Course Description:
The Library Media Program aims to inspire students to become lifelong learners with a developed love and appreciation for literature. Our Media program is infused throughout grades K through 5 to ensure that students have access to and are exposed to multiple genres of literature, become critical thinkers and effective users of resources, ideas, and information and learn through collaborative opportunities with peers.

The Elementary School Library program goals are to develop a love of learning and literature in each student through open access of materials, critical thinking, information literacy, and spiraling of skills that support all cross-curricular areas. Lessons integrate literature, science, technology, engineering, art, and math (STEAM) and allow students opportunities to collaborate, design, think, and create.

Established Subject Area Goals (AASL):
- I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
- I.A.2. Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.
- I.B.1. Learners engage with new knowledge by following a process that includes using evidence to investigate questions.
- I.B.2. Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.
- III. A.2. Learners identify collaborative opportunities by developing new understandings through engagement in a learning group.
- V.A.1 Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
- V.A.2 Learners develop and satisfy personal curiosity by reflecting and questioning assumptions and possible misconceptions.
- V.A.3 Learners develop and satisfy personal curiosity by engaging in inquiry-based processes for personal growth.
ISTE

- 1.a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 3.b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- 6.a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 6.b Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6.c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

Students will understand that:

- The school library is a place that fosters a love of reading, learning, and creativity.
- The school library is a place where students can utilize information to acquire and deepen their knowledge and understanding of a variety of subjects.
- Behaving appropriately, caring for materials, and following library procedures are essential to effective media center use.
- The school librarian is a teacher and a resource who helps to identify, locate, select, and access many useful materials.
- The school library is a place where students and teachers can collaborate, share ideas, and create solutions to questions and problems.
- The school library is arranged in a systematic way so that users can easily find materials.
- The public library is also a valuable resource that students can use to find materials.
<table>
<thead>
<tr>
<th>Month</th>
<th>Essential Questions</th>
<th>Key Terms and Concepts</th>
<th>Students will be able to:</th>
<th>Materials:</th>
</tr>
</thead>
</table>
| September-October | ● How can the library support my learning?  
● How should I behave in the library?  
● How do I care for library materials?  
● How do I find what I need in the library?  
● How can the school librarian assist me as I learn? | ● Fiction  
● Non-fiction  
● Genre  
● Library Catalog  
● Cover  
● Table of Contents  
● Title  
● Author  
● Illustrator  
● Spine  
● Spine Label  
● Call Number  
● Barcode  
● Title Page  
● Illustrations  
● Chapters  
● Science Fiction  
● Realistic Fiction  
● Historical Fiction  
● Mystery  
● Biography | ● Be independent library users.  
● Search the library catalog.  
● Identify multiple genres of literature.  
● Express which authors and books interest them.  
● Use books for different purposes.  
● Identify the role of authors and illustrators.  
● Identify the elements of a story. | ● MES book collection  
● PebbleGo Database  
● World Book Online  
● Nonfiction books  
● ChromeBooks  
● STEAM Kits |
<p>| • Poetry  |
| • Fairy Tales  |
| • Folktales  |
| • Fables  |
| • Myths  |
| • Legends  |
| • Caldecott  |
| • Newbery  |
| • Characters  |
| • Theme  |
| • Problem  |
| • Solution  |
| • Setting  |</p>
<table>
<thead>
<tr>
<th>November–December</th>
<th>Essential Questions</th>
<th>Key Terms and Concepts</th>
<th>Students will be able to:</th>
<th>Materials:</th>
</tr>
</thead>
</table>
|                   | ● Who am I as a reader? | ● Fiction  
                   ● Non-fiction  
                   ● Genre  
                   ● Library Catalog  
                   ● Cover  
                   ● Table of Contents  
                   ● Title  
                   ● Author  
                   ● Illustrator  
                   ● Spine  
                   ● Spine Label  
                   ● Call Number  
                   ● Barcode  
                   ● Title Page  
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                   ● Realistic Fiction  
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                   ● Search the library catalog.  
                   ● Identify multiple genres of literature.  
                   ● Express which authors and books interest them.  
                   ● Use books for different purposes.  
                   ● Identify the role of authors and illustrators.  
                   ● Identify the elements of a story. | ● MES book collection  
                   ● eBooks  
                   ● Nonfiction books  
                   ● Reference books  
                   ● All reading materials are selected to accommodate a variety of reading levels.  
                   ● Graphic novels and graphic nonfiction for visual learners  
                   ● World Book Database, including the following levels: Kids, Student, and Advanced. Read Aloud Feature included.  
                   ● Brainpop for visual learners  
                   ● World Book Online  
                   ● NatGeo Kids  
                   ● Chromebooks |
<table>
<thead>
<tr>
<th>January-February</th>
<th>Essential Questions</th>
<th>Key Terms and Concepts</th>
<th>Students will be able to:</th>
<th>Materials:</th>
</tr>
</thead>
</table>
| ● What are the parts of a story and how can they help me retell? | ● Fables  
● Myths  
● Legends  
● Caldecott  
● Newbery  
● Characters  
● Theme  
● Problem  
● Solution  
● Setting | ● Library Resources  
● Google Tools  
● Reliable  
● Point of View  
● Link  
● Evaluate  
● Audience  
● Database  
● Blog  
● Website  
● World Book Online  
● Brainpop Jr.  
● Google Docs  
● Google Slides  
● Padlet  
● Citation | ● Search OPALS to find books by title, author, and/or subject.  
● Search World Book Online and other approved sites to find information about a variety of topics.  
● Use the library resources for cross-curricular research and collaboration with classroom teachers. | ● MES book collection  
● Various periodicals  
● World Book Online  
● Nonfiction books  
● Reference books |
<table>
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<tr>
<th>March-April</th>
<th>Essential Questions</th>
<th>Key Terms and Concepts</th>
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<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● What kind of books do I need to answer my questions? ● What kind of nonfiction books do I enjoy?</td>
<td>● Index ● Glossary ● Text Box ● Captions ● Photos ● Charts ● Tables ● Maps</td>
<td>● Select a nonfiction book based on purpose, interest, and reading level. ● Make connections between the subject of a book and personal interests</td>
<td>● World Book Online ● Nonfiction books ● Reference books ● All reading materials are selected to accommodate a variety of reading levels.</td>
</tr>
<tr>
<td>May- June</td>
<td>Essential Questions</td>
<td>Key Terms and Concepts</td>
<td>Students will be able to:</td>
<td>Materials:</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>● How do we read nonfiction differently than fiction?  ● How do I know if a book is fiction or nonfiction?</td>
<td>● Graphs  ● Headings  ● Sub-Headings  ● Title  ● Author  ● Illustrator  ● Library Catalog  ● Biography  ● Autobiography  ● Dewey Decimal System  ● Call number  ● Fact  ● Opinion</td>
<td>● Use the library catalog to search for and locate nonfiction books.  ● Identify the text features in a nonfiction book.</td>
<td>● Graphic novels and graphic nonfiction for visual learners  ● World Book Database, including the following levels: Kids, Student, and Advanced. Read Aloud Feature included.  ● Brainpop for visual learners  ● Makerspace materials  ● Chromebooks</td>
<td>● World Book Online  ● Nonfiction books  ● Reference books  ● All reading materials are selected to accommodate a variety of reading levels.  ● Graphic novels and graphic nonfiction for visual learners</td>
</tr>
<tr>
<td>How does failure get us closer to our goal?</td>
<td>Think, Make, Improve, Analyze, Explore</td>
<td>real world problems.</td>
<td>World Book Database, including the following levels: Kids, Student, and Advanced. Read Aloud Feature included. Brainpop for visual learners Makerspace materials Chromebooks</td>
<td></td>
</tr>
</tbody>
</table>

