



## Moscow School District #281

### Mastery Learning Map

#### Kindergarten through 2<sup>nd</sup> Grade Library

<p><b>1. Competency Statements for Library Procedures and Skills</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Students will demonstrate knowledge of responsible behavior, use and procedures to effectively use library resources.</i></b></p>
	<ol style="list-style-type: none"> <li>1. I can show good behavior while attending the library both as a group and independently.</li> <li>2. I demonstrate proper handling of library materials and equipment (e.g., book care, shelving, computers).</li> <li>3. I can identify with assistance the different location of materials in the library.</li> <li>4. I can perform a simple keyword search on Destiny.</li> </ol>
Common Core State Standards	CCSS.ELA-LITERACY (SL 1)
AASL Standards	1.1.1, 1.1.2, 1.1.3, 1.2, 1.3, 1.4.4,3.2, 4.3, 1.3.5, 3.1

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<p><b>2. Competency Statements for Information Access Skills</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Students will use appropriate skills to create meaning from informational and literary texts.</i></b></p> <ol style="list-style-type: none"> <li>1. I can locate and select non-fiction on grade level.</li> <li>2. I understand the difference between fiction and non-fiction texts.</li> <li>3. I can identify book parts and text features to locate facts and information.</li> <li>4. I can explain the roles of author and illustrator.</li> <li>5. I can describe the relationship between illustrations and text.</li> <li>6. I can identify characters, setting and plot.</li> <li>7. I can apply reading strategies to a variety of genres.</li> </ol>
<p><b>Common Core State Standards</b></p>	<p>CCSS.ELA-LITERACY (RL 1,5, 10)(RI ,5,6,7)(RF 4) (L 2,4)</p>
<p><b>AASL Standards</b></p>	<p>(AASL 1.2.2,1.1.4,1.2,4.1,4.2.4)</p>

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<p><b>3. Competency Statements for Literature Appreciation</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Students will demonstrate knowledge of details and structure in fiction, non-fiction and informational texts and compare and contrast a variety of genres.</i></b></p>
	<ol style="list-style-type: none"> <li>1. I can describe the difference between fiction, nonfiction and informational texts.</li> <li>2. I can identify the beginning, middle and end of a story and can identify story elements of character setting and plot.</li> <li>3. I understand the concepts of print in non-fiction texts including heading, bold text, captions, titles and chapters.</li> <li>4. I can compare and contrast different genres of literature.</li> </ol>
Common Core State Standards	CCSS.ELA-LITERACY (RL 1,2,3,7, 8,10)(RI 5,6,7,8,10)(RF 1,4)(SL 1,2)
AASL Standards	(AASL 1.2.2,1.1.4,1.2.4.1,4.2.4)

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<p><b>4. Competency Statements for Inquiry and Research Skills</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Students will learn how to know what to believe in what they read, hear and view, provoking thinking and response.</i></b></p> <ol style="list-style-type: none"> <li>1. I can understand the research process.</li> <li>2. I can, with support, use web browsers to locate content-specific websites.</li> <li>3. I can gather information from provides sources to answer a question with guidance and support from adults.</li> <li>4. I can recall information from past experiences or information provided to answer questions</li> </ol>
<p><b>Common Core State Standards</b></p>	<p>CCSS.ELA-LITERACY (RI 1,2,5,6,7,8,9,10)(L 4)(RL 1,9,10)(RF 4)(W 7,8)</p>
<p><b>AASL Standards</b></p>	<p>1.1.4, 1.1.5,1.2,2.1.2,4.2.2,4.3.2</p>

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<p><b>5. Competency Statements for Digital Citizenship Skills</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Students should be able to apply proper etiquette when using and selecting online media and practice ethical and safe online behavior.</i></b></p> <ol style="list-style-type: none"> <li>1. I can with prompting and support demonstrate proper etiquette while using and handling technology (e.g., technology basic care)</li> <li>2. I can with prompting and support answer questions about the importance of safe, legal and responsible use of technology.</li> <li>3. I can demonstrate proper care of technology and equipment.</li> <li>4. I can with help and support identify similarities and difference between text, graphics, audio, animation and video.</li> </ol>
<p><b>Common Core State Standards</b></p>	<p>CCSS.ELA-LITERACY (RI 1,2,5,6,7,8,9,10)(L 4)(RF 4)(W 8)</p>
<p><b>AASL Standards</b></p>	<p>1.1.4, 1.1.5,1.3.5,3.1.5,3.1.6</p>



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#### 3<sup>rd</sup> through 5<sup>th</sup> Grade Library

