school library media center, circulation desk, computer workstations, picture books, informational and fiction books, audiovisual materials, and periodicals.	Locate the school library media center, circulation desk, computer workstations, collection catalog, picture books, informational and fiction books, audiovisual materials, and periodicals.	Locate within the school library media center, collection catalog, picture books, informational and fiction books, audiovisual materials, periodicals, and general reference. (SS)(LA)	Locate within the school library media center, collection catalog, picture books, informational and fiction books, audiovisual materials, periodicals, and general reference. (LA)	Locate within the school library media center, collection catalog, picture books, informational and fiction books, audiovisual materials, periodicals, general reference, and any special collections.	Locate within the school library media center, collection catalog, picture books, informational and fiction books, audiovisual materials, periodicals, general reference, and any special collections.
Demonstrate knowledge of school library media center procedures and policies, e.g., rules, proper care of materials.	Demonstrate knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help.	Demonstrate knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette and "netiquette."	Apply knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette and "netiquette."	Apply knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette and "netiquette," inter-library loan procedures.	Apply knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette and "netiquette," inter-library loan procedures.	Assist others in school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, etiquette and "netiquette," inter-library loan procedures.
			Use the electronic cataloging system to search by subject, author, title.	Use the electronic cataloging system to search by subject, author, title, keyword, series title. (LA)	Use electronic search strategies, such as Boolean operators, wildcards, and special punctuation, for finding information within resources, e.g., subject, author, title, keyword, series title, bookmarks, date. (LA)	Use electronic search strategies, such as Boolean operators, wildcards, and special punctuation, for finding information within resources, e.g., subject, author, title, keyword, series title, bookmarks, date. (LA)
	Locate computer information resources, e.g., CD-ROM, Pioneer, other Internet sites, as available.	Locate computer information resources, e.g., CD-ROM, Pioneer, other Internet sites, e-mail, as available.	Locate computer information resources, e.g., CD-ROM, Pioneer, other Internet sites, e-mail, as available. (LA)	Locate and use computer information resources, e.g., CD-ROM, Pioneer, e-mail, such Internet sites as periodical and poetry indexes, as available. (LA)	Use computer information resources, e.g., CD-ROM, Pioneer, e-mail, such Internet sites as periodical and poetry indexes, full-text resources, as available. (LA)	Assist others in locating computer information resources, e.g., CD-ROM databases, e-mail, such Internet sites as periodical and poetry indexes, full-text resources, as available. (LA)

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Locate picture books in alphabetical order by author's last name.	Locate picture books and fiction books in alphabetical order by author's last name and informational books by the Dewey Decimal Classification number and other book spine information. (SS)	Locate picture books and fiction books by author's last name and informational books by the Dewey Decimal Classification number and other book spine information.	Locate fiction books in alphabetical order by author's last name and biographies and other informational books by the Dewey Decimal Classification number and other book spine information.	Use location skills for finding print and nonprint sources, e.g., alphabetical order, book spine information, the Dewey Decimal Classification number, relationship between call number and location.	Assist others in using location skills for finding print and nonprint sources, e.g., alphabetical order, book spine information, the Dewey Decimal Classification number, relationship between call number and location.

6500.0302-6506.0302 Access information within resources.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Access information within resources, e.g., posters, illustrations in books, videos. (LA)	Access information within print resources, e.g., posters, illustrations in books, title pages, videos. (LA)	Access information within print resources, e.g., illustrations, the title page, book jacket text, charts, graphs, table of contents, index, information boxes and side bars, captions, headings and subheadings. (LA)	Access information within print resources, e.g., illustrations, the title page, book jacket text, charts, graphs, table of contents, index, information boxes and side bars, captions, headings and subheadings, copyright date, volume number, guide words, glossary, bibliography. (LA)	Access information within print resources, e.g., table of contents, index, headings and subheadings, copyright date, volume number, guide words, glossary, bibliography, author's notes, introduction, footnotes, appendixes. (SS)(LA)	Access information within print resources, e.g., copyright date, volume number, guide words, glossary, bibliography, author's notes, introduction, footnotes, appendixes, preface. (LA)	Access information within print resources, e.g., bibliography, author's notes, introduction, footnotes, appendixes, preface, cross references within index. (LA)
	Demonstrate knowledge of operational procedures for accessing information in electronic resources. (LA)	Demonstrate knowledge of operational procedures for accessing information in electronic resources. (LA)	Demonstrate knowledge of operational procedures for accessing information in electronic resources. (LA)	Demonstrate knowledge of operational procedures for accessing information in electronic resources. (LA)	Demonstrate knowledge of operational procedures for accessing information in electronic resources. (LA)	Assist others in accessing information in electronic resources.
Identify simple questions for interviewing people. (LA)	Identify appropriate interview techniques and prepare effective questions that relate to the topic. (LA)	List appropriate interview techniques and prepare effective questions that relate to the topic. (LA)	Use appropriate interview techniques, e.g., prepare effective questions that relate to the topic and subtopics, arrange appointments, record the interview with audio, video, or notetaking. (LA)	Use appropriate interview techniques, e.g., prepare effective yes-no and open-ended questions that relate to the topic and subtopics, arrange appointments, record the interview with audio, video, or notetaking. (SS)(LA)	Use appropriate interview techniques, e.g., prepare effective yes-no, open-ended, and probing questions that relate to the topic and subtopics, arrange appointments, record the interview with audio, video, or notetaking. (LA)	Use appropriate interview techniques, e.g., prepare effective yes-no, open-ended, and probing questions that relate to the topic and subtopics, arrange appointments, record the interview with audio, video, or notetaking. (LA)
		Track progress and summarize the sequence of Step 3, Location and Access, e.g., draw and label pictures, dictate, or write individually. (LA)	Track progress and summarize the sequence of Step 3, Location and Access.	Record progress and reflections on the sequence of Step 3, Location and Access. (LA)	Record progress and reflections on the sequence of Step 3, Location and Access. (LA)	Record progress and reflections on the sequence of Step 3, Location and Access. (LA)

Step 4. Use of Information: What can I use from these resources?