Revised 2020
National School Library Standards crosswalk with Code with Google’s CS First curriculum

**CODE WITH GOOGLE’S CS FIRST CURRICULUM**

**A. THINK**
- Learners display curiosity and initiative by:
  - I.A.1. Formulating questions about a personal interest or a curricular topic.
  - I.A.2. Recalling prior and background knowledge as context for new meaning.
  - I.B.2. Devising and implementing a plan to fill knowledge gaps.
  - I.C.1. Interacting with content presented by others.
  - I.C.3. Acting on feedback to improve.

**B. CREATE**
- Learners engage with new knowledge by following a process that includes:
  - I.A.2. Recalling prior and background knowledge as context for new meaning.
  - I.B.2. Devising and implementing a plan to fill knowledge gaps.
  - I.C.1. Interacting with content presented by others.
  - I.C.3. Acting on feedback to improve.

**C. SHARE**
- Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
  - I.A.2. Recalling prior and background knowledge as context for new meaning.
  - I.B.2. Devising and implementing a plan to fill knowledge gaps.
  - I.C.1. Interacting with content presented by others.
  - I.C.3. Acting on feedback to improve.

**D. GROW**
- Learners participate in an ongoing inquiry-based process by:
  - I.A.2. Recalling prior and background knowledge as context for new meaning.
  - I.B.2. Devising and implementing a plan to fill knowledge gaps.
  - I.C.1. Interacting with content presented by others.
  - I.C.3. Acting on feedback to improve.
National School Library Standards crosswalk with Google’s CS First curriculum

AASL STANDARDS FRAMEWORK FOR LEARNERS

KEY COMMITMENT: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

CODE WITH GOOGLE’S CS FIRST CURRICULUM

A. THINK
Learners display curiosity and initiative by:

1. Formulating questions about a personal interest or a curricular topic.
2. Recalling prior and background knowledge as context for new meaning.

B. CREATE
Learners engage with new knowledge by following a process that includes:

1. Using evidence to investigate questions.
2. Devising and implementing a plan to fill knowledge gaps.
3. Generating products that illustrate learning.