<p><b>1. Competency Statements for Library Procedures and Skills</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Students will demonstrate knowledge of responsible behavior, use and procedures to effectively use library resources.</i></b></p> <ol style="list-style-type: none"> <li>1. I can show good behavior while attending the library both as a group and independently.</li> <li>2. I demonstrate proper handling of library materials and equipment (e.g., book care, shelving, computers).</li> <li>3. I can identify the different location of materials in the library.</li> <li>4. I can use full search on Destiny.</li> </ol>
<p><b>Common Core State Standards</b></p>	<p>CCSS.ELA-LITERACY (SL 1)</p>
<p><b>AASL Standards</b></p>	<p>1.1.1, 1.1.2, 1.1.3, 1.2.3, 4.2.2,2.1, 3.1.2, 4.1.7</p>

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### 3<sup>rd</sup> through 5<sup>th</sup> Grade Library

<p><b>2. Competency Statements for Information Access Skills</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Students will use appropriate skills to create meaning from informational and literary texts.</i></b></p> <ol style="list-style-type: none"> <li>1. I can independently select non-fiction on grade level.</li> <li>2. I can explain how information from various sources contributes to understanding text.</li> <li>3. I can use text features and search tools to locate and interpret information from a variety of sources.</li> <li>4. I can explain how text supports the authors point of view.</li> <li>5. I can apply reading strategies to create meaning from a variety of genres.</li> </ol>
<p><b>Common Core State Standards</b></p>	<p>CCSS.ELA-LITERACY (RL 2,7,10) (RI 2,5,7,9,10) (RF 4)</p>
<p><b>AASL Standards</b></p>	<p>AASL 1.1.4,1.1.5,1.2,2.1.2,4.2.2,4.3.2)</p>

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<p><b>3. Competency Statements for Literature Appreciation</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Students will demonstrate knowledge of details and structure in fiction, non-fiction and informational texts and compare and contrast a variety of genres.</i></b></p>
	<ol style="list-style-type: none"> <li>1. I can describe the difference between fiction, nonfiction and informational texts.</li> <li>2. I can understand the difference between fact and fiction.</li> <li>3. I can identify story elements of character, setting, main idea, problem, solution, conflict, style and plot.</li> <li>4. I can recall details using the 5w’s and How.</li> <li>5. I understand the concepts of print in non-fiction texts including heading, subheading, bold text, captions, graphics. titles, table of contents, glossary, index and chapters.</li> <li>6. I can compare and contrast a variety of different genres of literature including historical fiction, biographies, poetry.</li> <li>7. I can access and use the review feature in Destiny to give my opinions on literary works.</li> </ol>
Common Core State Standards	CCSS.ELA-LITERACY (RL 2,3,5,7,9,10) (RI 2,3,5,7,8,9,10)(RF 4)(L 3,5)
AASL Standards	(AASL 1.2.2,1.1.4,1.2.4.1,4.2.4)



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<p><b>4. Competency Statements for Inquiry and Research Skills</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Students will learn how to know what to believe in what they read, hear and view, provoking thinking and response.</i></b></p>
	<ol style="list-style-type: none"> <li>1. I can identify reference sources and information texts to build knowledge about a topic.</li> <li>2. I can discuss criteria for evaluating sources for credibility and currency.</li> <li>3. I can draw evidence from print and digital sources to answer an information need.</li> <li>4. I can organize information by sorting into provided categories.</li> <li>5. I can draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ol>
Common Core State Standards	CCSS.ELA-LITERACY (RI 1,2,5, 8,9, 10)(L 4)(W 6,7,8)
AASL Standards	1.1.4, 1.1.5,1.2,2.1.2,4.2.2,4.3.2

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<p><b>5. Competency Statements for Digital Citizenship Skills</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Students should be able to apply proper etiquette when using and selecting online media and practice ethical and safe online behavior.</i></b></p> <ol style="list-style-type: none"> <li>1. I can apply proper etiquette when using technology (cyber safety).</li> <li>2. I can explain the importance of safe, legal and responsible use of technology.</li> <li>3. I can identify and practice ethical and safe online behavior and identify inappropriate behavior.</li> <li>4. I can select and utilize appropriate digital media to enhance a product.</li> <li>5. I can use digital media legally and ethically practicing Educational Fair Use.</li> </ol>
<p>Common Core State Standards</p>	<p>CCSS.ELA-LITERACY (RI 2,3,5,7,8,9,10) (W 6,7,8,9)</p>
<p>AASL Standards</p>	<p>1.3.3, 1.3.5, 3.1.5, 3.1.6</p>