Standard 6500.04-6506.04	Students engage and extract information.
---	---

6500.0401-6506.0401 Engage information in a resource.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Recall previous knowledge of subject and build on that knowledge base. (LA)	Recall previous knowledge of subject and build on that knowledge base. (LA)	Recall and record previous knowledge of subject and build on that knowledge base. (LA)	Recall and organize previous knowledge of subject and build on that knowledge base. (LA)	Recall and organize previous knowledge of subject and build on that knowledge base. (LA)	Recall and organize previous knowledge of subject and build on that knowledge base. (LA)	Recall and organize previous knowledge of subject and build on that knowledge base. (LA)
Use questions to guide listening and viewing.	Use questions to guide listening and viewing. (LA)	Use questions formulated in Step 1, Task Definition, to guide reading, listening to, and viewing information. (LA)	Use questions formulated in Step 1, Task Definition, to guide reading, listening to, and viewing information. (LA)	Use questions formulated in Step 1, Task Definition, to guide reading, listening to, and viewing information. (LA)	Use questions formulated in Step 1, Task Definition, to guide reading, listening to, and viewing information. (LA)	Use questions formulated in Step 1, Task Definition, to guide reading, listening to, and viewing information. (LA)
		Describe how headings and subheadings in texts are used to organize information.	Use headings and subheadings to help find information. (LA)	Use headings and subheadings to help find information. (LA)	Skim headings and subheadings for organization of information within resource. (LA)	Skim headings and subheadings for organization of information within resource. (LA)
	Find the main idea in informational text.	Find the main idea in informational text. (LA)	Identify a main idea under relevant headings, within written information.	Identify a main idea under relevant headings, within written information. (LA)	Skim information for main idea under relevant headings. (LA)	Skim information for main idea under relevant headings. (LA)
Seek information in illustrations. (LA)	Seek information from illustrations, maps, and charts. (SS)(LA)	Find information contained in illustrations, maps, and charts. (SS)(LA)	Read and interpret graphic information found in illustrations, maps, and charts. (LA)	Read and interpret graphic information found in illustrations, maps, and charts. (SS)(LA)	Read and interpret graphic information found in illustrations, maps, charts, graphs, tables, etc. (SS)(LA)	Read, interpret, and verify graphic information found in illustrations, maps, charts, graphs, tables, etc. (HL)(SS)(LA)
Retell concepts and details gained through listening, viewing, and reading. (LA)	Restate concepts and details gained through reading, listening, and viewing. (LA)	Explain concepts and details gained through reading, listening, and viewing. (LA)	Explain concepts and details gained through reading, listening, and viewing. (LA)	Determine significant concepts and details gained through reading, listening, and viewing. (LA)	Determine significant concepts and details gained through reading, listening, and viewing. (LA)	Determine significant concepts and details gained through reading, listening, and viewing. (LA)
Use people as a source of information. (LA)	Explain how people can have expertise and be a source of information. (SS)	Explain how people can have expertise and be a source of information. (SS)	Interview experts using questions prepared in Step 3, Location and Access.	Interview experts using questions prepared in Step 3, Location and Access. (SS)	Interview experts using questions prepared in Step 3, Location and Access, and verify the information.	Interview experts using questions prepared in Step 3, Location and Access, and verify the information.

6500.0402-6506.0402 Extract information from resources.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Select information that is understandable, available, and relevant to topics.	Select information that is understandable, available, and relevant.	Select information that is understandable, available, relevant, and current.	Evaluate and select information that is understandable, available, relevant, current, and objective. (LA)	Evaluate and select information that is understandable, available, relevant, current, objective, and valid. (HL)(LA)	Evaluate and select information that is understandable, available, relevant, current, objective and valid. (HL)(LA)

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Record information, e.g., illustrations, notes, audiotapes.	Record information, e.g., illustrations, notes, audiotapes. (SS)(LA)	Record information, e.g., illustrations or notes. (SS)(LA)	Develop note-taking skills to record information, e.g., take notes on cards, photocopy, download, dictate. (LA)	Develop note-taking skills to record information, e.g., take notes on cards, photocopy, download, dictate. (LA)	Apply note-taking skills, e.g., take notes on cards, photocopy, download, dictate, highlighting most significant information. (LA)	Apply note-taking skills, e.g., take notes on cards, photocopy, download, dictate, highlighting most significant information. (LA)
	Summarize information. (LA)	Summarize information. (SS)(LA)	Paraphrase or summarize information to avoid plagiarism. (LA)	Paraphrase or summarize information to avoid plagiarism. (LA)	Paraphrase or summarize information to avoid plagiarism. (LA)	Paraphrase or summarize information to avoid plagiarism. (SS)(LA)
				Use direct quotation skills in notetaking, when needed. (LA)	Use direct quotation skills in notetaking, when needed, and verify quote. (LA)	Use direct quotation skills in notetaking, when needed, and verify quote. (LA)
Name information sources.	Name information sources.	Record information sources in a simplified bibliographic citation format.	Record information sources in a simplified bibliographic citation format.	Record information sources in an approved bibliographic citation format.	Record information sources in an approved bibliographic citation format.	Record information sources in an approved bibliographic citation format.
		Track progress and summarize the sequence of Step 4, Use of Information, e.g., draw and label pictures, dictate, or write individually. (SS)(LA)	Track progress and summarize the sequence of Step 4, Use of Information. (LA)	Record progress and reflections on the sequence of Step 4, Use of Information. (LA)	Record progress and reflections on the sequence of Step 4, Use of Information. (LA)	Record progress and reflections on the sequence of Step 4, Use of Information. (LA)

Step 5. Synthesis: How can I share what I learned?

Standard 6500.05-6506.05	Students organize, synthesize, and present information.
---	--

6500.0501-6506.0501 Organize information from multiple sources.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Select, with teacher help, a product format, e.g., storyboard, pictures, oral report, multimedia. (See Appendix A, Possible Final Products Examples.) (LA)	Select a product format that fits assignment, e.g., storyboard, multimedia, pictures, oral report. (See Appendix A, Possible Final Products Examples.) (LA)	Select a product format that fits assignment. (See Appendix A, Possible Final Products Examples.) (LA)	Select a product format that fits assignment and nature of information to be presented. (See Appendix A, Possible Final Products Examples.) (LA)	Select a product format that fits assignment and nature of information to be presented. (See Appendix A, Possible Final Products Examples.) (LA)	Select a product format that fits assignment and nature of information to be presented. (See Appendix A, Possible Final Products Examples.) (SS)(LA)	Select a product format that fits assignment and nature of information to be presented, and preferred learning strategies. (See Appendix A, Possible Final Products Examples.) (LA)
Organize information, e.g., what came first, next, at the end. (LA)	Organize information, e.g., using sequencing, webbing. (LA)	Organize and integrate information, e.g., using sequencing, webbing. (LA)	Organize and integrate information, e.g., using sequencing, webbing. (LA)	Organize and integrate information, e.g., using sequencing, webbing, outlining. (LA)	Organize and integrate information, e.g., using sequencing, webbing, outlining. (SS)(LA)	Organize and integrate information, e.g., using sequencing, webbing, outlining. (LA)
		Create a first draft, gather feedback, and edit. (LA)	Create a first draft, gather feedback, and edit. (LA)	Create a first draft, gather feedback, edit, and refine. (LA)	Create a first draft, gather feedback, edit, and refine. (LA)	Create a first draft, gather feedback, edit, and refine. (LA)