C. SHARE
Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

1. Interacting with content presented by others.
2. Providing constructive feedback.
3. Acting on feedback to improve.
4. Sharing products with an authentic audience.

D. GROW
Learners participate in an ongoing inquiry-based process by:

1. Continuingly seeking knowledge.
2. Engaging in sustained inquiry.
3. Enacting new understanding through real-world connections.
4. Using reflection to guide informed decisions.

High Seas Activity
Students imagine an ocean wave, then tell a story that takes place on the high seas.

LA.1. Formulating questions about a personal interest or a curricular topic.
LA.2. Recalling prior and background knowledge as context for new meaning.
LB.1. Using evidence to investigate questions.
LB.2. Devising and implementing a plan to fill knowledge gaps.
LB.3. Generating products that illustrate learning.
LD.1. Continually seeking knowledge.
LD.2. Engaging in sustained inquiry.
LD.3. Enacting new understanding through real-world connections.
LD.4. Using reflection to guide informed decisions.

Gumball’s Coding Adventure
In this collaboration between Cartoon Network and CS First, students tell a story using the characters from “The Amazing World of Gumball.”

LA.1. Formulating questions about a personal interest or a curricular topic.
LA.2. Recalling prior and background knowledge as context for new meaning.
LB.2. Devising and implementing a plan to fill knowledge gaps.
LB.3. Generating products that illustrate learning.
LC.1. Interacting with content presented by others.
LC.2. Providing constructive feedback.
LC.3. Acting on feedback to improve.
LC.4. Sharing products with an authentic audience.
LD.2. Engaging in sustained inquiry.
LD.3. Enacting new understanding through real-world connections.
LD.4. Using reflection to guide informed decisions.

MULTI-DAY ACTIVITIES
Teach coding with lessons that include eight activities aligned with student passions.

INTRODUCTORY

Storytelling
Students use code to tell fun and interactive stories. Storytelling emphasizes creativity by encouraging students to tell a unique story each day.

LA.1. Formulating questions about a personal interest or a curricular topic.
LA.2. Recalling prior and background knowledge as context for new meaning.
LB.3. Generating products that illustrate learning.
LC.1. Interacting with content presented by others.
LC.2. Providing constructive feedback.
LC.4. Sharing products with an authentic audience.
LD.4. Using reflection to guide informed decisions.

Music & Sound
Students play musical notes, create a music video, and build an interactive music display.

LB.3. Generating products that illustrate learning.
LC.1. Interacting with content presented by others.
LC.2. Providing constructive feedback.
LC.4. Sharing products with an authentic audience.
LD.4. Using reflection to guide informed decisions.

INTERMEDIATE

Friends
Students work in pairs, tell the story of how their friendship started, and imagine a company together.

LA.1. Formulating questions about a personal interest or a curricular topic.
LA.2. Recalling prior and background knowledge as context for new meaning.
LB.2. Devising and implementing a plan to fill knowledge gaps.
LB.3. Generating products that illustrate learning.
LC.1. Interacting with content presented by others.
LC.2. Providing constructive feedback.
LC.3. Acting on feedback to improve.
LC.4. Sharing products with an authentic audience.
LD.2. Engaging in sustained inquiry.
LD.3. Enacting new understanding through real-world connections.
LD.4. Using reflection to guide informed decisions.

Fashion & Design
Students build fashion-themed programs, including a fashion walk, a stylist tool, and a pattern maker.

LA.1. Formulating questions about a personal interest or a curricular topic.
LA.2. Recalling prior and background knowledge as context for new meaning.
LB.2. Devising and implementing a plan to fill knowledge gaps.
LB.3. Generating products that illustrate learning.
LC.1. Interacting with content presented by others.
LC.2. Providing constructive feedback.
LC.3. Acting on feedback to improve.
LC.4. Sharing products with an authentic audience.
LD.2. Engaging in sustained inquiry.
LD.3. Enacting new understanding through real-world connections.
LD.4. Using reflection to guide informed decisions.

Art
Students create animations, interactive artwork, photographs, filters, and other exciting, artistic projects using code.

LA.2. Recalling prior and background knowledge as context for new meaning.
LB.3. Generating products that illustrate learning.
LC.1. Interacting with content presented by others.
LC.4. Sharing products with an authentic audience.
LD.1. Continually seeking knowledge.
LD.4. Using reflection to guide informed decisions.

ADVANCED

Sports
Students use computer science to simulate extreme sports, make their own commercial, and create commentary for a sporting event.

LA.1. Formulating questions about a personal interest or a curricular topic.
LA.2. Recalling prior and background knowledge as context for new meaning.
LB.2. Devising and implementing a plan to fill knowledge gaps.
LB.3. Generating products that illustrate learning.
LC.1. Interacting with content presented by others.
LC.2. Providing constructive feedback.
LC.3. Acting on feedback to improve.
LC.4. Sharing products with an authentic audience.
LD.2. Engaging in sustained inquiry.
LD.3. Enacting new understanding through real-world connections.