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		Use facilities, resources, and equipment responsibly for the production and presentation, e.g., staging, props, seating arrangements.	Use facilities, resources, and equipment responsibly for the production and presentation, e.g., staging, props, seating arrangements, sound system, software and hardware.	Use facilities, resources, and equipment responsibly for the production and presentation, e.g., staging, props, seating arrangements, sound system, software and hardware, lighting.	Use facilities, resources, and equipment responsibly for the production and presentation, e.g., staging, props, seating arrangements, sound system, software and hardware, lighting.	Use facilities, resources, and equipment responsibly for the production and presentation, e.g., staging, props, seating arrangements, sound system, software and hardware, lighting.
	Consider that the audience may have questions and comments. (LA)	Anticipate, prepare for, and elicit audience reaction, e.g., questions, comments, applause. (LA)	Anticipate, prepare for, and elicit audience reaction, e.g., questions, comments, applause. (LA)	Anticipate, prepare for, and elicit audience reaction, e.g., questions, comments, applause. (LA)	Anticipate, prepare for, and elicit audience reaction, e.g., questions, comments, applause. (LA)	Anticipate, prepare for, and elicit audience reaction, e.g., questions, comments, applause. (LA)
Share final product. (LA)	Present final product. (LA)	Present final product. (LA)	Present final product. (LA)	Present final product. (LA)	Present final product. (LA)	Present final product. (LA)
		Track progress and recall the sequence of Step 5, Synthesis, e.g., draw and label pictures, dictate, or write individually. (LA)	Track progress and summarize the sequence of Step 5, Synthesis. (LA)	Record progress and reflections on the sequence of Step 5, Synthesis. (LA)	Record progress and reflections on the sequence of Step 5, Synthesis. (LA)	Record progress and reflections on the sequence of Step 5, Synthesis. (LA)

Step 6. Evaluation: How will I know I did my job well?

Standard 6500.06-6506.06	Students evaluate the product and the process.
-------------------------------------	---

6500.0601-6506.0601 Evaluate the product.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Use elements of an effective product or presentation established in Step 1, Task Definition, as criteria to evaluate finished product.	Assess product effectiveness using objective evaluation criteria established in Step 1, Task Definition.	Assess product effectiveness using objective evaluation criteria established in Step 1, Task Definition.	Assess product effectiveness using objective evaluation criteria established in Step 1, Task Definition.	Assess product effectiveness using objective evaluation criteria established in Step 1, Task Definition.	Assess product effectiveness using objective evaluation criteria established in Step 1, Task Definition.
Tell what they like best about their products.	Tell what they like best about their products. (LA)	Use personal criteria such as quality of product and level of personal effort to evaluate the product.	Use personal criteria such as quality of product and level of personal effort to evaluate the product. (LA)	Use personal criteria such as quality of product and level of personal effort to evaluate the product. (LA)	Use personal criteria such as quality of product and level of personal effort to evaluate the product and justify assessment. (LA)	Use personal criteria such as quality of product and level of personal effort to evaluate the product and justify assessment. (LA)
		Assess reaction from the audience, e.g., peers teachers, parents, judges. (LA)	Assess reaction from the audience, e.g., peers teachers, parents, judges. (LA)	Assess reaction from the audience, e.g., peers teachers, parents, judges. (LA)	Assess reaction from the audience, e.g., peers teachers, parents, judges. (LA)	Assess reaction from the audience, e.g., peers teachers, parents, judges. (LA)

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Tell what was easy and hard to do in creating their products.	Review the final product, what went well and what should be improved in future products. (LA)	Discuss the final product, what went well and what should be improved in future products.	Summarize what went well and what should be improved in future products. (LA)	Summarize what went well and what should be improved in future products.	Summarize what went well and what should be improved in future products.	Summarize what went well and what should be improved in future products.

6500.0602-6506.0602 Evaluate the process.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Recall activities and impressions during each step of the Big6™ Process.	Recall activities and impressions during each step of the Big6™ Process. (LA)	Recall activities and impressions during each step of the Big6™ Process. (SS)	Recall activities and impressions during each step of the Big6™ Process. (LA)	Recall activities, and impressions during each step of the Big6™ Process. (LA)	Recall activities and impressions during each step of the Big6™ Process. (LA)	Recall activities and impressions during each step of the Big6™ Process. (LA)
Tell which steps of the Big6™ Process they liked doing best.	Tell which steps of the Big6™ Process they like doing best.	Assess the process for effectiveness and efficiency.	Assess the process for effectiveness and efficiency.	Assess the process for effectiveness and efficiency. (LA)	Assess the process for effectiveness and efficiency.	Assess the process for effectiveness and efficiency.
		Reflect on and record one's assessment of the process, e.g., what was done well and why, what could have been improved. (LA)	Reflect on and record one's assessment of the process, e.g., what was done well and why, what could have been improved, what was difficult and why. (LA)	Reflect on and record one's assessment of the process, e.g., what was done well and why, what could have been improved, what was difficult and why. (LA)	Reflect on and record one's assessment of the process, e.g., what was done well and why, what could have been improved, what was difficult and why, in which step did the most learning take place and why. (LA)	Reflect on and record one's assessment of the process, e.g., what was done well and why, what could have been improved, what was difficult and why, in which step did the most learning take place and why. (LA)

Strand Two: Literature

Students develop an awareness of and interaction with literature in a variety of formats for the purpose of personal enrichment and information.

Standard 6500.07-6506.07	Students explore print material to learn how physical features of books and other resources contribute to meaning.
-------------------------------------	---

6500.0701-6506.0701 (K-3) Demonstrate how pictures and text convey meaning.
(4-6) Demonstrate how graphic material conveys meaning.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Demonstrate the concept of directionality in books by holding a book right side up, turning to the front of the book to begin, and progressing from left to right and top to bottom. (LA)	Demonstrate the concept of directionality in books by holding a book right side up, turning to the front of the book to begin, turning pages at the appropriate time when a story is being read, and progressing from left to right and top to bottom.					
Recognize how meaning is conveyed in pictures through shape, space, and color. (LA)	Describe how pictures convey meaning through shape, space, and color. (LA)	Describe how pictures convey meaning through shape, space, color, line, and medium. (LA)	Describe how pictures convey meaning through shape, space, color, line, medium, perspective, and composition. (LA)	Explain how illustrations, charts, graphs, and maps enhance understanding of the text. (SS)(LA)	Explain how sidebars and timelines enhance understanding of the text. (LA)	Explain how sidebars, timelines, line drawings, diagrams, and symbols enhance understanding of the text. (LA)
Recognize how meaning in text is conveyed through letters, words, sentences, and pages in a variety of books, e.g., alphabet books, concept books, and "big books." (LA)	Describe how text conveys meaning through letters, words, sentences, and pages in a variety of books, e.g., alphabet, concept, and "big books." (LA)	Explain how text conveys meaning through letters, words, sentences, and pages in a variety of books, e.g., alphabet, concept, and "big books." (LA)	Create a picture book to demonstrate how text conveys meaning through words, sentences, and pages. (SS)(LA)	Use graphics to enhance writing and research projects, e.g., illustrations, charts, graphs, maps. (SS)(LA)	Use graphics to enhance writing and research projects, e.g., illustrations, charts, graphs, maps, timelines. (SS)(LA)	Use graphics to enhance writing and research projects, e.g., sidebars, timelines, line drawings, diagrams, symbols. (SS)(LA)

6500.0702-6506.0702 Demonstrate an understanding of the physical features of books and other library resources.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Locate and define the parts of a book, e.g., cover, spine, title.	Locate and define the parts of a book, e.g., cover, spine, title, title page, author and illustrator names.	Locate and define the parts of a book, e.g., author and illustrator names, cover, spine, dust jacket, title, title page, endpapers, dedication page, text, table of contents, glossary, index.	Locate and define the parts of a book, e.g., author and illustrator names, title page, endpapers, dedication page, text, table of contents, glossary, index, copyright information, publisher, bibliography. (LA)	Locate and define the parts of a book, e.g., title and half-title pages, table of contents, glossary, index, copyright information, publisher, bibliography, appendix, author and illustrator notes. (SS)(LA)	Locate, define, and identify the purposes of the parts of a book, e.g., copyright information, publisher, bibliography, appendix, author and illustrator notes, introduction, preface. (LA)	Locate, define, and identify the purposes of the parts of a book, e.g., bibliography, appendix, author and illustrator notes, introduction, preface. (LA)
Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars.	Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars, menus, hot links.	Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars, menus, hot links.	Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars, menus, hot links. (LA)	Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars, menus, hot links. (SS)(LA)	Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars, menus, hot links. (LA)	Identify, describe, and use the display features of electronic resources, e.g., buttons, scroll bars, menus, hot links. (LA)

Standard	Students explore various aspects of literature in books and other formats.
6500.08-6506.08	

6500.0801-6506.0801 Identify the contribution of authors and illustrators in the creation of literature.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Identify the role of the author.	Identify the role of the author.	Describe the role of the author. (LA)	Describe the role of the author. (LA)	Explain the role of the author. (LA)	Describe the steps authors use to write books.	Appraise the author's contribution, e.g., personal experience, formal training. (LA)
	Describe the components of literary style, e.g., mood, sentence patterns, pacing, rhythm. (LA)	Describe components of literary style, e.g., mood, sentence patterns, pacing, rhythm.	Describe elements of literary style, e.g., tone or feeling, sentence patterns, pacing, voice. (LA)	Describe with examples the components of literary style, e.g., sentence patterns, pacing, voice, alliteration, personification. (LA)	Infer how known stories would differ if there were changes in one of the components of literary style, e.g., pacing, sentence patterns, mood, rhythm, voice, alliteration, personification. (LA)	Infer how known stories would differ if there were changes in one of the components of literary style, e.g., pacing, sentence patterns, mood, rhythm, voice, alliteration, personification. (LA)
Identify the role of the illustrator. (FA)	Identify the role of the illustrator. (FA)	Describe the role of the illustrator. (FA)	Describe the role of the illustrator.	Compare the roles of the author and illustrator.	Describe the process an illustrator uses to create pictures for a book.	Appraise the illustrator's process, e.g., personal experiences, formal training.
	Identify compositional elements of illustrations, e.g., shape, space, color. (FA)(LA)	Identify and discuss compositional elements of illustrations, e.g., shape, space, color, line, and medium.	Analyze illustrations for compositional elements, e.g., shape, space, color, line, medium, perspective.	Reproduce compositional elements in illustrations, e.g., shape, space, color, line, medium, perspective.	Create illustrations for stories using a combination of compositional elements, e.g., shape, space, color, line, medium, perspective.	Change illustrations for known stories by changing one of the compositional elements, e.g., shape, space, color, line, medium, perspective.

6500.0802-6506.0802 Identify and describe the elements of "story."

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Identify the elements of "story," e.g., character, setting. <p style="text-align: right;">(LA)</p>	Identify the elements of "story," e.g., character, setting. <p style="text-align: right;">(LA)</p>	Describe the elements of "story," e.g., character, setting, plot. <p style="text-align: right;">(LA)</p>	Describe the elements of "story," e.g., character, setting, plot, point-of-view, theme. <p style="text-align: right;">(LA)</p>	Find examples of the elements of "story," e.g., character, setting, plot, point-of-view, theme. <p style="text-align: right;">(LA)</p>	Find examples of the elements of "story" in favorite books, e.g., setting, characters, plot, point-of-view, theme. <p style="text-align: right;">(LA)</p>	Compare and contrast, in two or more stories, the elements of "story," e.g., setting, characters, plot, point-of-view, theme, style. <p style="text-align: right;">(LA)</p>
		Observe the techniques used by authors and illustrators to give definition to characters, e.g., verbal and visual descriptions, dialogue.	Identify and describe the techniques used by authors and illustrators to give definition to characters, e.g., verbal and visual descriptions, dialogue. <p style="text-align: right;">(LA)</p>	Identify and explain the techniques used by authors and illustrators to give definition to characters, e.g., verbal and visual descriptions, dialogue.	Select a favorite character and analyze the author's or illustrator's techniques to give definition to the character, e.g., verbal or visual descriptions, dialogue.	Compare and contrast, in two or more stories, the techniques used by authors and illustrators to give definition to characters, e.g., verbal and visual descriptions, dialogue.
Recall the sequence of stories. <p style="text-align: right;">(LA)</p>	Recall the sequence of stories, i.e., beginning, middle, end. <p style="text-align: right;">(SS)(LA)</p>	Retell the sequence and plot development of stories, i.e., beginning, middle, end. <p style="text-align: right;">(SS)(LA)</p>	Summarize the plot of stories and retell stories in sequence. <p style="text-align: right;">(LA)</p>	Identify the elements of the plot, i.e., rising action, climax, and ending. <p style="text-align: right;">(LA)</p>	Identify and describe the plots of stories indicating rising action, climax, and ending. <p style="text-align: right;">(LA)</p>	Create a plot for a story, incorporating rising action, climax, and ending. <p style="text-align: right;">(LA)</p>
		Identify the themes in stories, e.g., friendship, kindness, value of family.	Identify and describe the themes in stories, e.g., resolving conflict, achievement. <p style="text-align: right;">(SS)</p>	Identify and describe the themes in stories, e.g., loyalty, determination, courage.	Categorize stories by theme.	Compare and contrast the treatment of a theme in two or more stories.
	Categorize the settings of stories as "real" or "make believe."	Categorize the settings of stories as "real" or "make believe." <p style="text-align: right;">(LA)</p>	Identify and explain setting and how it affects the action and characters. <p style="text-align: right;">(LA)</p>	Identify and explain setting and how it affects the action, characters, and theme.	Modify setting in particular stories and predict the effects on the action, characters, and theme. <p style="text-align: right;">(LA)</p>	Create settings for stories and predict the effects on the action, characters, and theme. <p style="text-align: right;">(LA)</p>
			Identify and explain point-of-view, i.e., who tells the story.	Identify point-of-view, i.e., who tells the story, and explain how authors and illustrators establish point-of-view.	Identify point-of-view, i.e., who tells the story, and explain how authors and illustrators establish point-of-view.	Identify point-of-view, i.e., who tells the story, and explain how authors and illustrators establish point-of-view.