Game Design
Students learn basic video game coding concepts by making different types of games, including racing, platform, and launching.

LA.1. Formulating questions about a personal interest or a curricular topic.
LA.2. Recalling prior and background knowledge as context for new meaning.
LB.2. Devising and implementing a plan to fill knowledge gaps.
LB.3. Generating products that illustrate learning.
LC.1. Interacting with content presented by others.
LC.2. Providing constructive feedback.
LC.3. Acting on feedback to improve.
LC.4. Sharing products with an authentic audience.
LD.2. Engaging in sustained inquiry.
LD.3. Enacting new understanding through real-world connections.
LD.4. Using reflection to guide informed decisions.
A review team from the American Association of School Librarians (AASL) determined that the Google CS First curriculum (2019), csfirst.withgoogle.com, aligns with the AASL Standards featured within the National School Library Standards for Learners, School Librarians, and School Libraries (2018), standards.aasl.org. The Google CS First curriculum helps build the Competencies outlined for learners under the AASL Standards Domains—Think, Create, Share, and Grow—and within the Shared Foundations—Inquire, Include, Collaborate, Curate, Explore, and Engage. For more on how school librarians and school libraries support learning through technology, information media, and multiple literacies, see the AASL Standards Frameworks related to School Librarians and School Libraries.

### AASL Standards Framework for Learners

<table>
<thead>
<tr>
<th>CODE WITH GOOGLE’S CS FIRST CURRICULUM</th>
<th>A. THINK</th>
<th>B. CREATE</th>
<th>C. SHARE</th>
<th>D. GROW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners contribute a balanced perspective when participating in a learning community by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners adjust their awareness of the global learning community by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners exhibit empathy with and tolerance for diverse ideas by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### One Hour Activities

**Characterization**

Students provide details about a character who is missing a school assignment and use code to describe the character’s actions, thoughts, and words.

**Interactive Presentation**

Students create a new presentation, or take an existing one, and make it interactive in Scratch.

**Dialogue**

Students program a conversation between two characters to explore the role of dialogue in storytelling.

**Narration**

Students take an existing story and explore first and third person point of view.

**Figurative Language**

Students explore Figurative Language with an emphasis on metaphors, similes, personification, hyperbole, and idioms.

### One Hour Activities: Start coding with a single activity.

**Subject Specific**

- **Pitch Your Passion**
  - Students will build a project about an idea, activity, item, or cause they feel strongly about.
  - II.D.1. Seeking interactions with a range of learners

- **An Unusual Discovery**
  - Two characters meet in a world and discover a surprising object. Students get to decide what happens next by creating a story with code.
  - II.D.2. Demonstrating interest in other perspectives during learning activities

- **Animate a Name**
  - Students pick a name or word and bring the letters to life through animation, sound, and music.
  - II.D.1. Seeking interactions with a range of learners

- **Create Your Own Google Logo**
  - Students bring the Google logo to life using code, utilizing programming and design.
  - II.D.1. Seeking interactions with a range of learners
  - II.D.2. Demonstrating interest in other perspectives during learning activities
  - II.D.3. Reflecting on their own place within the global learning community

- **High Seas Activity**
  - Students animate an ocean wave, then tell a story that takes place on the high seas.
  - II.D.1. Seeking interactions with a range of learners
  - II.D.2. Demonstrating interest in other perspectives during learning activities
  - II.D.3. Reflecting on their own place within the global learning community

- **Gumball’s Coding Adventure**
  - In this collaboration between Cartoon Network and CS First, students tell a story using the characters from “The Amazing World of Gumball.”
  - II.D.1. Seeking interactions with a range of learners
  - II.D.2. Demonstrating interest in other perspectives during learning activities
  - II.D.3. Reflecting on their own place within the global learning community

### Key Commitment: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

**Include**

- **SHARED FOUNDATION II.**
  - **KEY COMMITMENT:** Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

**SUBJECT SPECIFIC**

- **II.D.1.** Seeking interactions with a range of learners
- **II.D.2.** Demonstrating interest in other perspectives during learning activities
- **II.D.3.** Reflecting on their own place within the global learning community
# National School Library Standards Crosswalk with Code with Google’s CS First curriculum

## AASL Standards Framework for Learners

### A. Think
Learners contribute a balanced perspective when participating in a learning community by:

### B. Create
Learners adjust their awareness of the global learning community by:

### C. Share
Learners exhibit empathy with and tolerance for diverse ideas by:

### D. Grow
Learners demonstrate empathy and equity in knowledge building within the global learning community by:

## Multi-Day Activities
Teach coding with lessons that include eight activities aligned with student passions.

### Introductory

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storytelling</td>
<td>Students use code to tell fun and interactive stories. Storytelling emphasizes creativity by encouraging students to tell a unique story each day.</td>
</tr>
<tr>
<td>Music &amp; Sound</td>
<td>Students play musical notes, create a music video, and build an interactive music display.</td>
</tr>
</tbody>
</table>