6500.0803-6506.0803 Explore and compare different types of literature to enrich and expand the reading experience.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Listen to and begin to read various types of literature, e.g., age-appropriate fables, poetry, realistic fiction, folktales, fairy tales. <p style="text-align: right;">(LA)</p>	Listen to and begin to read various types of literature, e.g., fables, poetry, realistic fiction, folktales, fairy tales. <p style="text-align: right;">(LA)</p>	Read various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales. <p style="text-align: right;">(LA)</p>	Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction. <p style="text-align: right;">(SS)(LA)</p>	Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction, science fiction. <p style="text-align: right;">(SS)(LA)</p>	Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction, science fiction, ballads. <p style="text-align: right;">(LA)</p>	Identify and describe the characteristics of various types of literature, e.g., fables, poetry, drama, realistic fiction, fantasy, folktales, fairy tales, myths, historical fiction, science fiction, ballads, epics. <p style="text-align: right;">(SS)(LA)</p>

6500.0902-6506.0902

(K) Recognize how literature offers a wide variety of life experiences and perspectives.

(1-6) Recognize, as readers, how literature offers a wide variety of life experiences and perspectives.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Listen to and begin to read books for joy and enrichment as well as information. (LA)	Listen to and begin to read books for joy and enrichment as well as information. (LA)	Recognize how reading can inform, delight, and enrich. (LA)	Recognize how reading can inform, delight, and enrich. (LA)	Recognize how reading can inform, delight, and enrich. (LA)	Describe how reading can inform, delight, and enrich. (LA)	Describe how reading can present facts and information and bring joy, enlightenment, and enrichment. (LA)
Share ideas, concepts, and information after listening or reading, e.g., ideas and information from favorite fictional characters. (LA)	Share ideas, concepts, and information after reading, e.g., ideas and information from favorite fictional characters and people from cultures past and present. (SS)(LA)	Share ideas, concepts, and information after reading, e.g., ideas and information from favorite fictional characters and people from cultures past and present. (SS)(LA)	Describe insights from and connections to fictional characters, people, and cultures from the past and present. (SS)(LA)	Share insights from and connections to fictional characters, people, and cultures from the past and present. (SS)(LA)	Share insights from and connections to fictional characters, people, and cultures from the past and present. (SS)(LA)	Share insights from and connections to fictional characters, people, and cultures from the past and present. (SS)(LA)
Develop empathy through interaction with a story's characters.	Develop empathy and perspective through interaction with a story's characters or setting.	Develop empathy and perspective through interaction with a story's characters, setting, or plot. (SS)(LA)	Develop empathy and perspective through interaction with a story's characters, setting, or plot. (LA)	Develop empathy and perspective through interaction with a story's characters, setting, plot, or theme. (LA)	Develop empathy and perspective through interaction with a story's characters, setting, plot, or theme. (LA)	Develop empathy and perspective through interaction with a story's characters, setting, plot, or theme. (SS)(LA)

Strand Three: Media Literacy

Standard 6500.10-6506.10	Awareness: Students will be aware that media literacy as a life skill is integral to modern citizenship, informed decision making, and healthy lifestyles.
-------------------------------------	---

6500.1001-6506.1001 Use basic terms and concepts of media.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Discuss the meaning of media. (LA)	Discuss the meaning of media.	Define and discuss the meaning of media. (HL)	Define with examples basic terms, e.g., media, media literacy, mass media, local media.	Define and explain basic terms, e.g., media, media literacy, mass media, local media.	Explain and use basic terms, e.g., media, media literacy, mass media, local media.	Differentiate among and use basic terms, e.g., media, media literacy, mass media, local media.
Identify and discuss a variety of media, e.g., television, books, newspapers, billboards, bumper stickers, radio, computers, clothing with messages. (LA)	Identify and discuss a variety of media, e.g., television, books, newspapers, billboards, bumper stickers, radio, computers, clothing with messages.	List and describe the audience appeal of a variety of media, e.g., television, books, newspaper, bumper stickers, radio, computer, clothing with messages. (HL)	List and describe a variety of media and the advantages and limitations of each, e.g., availability, cost, audience appeal, frequency, and ease of use.	Classify, as print or nonprint, a variety of media and list the advantages and limitations of each, e.g., availability, cost, audience appeal, frequency, and ease of use. (HL)	Compare, contrast, and rank, according to potential impact, a variety of media and explain the advantages and limitations of each, e.g., availability, cost, audience appeal, frequency, ease of use, and potential audience size. (HL)	Rank, according to potential impact, a variety of media and explain the advantages and limitations of each, e.g., availability, cost, audience appeal, frequency, ease of use, potential audience size.

500.1002-6506.1002 Demonstrate how the use of media can broaden the educational experience.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Information and experiences gained through media.	Identify information and experiences gained through media.	Recognize information and experiences gained through media, e.g., cultural and geographic insights. (SS)(LA)	Explain vicarious experiences gained through media, e.g., cultural, geographic, and historic insights. (SS)(LA)	Use examples to show how vicarious experience through media can provide cultural, geographic, and historic insights. (LA)	Use examples to show how vicarious experience through media can provide cultural, geographic, and historic insights. (SS)(LA)	Use examples to show how vicarious experience through media can provide cultural, geographic, and historic insights. (LA)
Share experiences gained through media. (LA)	Share experiences gained through media. (LA)	Identify information gained through media that has potential to help develop creativity and values.	Explain how media experiences have the potential to help develop creativity and change values, lives, or perspectives. (HL)	Explain how media experiences have the potential to help develop creativity and change perspectives, values, or lives. (HL)	Explain how media experiences have the potential to help develop creativity and change perspectives, values, or lives. (HL)	Explain how media experiences have the potential to help develop creativity and change perspectives, values, or lives. (HL)(SS)

6500.1003-6506.1003

- (1-3) Identify citizens' rights and responsibilities with respect to media.
- (4-6) Explain citizens' rights and responsibilities with respect to media.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Explain that works of print and nonprint media are created by and belong to an author, illustrator, or company. (FA)(SS)	Give examples of works of print and nonprint media that are created by and belong to an author, illustrator, or company.	Describe ethically and legally responsible ways in which to use print and nonprint media. (SS)	Explain ethically and legally responsible ways in which to use print and nonprint media. (SS)	Interpret with examples ethically and legally responsible ways in which to use print and nonprint media. (SS)	Demonstrate ethically and legally responsible ways in which to use print and nonprint media. (SS)
	Recognize symbols of copyright and trademarks. (SS)	Identify symbols of copyright and trademarks.	Locate and identify symbols of copyright and trademarks in or on print and nonprint media.	Identify bibliographic and other important information in print and nonprint media, e.g., title, author, director, producer, copyright date, copyright and duplication warnings.	Identify bibliographic and other important information in print and nonprint media, e.g., title, author, director, producer, copyright date, copyright and duplication warnings, ratings.	Identify bibliographic and other important information in print and nonprint media, e.g., title, author, director, producer, copyright date, copyright and duplication warnings, rating, edition or version.
		Identify how to be active consumers of media, e.g., respond with discussion, painting, drawing, letter writing. (SS)	Identify and list how to be active consumers of media, e.g., respond with letters to editors, letters and telephone calls to station programmers and advertisers. (SS)	Identify and list how to be active consumers of media, e.g., respond with letters to editors, letters and telephone calls to station programmers and advertisers, flyers, posters. (SS)	Identify and list how to be active consumers of media, e.g., respond with letters to editors, letters and telephone calls to station programmers and advertisers, flyers, posters, newsletters. (SS)	Explain how to be active consumers of media, e.g., respond with letters to editors, letters and telephone calls to station programmers and advertisers, flyers, posters, newsletters. (SS)

6500.1004-6506.1004

Demonstrate how cultural heritage and experiences influence interpretation of media.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Share differing interpretations of the same program, story, etc. (SS)	Recognize differing viewpoints.	Recognize the value of differing viewpoints. (SS)(LA)	Recognize the value of differing viewpoints. (LA)	Recognize the value of differing viewpoints. (SS)(LA)	Recognize the value of differing viewpoints. (LA)
	Relate the content of media to prior experience.	Recognize the influence of emotions and experiences on the understanding and interpretation of media.	Describe how emotions and experiences influence understanding and interpretation of media.	Describe and explain how emotions and experiences influence understanding and interpretation of media.	Explain how understanding and interpretation of media differs based on emotions and experiences.	Explain how understanding and interpretation of media differs based on emotions and experiences. (SS)
		Recognize that social and cultural attitudes and backgrounds can influence responses to media, e.g., sports ability bias, gender bias. (HL)	Recognize how social and cultural attitudes and backgrounds can influence responses to media, e.g., sports ability bias, gender bias.	Explain how social and cultural attitudes and backgrounds influence understanding and interpretation of media, e.g., gender bias, ethnic and cultural content.	Explain how social and cultural attitudes and backgrounds influence understanding and interpretation of media, e.g., gender bias, ethnic and cultural content.	Explain how social and cultural attitudes and backgrounds influence understanding and interpretation of media, e.g., gender bias, ethnic and cultural content. (SS)

6500.1005-6506.1005 Recognize the purposeful and careful construction of media productions.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Recognize that media productions influence perceptions of reality.	Recognize that media productions influence perceptions of reality. (SS)(LA)	Recognize how media productions may be constructed to create or influence a perception of reality.	Explain how media productions may be constructed to create or influence a perception of reality. (HL)	Identify examples of media productions that create or influence a perception of reality. (HL)	Identify examples of media productions that create or influence a perception of reality. (HL)
					Identify how media messages influence the political, economic, and social attitudes of an individual and society.	Identify how media messages influence the political, economic, and social attitudes of an individual and society. (HL)(SS)
	Recognize examples of real and make-believe content in media.	Recognize examples of real and make-believe content in media. (HL)(SS)(LA)	Identify examples of real, realistic, and unreal content in media, e.g., a horse, a wooden horse, a unicorn.	Classify examples of real, realistic, and unreal content in media, e.g., a dinosaur artifact, a dinosaur museum replica, a cartoon representation of a dinosaur. (LA)	Classify examples of real, realistic, and unreal content in media. (LA)	Classify examples of real, realistic, and unreal content in media. (HL)(LA)
	Recognize examples of advertising targeted at young viewers, e.g., advertisements for toys, games, cereal and snacks, clothing with logos. (HL)	Identify examples of advertising targeted at young viewers, e.g., advertisements for toys, games, cereal and snacks, clothing with logos. (HL)	Identify examples of advertising targeted at young viewers, e.g., condoning rudeness, advertisements for toys, games, cereal and snacks, clothing with logos. (HL)(SS)	Identify examples of advertising with multiple messages, e.g., associating increased athletic ability with certain products, promoting certain cereals as healthy. (HL)	Identify examples of advertising with multiple messages, e.g., associating an advertised product with concepts that the right clothing brings popularity, adult authority figures are incompetent, being rude to adults is acceptable behavior. (HL)	Identify examples of advertising with multiple messages, e.g., associating an advertised product with happiness, power, physical appeal, or a desired lifestyle. (HL)

Standard 6500.11-6506.11	Analysis: Students analyze elements of media messages to understand their forms and functions, content, intent, and effects on the receiver.
-------------------------------------	---

6500.1101-6506.1101 Analyze techniques used to construct media messages.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		List elements of communication, i.e., sender, message, receiver.	List and define elements of communication, i.e., sender, message, receiver.	List and describe elements of communication, i.e., sender, message, receiver.	List and describe elements of communication, i.e., sender, message, receiver.	List and analyze elements of communication, i.e., sender, message, receiver.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		Identify the purposes of media messages.	Identify and describe the purposes of media messages. (HL)(SS)	Identify and describe with examples the purposes and perspectives of media messages. (HL)(SS)	Identify and analyze the purposes and perspectives or biases of media messages. (HL)	Identify and analyze with examples the purposes and perspectives or biases of media messages. (HL)
		Describe how sound is manipulated in constructing media messages, e.g., music, sound effects, decibel level.	Identify examples of how sound is manipulated in constructing media messages, e.g., music, sound effects, decibel level.	Identify examples of how sound is manipulated in constructing media messages, e.g., music, sound effects, decibel level. (HL)	Analyze how sound is manipulated in constructing media messages, e.g., music, sound effects, decibel level, laugh track.	Analyze and evaluate how sound is manipulated in constructing media messages, e.g., music, sound effects, decibel level, laugh track.
			Identify examples of visual effects used in constructing media messages, e.g., camera angles, zooms, cuts, color, graphics, lighting.	Identify visual effects used in constructing media messages, e.g., shot selection, camera angles, zooms, cuts, color, graphics, wipes, dissolves, lighting, flashback. (HL)	Analyze how visual effects have been manipulated in constructing media messages, e.g., camera angles, zooms, cuts, color, graphics, wipes, dissolves, perception of time.	Evaluate how visual effects have been manipulated in constructing media messages, e.g., use of camera angles, zooms, cuts, color, graphics, wipes, dissolves, time manipulation.
				Describe how written and verbal texts are manipulated in constructing a media message, e.g., amount, color, repetition of text, pace, content, volume. (HL)	Analyze how written and verbal texts are manipulated in constructing a media message, e.g., amount, color, repetition of text, pace, content, volume.	Evaluate how written and verbal texts are manipulated in constructing a media message, e.g., amount, color, repetition of text, pace, content, volume.
				Describe how editing alters media messages. (HL)	Analyze media messages and infer how they may have been edited to achieve desired impressions.	Analyze media messages and infer how they may have been edited to achieve desired impressions.