### Intermediate

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Friends</td>
<td>Students work in pairs, tell the story of how their friendship started, and imagine a company together.</td>
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<tr>
<td>Fashion &amp; Design</td>
<td>Students work in pairs, tell the story of how their friendship started, and imagine a company together.</td>
</tr>
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<td>Art</td>
<td>Students create animations, interactive artwork, photograph filters, and other exciting, artistic projects using code.</td>
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</table>

### Advanced

<table>
<thead>
<tr>
<th>Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Sports</td>
<td>Students use computer science to simulate extreme sports, make their own commercial, and create commentary for a sporting event.</td>
</tr>
<tr>
<td>Game Design</td>
<td>Students learn basic video game coding concepts by making different types of games, including racing, platform, and launching.</td>
</tr>
</tbody>
</table>

## Shared Foundation II

### Include

**Key Commitment:** Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

### Code with Google’s CS First Curriculm

<table>
<thead>
<tr>
<th>Activity</th>
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</tr>
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<tbody>
<tr>
<td>Multi-Day Activities</td>
<td>Teach coding with lessons that include eight activities aligned with student passions.</td>
</tr>
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</table>

### Introductory

- **Storytelling:** Students use code to tell fun and interactive stories. Storytelling emphasizes creativity by encouraging students to tell a unique story each day.

### Intermediate

- **Fashion & Design:** Students build fashion-themed programs including a fashion walk, a stylist tool, and a pattern maker.

### Advanced

- **Sports:** Students use computer science to simulate extreme sports, make their own commercial, and create commentary for a sporting event.

- **Game Design:** Students learn basic video game coding concepts by making different types of games, including racing, platform, and launching.
### National School Library Standards Crosswalk with Code with Google’s CS First Curriculum

The Google CS First curriculum (2019), csfirst.withgoogle.com, aligns with the National School Library Standards for Learners, School Librarians, and School Libraries. The crosswalk highlights how the Google CS First curriculum supports the development of learners and the delivery of library services.

#### A. THINK

- Learners identify collaborative opportunities by:
  - III. A.1. Demonstrating their desire to broaden and deepen understandings.
  - III. B.1. Using a variety of communication tools and resources.

#### B. CREATE

- Learners participate in personal, social, and intellectual networks by:
  - III. A.2. Developing new understandings through engagement in a learning group.
  - III. B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

#### C. SHARE

- Learners work productively with others to solve problems by:
  - III. A.3. Deciding to solve problems informed by group interaction.
  - III. B.3. Using a variety of communication tools and resources.

#### D. GROW

- Learners actively participate with others in learning situations by:
  - III. D.1. Actively contributing to group discussions.

### One Hour Activities

- **Pitch Your Passion**: Students will build a project about an idea, activity, item, or cause they feel strongly about.
- **An Unusual Discovery**: Two characters meet in a world and discover a surprising object. Students get to decide what happens next by creating a story with code.
- **Animate a Name**: Students pick a name or word and bring the letters to life through animation, sound, and music.
- **Gumball’s Coding Adventure**: In this collaboration between Cartoon Network and CS First, students tell a story using the characters from “The Amazing World of Gumball.”

### Key Commitment

Work effectively with others to broaden perspectives and work toward common goals.

### Sharing Foundation

**Collaborate**

<table>
<thead>
<tr>
<th>AASL Standards Framework for Learners</th>
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<td><strong>Interactive Presentation</strong></td>
<td>Learners create a new presentation, or take an existing one, and make it interactive in Scratch.</td>
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<td><strong>Dialogue</strong></td>
<td>Learners program a conversation between two characters to explore the role of dialogue in storytelling.</td>
</tr>
<tr>
<td><strong>Narration</strong></td>
<td>Learners take an existing story and explore first and third person point of view.</td>
</tr>
<tr>
<td><strong>Figurative Language</strong></td>
<td>Learners explore Figurative Language with an emphasis on metaphors, similes, personification, hyperbole, and idioms.</td>
</tr>
</tbody>
</table>
| **HOUR OF CODE**                     | **III. A.2.** Demonstrating their desire to broaden and deepen understandings.  
|                                      | **III. B.1.** Using a variety of communication tools and resources.  
|                                      | **III. B.2.** Establishing connections with other learners to build on their own prior knowledge and create new knowledge. |
| **Create Your Own Google Logo**      | Learners bring the Google logo to life using code, utilizing programming and design. |
| **High Seas Activity**               | Learners animate an ocean wave, then tell a story that takes place on the high seas. |
| **Gumball’s Coding Adventure**       | In this collaboration between Cartoon Network and CS First, learners tell a story using the characters from “The Amazing World of Gumball.” |

**CONTINUED ON REVERSE**

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## National School Library Standards crosswalk with Code with Google’s CS First curriculum

<table>
<thead>
<tr>
<th>CODE WITH GOOGLE’S CS FIRST CURRICULUM</th>
<th>AASL STANDARDS FRAMEWORK FOR LEARNERS</th>
<th>KEY COMMITMENT: Work effectively with others to broaden perspectives and work toward common goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. THINK</strong></td>
<td><strong>III. Collaborate</strong></td>
<td><strong>A. THINK</strong></td>
</tr>
<tr>
<td>Learners identify collaborative opportunities by:</td>
<td>Using a variety of communication tools and resources.</td>
<td>Establishing connections with others to build on their own prior knowledge and create new knowledge.</td>
</tr>
<tr>
<td><strong>B. CREATE</strong></td>
<td><strong>A. THINK</strong></td>
<td><strong>B. CREATE</strong></td>
</tr>
<tr>
<td>Learners participate in personal, social, and intellectual networks by:</td>
<td>Using a variety of communication tools and resources.</td>
<td>Establishing connections with other learners to build on their own prior knowledge and create new knowledge.</td>
</tr>
<tr>
<td><strong>C. SHARE</strong></td>
<td><strong>A. THINK</strong></td>
<td><strong>C. SHARE</strong></td>
</tr>
<tr>
<td>Learners work productively with others to solve problems by:</td>
<td>Using a variety of communication tools and resources.</td>
<td>Establishing connections with other learners to build on their own prior knowledge and create new knowledge.</td>
</tr>
<tr>
<td><strong>D. GROW</strong></td>
<td><strong>A. THINK</strong></td>
<td><strong>D. GROW</strong></td>
</tr>
<tr>
<td>Learners actively participate with others in learning situations by:</td>
<td>Using a variety of communication tools and resources.</td>
<td>Establishing connections with other learners to build on their own prior knowledge and create new knowledge.</td>
</tr>
</tbody>
</table>

### MULTI-DAY ACTIVITIES | Teach coding with lessons that include eight activities aligned with student passions.

#### STORYTELLING
**Students use code to tell fun and interactive stories. Storytelling emphasizes creativity by encouraging students to tell a unique story each day.**

- **III.A.1.** Demonstrating their desire to broaden and deepen understandings.
- **III.B.1.** Using a variety of communication tools and resources.

#### MUSIC & SOUND
**Students play musical notes, create a music video, and build an interactive music display.**

- **III.B.1.** Using a variety of communication tools and resources.

#### FRIENDS
**Students work in pairs, tell the story of how their friendship started, and imagine a company together.**

- **III.A.1.** Demonstrating their desire to broaden and deepen understandings.
- **III.A.2.** Developing new understandings through engagement in a learning group.
- **III.A.3.** Deciding to solve problems informed by group interaction.

#### FASHION & DESIGN
**Students build fashion-themed programs including a fashion walk, a stylist tool, and a pattern maker.**

- **III.A.2.** Developing new understandings through engagement in a learning group.
- **III.B.1.** Using a variety of communication tools and resources.
- **III.B.2.** Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

#### ART
**Students create animations, interactive artwork, photograph filters, and other exciting, artistic projects using code.**

- **III.A.2.** Developing new understandings through engagement in a learning group.
- **III.B.1.** Using a variety of communication tools and resources.
- **III.B.2.** Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

#### SPORTS
**Students use computer science to simulate extreme sports, make their own commercial, and create commentary for a sporting event.**

- **III.A.2.** Developing new understandings through engagement in a learning group.
- **III.B.1.** Using a variety of communication tools and resources.
- **III.B.2.** Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

#### GAME DESIGN
**Students learn basic video game coding concepts by making different types of games, including racing, platform, and launching.**

- **III.A.2.** Developing new understandings through engagement in a learning group.
- **III.B.1.** Using a variety of communication tools and resources.
- **III.B.2.** Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

### ADVANCED

- **III.D.1.** Actively contributing to group discussions.

### INTRODUCTORY

- **III.D.1.** Actively contributing to group discussions.
- **III.D.2.** Recognizing learning as a social responsibility.
### AASL Standards Framework for Learners

#### Key Commitment: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

#### Code with Google’s CS First Curriculum

<table>
<thead>
<tr>
<th>A. Think</th>
<th>B. Create</th>
<th>C. Share</th>
<th>D. Grow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners act on an information need by:</td>
<td>Learners gather information appropriate to the task by:</td>
<td>Learners exchange information resources within and beyond their learning community by:</td>
<td>Learners select and organize information for a variety of audiences by:</td>
</tr>
</tbody>
</table>

#### One Hour Activities

**Subject Specific**

- **Characterization**
- **Interactive Presentation**
- **Dialogue**
- **Narration**
- **Figurative Language**

**Pitch Your Passion**

Students will build a project about an idea, activity, item, or cause they feel strongly about.

**An Unusual Discovery**

Two characters meet in a world and discover a surprising object. Students get to decide what happens next by creating a story with code.

**Animate a Name**

Students pick a name or word and bring the letters to life through animation, sound, and music.

**Create Your Own Google Logo**

Students bring the Google logo to life using code, utilizing programming and design.

**High Seas Activity**

Students animate an ocean wave, then tell a story that takes place on the high seas.