6500.1102-6506.1102 Analyze, question, and think critically about media messages.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Retell the content of media messages. (SS)(LA)	Retell the content of media messages. (LA)	Summarize the content of media messages. (SS)(LA)	Summarize the content of media messages. (LA)	Summarize the main points of media messages that convey the same subject or event. (SS)(LA)	Summarize and compare media messages that convey the same subject or event. (LA)
	Recognize advertising and programming on television. (HL)	Recognize advertising and programming on television. (SS)	Differentiate between advertisements and other content material, e.g., television, periodicals, radio, the Internet. (HL)	Differentiate between advertisements and other content material, e.g., television, periodicals, radio, the Internet, movies, videos, "infomercials." (HL)	Differentiate between advertisements and other content material, e.g., television, periodicals, radio, the Internet, movies, videos, "infomercials."	Differentiate between advertisements and other content material, e.g., television, periodicals, radio, the Internet, movies, videos, "infomercials."

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
				Discuss the possible intents, obvious and hidden, of media messages, e.g., in advertising, educational programming, public service announcements. (HL)	Identify the possible intents, obvious and hidden, of media messages, e.g., in advertising, educational programming, public service announcements, documentaries, sponsorships. (HL)	Analyze the possible intents, obvious and hidden, of media messages in all types of media productions. (HL)
			Identify fact and opinion in a variety of media messages. (SS)(LA)	Identify fact and opinion in a variety of media messages. (HL)(LA)	Analyze examples of fact and opinion in a variety of media messages. (SS)	Analyze examples of fact and opinion in a variety of media messages. (LA)
	Identify persuasive techniques in advertising, e.g., celebrity endorsement, jingles, slogans. (HL)	Identify persuasive techniques in advertising, e.g., fantasy, "happy families."	Identify persuasive techniques in advertising, e.g., fantasy, "happy families," negative side-by-side comparison.	Identify persuasive techniques in advertising, e.g., negative side-by-side comparison, "torture test," "plain folks," health and nature, theatrical extravaganza. (HL)	Identify and classify persuasive techniques in advertising, e.g., "plain folks," health and nature, theatrical extravaganza, humor.	Identify and classify persuasive techniques in advertising, e.g., humor, emotional appeal, patriotism.
	Recognize a balance of diversity in media messages, e.g., gender, ethnic representation, age.	Recognize a balance of diversity in media messages, e.g., gender, ethnic representation, age.	Recognize a balance of diversity in media messages, e.g., gender, age, ethnic representation, physical and mental ability representation.	Compare and contrast media messages for a balance of diversity, e.g., gender, age, ethnic representation, physical and mental ability, and socio-economic level.	Analyze media messages for a balance of diversity, e.g., gender, age, ethnic representation, physical and mental ability, and socio-economic level.	Critique media messages for a balance of diversity, e.g., gender, age, ethnic representation, physical and mental ability, and socio-economic level.

6500.1103-6506.1103 Analyze effects of media messages on the receiver.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Identify the possible effects of advertising, e.g., impulsive vs. informed buying, realistic vs. unrealistic promises. (HL)	Identify the possible effects of advertising, e.g., satisfaction versus disillusionment, healthy versus unhealthy choices. (HL)	List a variety of the possible effects of advertising, e.g., satisfaction vs. disillusionment, healthy vs. unhealthy choices. (HL)(SS)	Predict the possible effects of advertising, e.g., accurate vs. misleading information, positive vs. damaging portrayals. (HL)(SS)	Analyze the possible effects of advertising, e.g., accurate vs. misleading information, positive vs. damaging portrayals. (HL)	Analyze the possible effects of advertising, e.g., accurate vs. misleading information, positive vs. damaging portrayals. (HL)
	Identify media messages for ethics and values, e.g., "The Golden Rule," sharing, kindness, honesty, respect, trust.	Identify media messages for ethics and values, e.g., honesty, responsibility, caring, respect, trust, justice.	Identify media messages for ethics and values, e.g., honesty, responsibility, caring, respect, trust, justice.	Identify media messages for ethics and values, e.g., honesty, responsibility, caring, respect, trust, justice. (HL)	Analyze media messages for ethics and values, e.g., honesty, responsibility, caring, respect, trust, justice.	Analyze media messages for ethics and values, e.g., honesty, responsibility, caring, respect, trust, justice.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Identify examples of "staged" violence portrayed in various forms of media, e.g., property damage, physical harm.	Identify examples of "staged" violence portrayed in various forms of media, e.g., property damage, physical harm.	Contrast the consequences of "staged" violence portrayed in media, e.g., property damage, physical harm, with the consequences of violence in real life.	Explain possible effects of viewing gratuitous violence and other excessive behaviors, e.g., promoting fear, promoting aggressive behavior, increasing desire for more violent programming, desensitizing viewers, encouraging imitative behavior, offering unrealistic solutions to problems. (HL)	Explain possible effects of viewing gratuitous violence and other excessive behaviors, e.g., promoting fear, promoting aggressive behavior, increasing desire for more violent programming, desensitizing viewers, encouraging imitative behavior, offering unrealistic solutions to problems. (HL)	Predict possible effects of viewing gratuitous violence and other excessive behaviors, e.g., promoting fear, promoting aggressive behavior, increasing desire for more violent programming, desensitizing viewers, encouraging imitative behavior, offering unrealistic solutions to problems.

Standard 6500.12-6506.12	Evaluation: Students evaluate elements and intended results of media messages to facilitate selection for personal and educational use.
-------------------------------------	--

6500.1201-6506.1201 Critique the aesthetic elements of media messages.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
			List criteria for the use of selected visual techniques in media messages, e.g., color graphics.	Apply criteria for the effective use of visual techniques in media messages, e.g., color, graphics, zooms, cuts.	Critique the effective use of visual techniques in media messages, e.g., zooms, cuts, camera angles, shot selection.	Critique the effective use of visual techniques in media messages, e.g., zooms, cuts, camera angles, shot selection.
			List criteria for selected examples of time manipulation in media messages, e.g., slow motion, instant replay.	Apply criteria for the effective use of time manipulation in media messages, e.g., slow motion, instant replay, time lapse.	Critique the effective use of time manipulation in media messages, e.g., time lapse, future projection.	Critique the effective use of time manipulation in media messages, e.g., future projection, flashback.
				List criteria for the effective use of written and verbal text in media messages, e.g., color, volume (loudness), pace.	Apply criteria for the effective use of written and verbal text in media messages, e.g., color, volume (loudness), pace, amount.	Critique the effective use of written and verbal text in media messages, e.g., amount, repetition or text, content.