**Gumball’s Coding Adventure**

In this collaboration between Cartoon Network and CS First, students tell a story using the characters from "The Amazing World of Gumball."

---

CONTINUED ON REVERSE
## AASL Standards Framework for Learners

### A. Think
Learners act on an information need by:

### B. Create
Learners gather information appropriate to the task by:

### C. Share
Learners exchange information resources within and beyond their learning community by:

### D. Grow
Learners select and organize information for a variety of audiences by:

### Multi-Day Activities
Teach coding with lessons that include eight activities aligned with student passions.

### Introductory

#### Storytelling
Students use code to tell fun and interactive stories. Storytelling emphasizes creativity by encouraging students to tell a unique story each day.

#### Music & Sound
Students play musical notes, create a music video, and build an interactive music display.

### Intermediate

#### Friends
Students work in pairs, tell the story of how their friendship started, and imagine a company together.

#### Fashion & Design
Students build fashion-themed programs including a fashion walk, a stylist tool, and a pattern maker.

#### Art
Students create animations, interactive artwork, photograph filters, and other exciting, artistic projects using code.

### Advanced

#### Sports
Students use computer science to simulate extreme sports, make their own commercial, and create commentary for a sporting event.

#### Game Design
Students learn basic video game coding concepts by making different types of games, including racing, platform, and launching.

### Shared Foundation

#### Key Commitment: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

#### Curate
- IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
- IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.
- IV.D.3. Openly communicating curation processes for others to use, interpret, and validate.

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### Note
A review team from the American Association of School Librarians (AASL) determined that the Google CS First curriculum (2019), csfirst.withgoogle.com, aligns with the AASL Standards Framework for Learners featured within the National School Library Standards for Learners, School Librarians, and School Libraries (2018), standards.aasl.org. The Google CS First curriculum helps build the Competencies outlined for learners under the AASL Standards Domains—Think, Create, Share, and Grow—and within the Shared Foundations—Inquire, Include, Collaborate, Curate, Explore, and Engage. For more on how school librarians and school libraries support learning through technology, information media, and multiple literacies, see the AASL Standards Frameworks related to School Libraries and School Librarians.
# National School Library Standards crosswalk with Code with Google’s CS First curriculum

**AASL Standards Frameworks for Learners, School Librarians, and School Libraries**

**Shared Foundation V: Explore**

### Key Commitment: Discover and innovate in a growth mindset developed through experience and reflection.

### A. Think

- **V.A.1.** Reading widely and deeply in multiple formats and write for a variety of purposes.
- **V.B.1.** Problem solving through cycles of design, implementation, and reflection.
- **V.C.1.** Expressing curiosity about a topic of personal interest or curricular relevance.

### B. Create

- **V.A.3.** Engaging in inquiry-based processes for personal growth.
- **V.B.3.** Problem solving through cycles of design, implementation, and reflection.
- **V.C.3.** Collaboratively identifying innovative solutions to a challenge or problem.

### C. Share

- **V.A.3.** Engaging in inquiry-based processes for personal growth.
- **V.B.3.** Problem solving through cycles of design, implementation, and reflection.
- **V.C.3.** Collaboratively identifying innovative solutions to a challenge or problem.

### D. Grow

- **V.D.1.** Iteratively responding to challenges.
- **V.D.2.** Recognizing capabilities and skills that can be developed, improved, and expanded.
- **V.D.3.** Open-mindedly accepting feedback for positive and constructive growth.

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### Code with Google’s CS First Curriculum

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characterization</strong></td>
<td>Reading widely and deeply in multiple formats and write for a variety of purposes.</td>
<td>Problem solving through cycles of design, implementation, and reflection.</td>
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</tr>
<tr>
<td><strong>Interactive Presentation</strong></td>
<td>Reading widely and deeply in multiple formats and write and create for a variety of purposes.</td>
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</tr>
<tr>
<td><strong>Dialogue</strong></td>
<td>Reading widely and deeply in multiple formats and write and create for a variety of purposes.</td>
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</tr>
<tr>
<td><strong>Narration</strong></td>
<td>Reading widely and deeply in multiple formats and write and create for a variety of purposes.</td>
<td>Problem solving through cycles of design, implementation, and reflection.</td>
<td>Expressing curiosity about a topic of personal interest or curricular relevance.</td>
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<td>Open-mindedly accepting feedback for positive and constructive growth.</td>
</tr>
<tr>
<td><strong>Figurative Language</strong></td>
<td>Reading widely and deeply in multiple formats and write and create for a variety of purposes.</td>
<td>Problem solving through cycles of design, implementation, and reflection.</td>
<td>Expressing curiosity about a topic of personal interest or curricular relevance.</td>
<td>Iteratively responding to challenges.</td>
<td>Recognizing capabilities and skills that can be developed, improved, and expanded.</td>
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</tr>
</tbody>
</table>