6500.1202-6506.1202

- (2) Evaluate media for personal and educational use.
- (3-6) Evaluate the effectiveness of media for intended results from targeted audiences.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		Compare print and nonprint versions of a story and describe differences. <p style="text-align: right;">(SS)(LA)</p>			Evaluate how the intent is communicated in media messages in a variety of media productions, e.g., advertising, educational and entertainment programming, sponsorship. <p style="text-align: right;">(HL)(SS)</p>	Evaluate how the intent is communicated in media messages in a variety of media productions, e.g., advertising, educational and entertainment programming, sponsorship. <p style="text-align: right;">(HL)</p>
		Compare the appearance and actions of the same character in two or more illustrated versions of the same folktale.	Analyze print and nonprint versions of the same media message. <p style="text-align: right;">(SS)</p>	Analyze print and nonprint versions of the same media message.	Evaluate the use of persuasive techniques in media messages, e.g., manipulation of statistics and research findings, emotional and visual appeal, humor. <p style="text-align: right;">(HL)</p>	Evaluate the use of persuasive techniques in media messages, e.g., manipulation of statistics and research findings, emotional and visual appeal, humor. <p style="text-align: right;">(HL)</p>
		Recognize examples of stereotyping in media.	Identify examples of stereotyping. <p style="text-align: right;">(SS)</p>	Identify and assess the impact of stereotyping on various groups.	Assess the impact of stereotyping on various groups.	Assess the impact of stereotyping on various groups.
					Evaluate print and nonprint versions of the same media message and determine the best format for intended purposes and audiences, e.g., book and film version of a story, advertising on billboards, radio, television. <p style="text-align: right;">(SS)</p>	Evaluate print and nonprint versions of the same media message and determine the best format for intended purposes and audiences, e.g., book and film version of a story, advertising on billboards, radio, television. <p style="text-align: right;">(LA)</p>

6500.1203-6500.1203 Evaluate and select media for personal and educational use.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		Compare the amount of time devoted to television, videos, and games with other activities, e.g., play, books, participation sports.	Compare the amount of time devoted to media with the amount of time devoted to reading, exercise, participation sports, the arts.	Analyze the amount of time devoted to media with the amount of time devoted to reading, exercise, participation sports, the arts.	Determine if the amount of time devoted to media is in balance with other activities, e.g., reading, exercise, sports, the arts, etc.	Determine if the amount of time devoted to media is in balance with other activities, e.g., reading, exercise, sports, the arts, etc.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		Make wise media choices by consulting with parents and teachers.	Make wise media choices by consulting with parents and teachers.	Recognize criteria and evaluative resources in making wise media choices, e.g., conferring with parents and teachers, consulting reviews and ratings.	Recognize criteria and evaluative resources in making wise media choices, e.g., conferring with parents and teachers, consulting reputable reviews and ratings.	Recognize criteria and evaluative resources in making wise media choices, e.g., conferring with parents and teachers, consulting reputable reviews and ratings.
			Evaluate media messages for accuracy and authenticity, e.g., verify facts with additional resources. (HL)(SS)	Evaluate media messages for accuracy, authenticity and relevance, e.g., verify facts with additional resources.	Evaluate media messages for accuracy, authenticity, relevance, and source authority.	Evaluate media messages for accuracy, authenticity, relevance, and source authority. (HL)
		Identify and select media materials to meet educational needs, e.g., presentations. (LA)	Evaluate and select media materials to meet educational needs, e.g., presentations, research.	Evaluate and select media materials to meet educational needs, e.g., presentations, research. (LA)	Evaluate and select media materials to meet educational needs, e.g., presentations, research. (LA)	Evaluate and select media materials to meet educational needs, e.g., presentations, research. (SS)(LA)

Standard 6500.13-6506.13	Production: Students produce media messages in selected formats.
---------------------------------	---

6500.1301-6506.1301 Students prepare messages for presentation by using a multi-step planning process.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Determine message to convey.	Determine message to convey.	Determine message to convey.	Determine message to convey, considering content, intent, and length.	Determine message to convey, considering content, intent, and length.	Determine message to convey, considering content, intent, and length.
	Identify the target audience for message, e.g., peers, parents.	Identify the target audience for message, e.g., peers, parents.	Define the target audience for message, e.g., peers, parents, community.	Define the target audience for message, e.g., peers, parents, community.	Define the target audience for message, e.g., peers, parents, community.	Define the target audience for message, e.g., peers, parents, community.
	Select the most appropriate medium for each message, e.g., poster, bumper sticker.	Select the most appropriate medium for each message, e.g., poster, bumper sticker, public service announcement.	Select the most appropriate medium for each message, e.g., poster, brochure, advertisement.	Select the most appropriate medium for each message, e.g., poster, brochure, advertisement.	Identify the characteristics of various media formats and select medium to suit the purpose of each message.	Identify the characteristics of various media formats and select medium to suit the purpose of each message.
	Identify materials needed for presentation, e.g., paper, poster board, crayons, markers.	Identify materials needed for presentations, e.g., paper, poster board, crayons, markers.	Identify items needed for presentations, e.g., art materials, video equipment.	Identify items needed for presentations, e.g., art materials, video or recording equipment.	Identify resources needed for presentations, e.g., materials, equipment, cost.	Identify resources needed for presentations, e.g., materials, equipment, cost.

6500.1302-6506.1302 Students develop and apply criteria for quality media productions.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Recognize criteria for quality media productions.	Identify criteria for quality media productions.	Identify criteria for quality media productions.	Establish criteria for quality media productions.	Develop and apply criteria for quality media productions.	Develop and apply criteria for quality media productions.
	Select components of the medium, e.g., format, materials, color, design, size.	Select components of the medium, e.g., format, materials, color, design, size.	Select components of the medium, e.g., format, materials, color, design, size, graphics, sound.	Select components of the medium, e.g., format, materials, color, design, size, graphics, sound.	Select components of the medium, e.g., format, materials, color, design, size, graphics, sound, text.	Select components of the medium, e.g., format, materials, color, design, size, graphics, sound, text.
	Draft and refine message, e.g., sketching design, composing text.	Draft and refine message, e.g., storyboarding, sketching, editing.	Draft and refine message, e.g., storyboarding, sketching, editing.	Draft and refine message, e.g., storyboarding, sketching, editing.	Draft and refine message, e.g., outlining, storyboarding, sketching, editing.	Draft and refine message, e.g., outlining, storyboarding, sketching, editing.
	Identify good presentation techniques.	Identify good presentation techniques.	Identify good presentation techniques.	Identify good presentation techniques.	Identify good presentation techniques.	Identify good presentation techniques.
	Cite sources used in productions.	Cite sources used in productions.	Cite sources used in productions.	Cite sources used in productions.	Cite sources used in productions.	Cite sources used in productions.

6500.1303-6506.1303 Students present or exhibit media messages and evaluate their final products.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Plan and prepare presentation settings.					
	Practice good presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.	Practice good presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.	Practice good presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.	Practice good presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.	Practice good presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.	Practice good presentation techniques, e.g., face audience, speak slowly and clearly, project voice to back of room.
	Present media message to appropriate group, e.g., peers, parents, community.	Present media message to appropriate group, e.g., peers, parents, community.	Present media message to appropriate group, e.g., peers, parents, community.	Present media message to appropriate group, e.g., peers, parents, community.	Present media message to appropriate group, e.g., peers, parents, community.	Present media message to appropriate group, e.g., peers, parents, community.
	Evaluate final products.	Evaluate final products.	Evaluate final products for effectiveness.	Evaluate final products for effectiveness.	Evaluate final products for effectiveness and efficiency.	Evaluate final products for effectiveness and efficiency.