### One Hour Activities: Start coding with a single activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pitch Your Passion</strong></td>
<td>Students will build a project about an idea, activity, item, or cause they feel strongly about.</td>
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<td><strong>An Unusual Discovery</strong></td>
<td>Two characters meet in a world and discover a surprising object. Students get to decide what happens next by creating a story with code.</td>
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<td><strong>Animate a Name</strong></td>
<td>Students pick a name or word and bring the letters to life through animation, sound, and music.</td>
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<td><strong>Create Your Own Google Logo</strong></td>
<td>Students bring the Google logo to life using code, utilizing programming and design.</td>
</tr>
</tbody>
</table>

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CONTINUED ON REVERSE
**SHARE FOUNDATION V. **

**Explore**

### CODE WITH GOOGLE’S CS FIRST CURRICULUM

<table>
<thead>
<tr>
<th>A. THINK</th>
<th>B. CREATE</th>
<th>C. SHARE</th>
<th>D. GROW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners develop and satisfy personal curiosity by:</td>
<td>Learners construct new knowledge by:</td>
<td>Learners engage with the learning community by:</td>
<td>Learners develop through experience and reflection by:</td>
</tr>
</tbody>
</table>

#### High Seas Activity
Students animate an ocean wave, then tell a story that takes place on the high seas.

- **V.B.1:** Problem solving through cycles of design, implementation, and reflection.
- **V.B.2:** Persisting through self-directed pursuits by tinkering and making.
- **V.C.1:** Expressing curiosity about a topic of personal interest or curricular relevance.
- **V.D.1:** Iteratively responding to challenges.
- **V.D.2:** Recognizing capabilities and skills that can be developed, improved, and expanded.
- **V.D.3:** Open-mindedly accepting feedback for positive and constructive growth.

#### Gumball's Coding Adventure
In this collaboration between Cartoon Network and CS First, students tell a story using the characters from "The Amazing World of Gumball."

- **V.A.1:** Reading widely and deeply in multiple formats and write and create for a variety of purposes.
- **V.A.3:** Engaging in inquiry-based processes for personal growth.
- **V.B.1:** Problem solving through cycles of design, implementation, and reflection.
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### MULTI-DAY ACTIVITIES
Teach coding with lessons that include eight activities aligned with student passions.

#### INTRODUCTORY

- **Storytelling**
  - Students use code to tell fun and interactive stories.
  - Storytelling emphasizes creativity by encouraging students to tell a unique story each day.
  - **V.A.1:** Reading widely and deeply in multiple formats and write and create for a variety of purposes.
  - **V.A.3:** Engaging in inquiry-based processes for personal growth.
  - **V.B.1:** Problem solving through cycles of design, implementation, and reflection.
  - **V.B.2:** Persisting through self-directed pursuits by tinkering and making.

#### INTERMEDIATE

- **Music & Sound**
  - Students play musical notes, create a music video, and build an interactive music display.
  - **V.A.1:** Reading widely and deeply in multiple formats and write and create for a variety of purposes.
  - **V.A.3:** Engaging in inquiry-based processes for personal growth.
  - **V.B.1:** Problem solving through cycles of design, implementation, and reflection.
  - **V.B.2:** Persisting through self-directed pursuits by tinkering and making.

#### ADVANCED

- **Game Design**
  - Students learn basic video game coding concepts by making different types of games, including racing, platform, and launching.
  - **V.A.1:** Reading widely and deeply in multiple formats and write and create for a variety of purposes.
  - **V.A.3:** Engaging in inquiry-based processes for personal growth.
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  - **V.B.2:** Persisting through self-directed pursuits by tinkering and making.
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  - **V.D.1:** Iteratively responding to challenges.
  - **V.D.2:** Recognizing capabilities and skills that can be developed, improved, and expanded.
  - **V.D.3:** Open-mindedly accepting feedback for positive and constructive growth.
## SHARE FOUNDATION

### VI. Engage

#### A. Think
- Learners follow ethical and legal guidelines for gathering and using information by:
  - VI.A.1. Responsibly applying information, technology, and media to learning

#### B. Create
- Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
  - VI.B.1. Responsibly applying information, technology, and media to learning

#### C. Share
- Learners responsibly, ethically, and legally share new information with a global community by:
  - VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies

#### D. Grow
- Learners engage with information to extend personal learning by:
  - VI.D.1. Personalizing their use of information and information technologies

### ONE HOUR ACTIVITIES

#### SUBJECT SPECIFIC

**Characterization**
- Students provide details about a character who is missing a school assignment and use code to describe the character’s actions, thoughts, and words.

**Interactive Presentation**
- Students create a new presentation, or take an existing one, and make it interactive in Scratch.

**Dialogue**
- Students program a conversation between two characters to explore the role of dialogue in storytelling.

**Narration**
- Students take an existing story and explore first and third person point of view.

**Figurative Language**
- Students explore Figurative Language with an emphasis on metaphors, similes, personification, hyperbole, and idioms.

**Pitch Your Passion**
- Students will build a project about an idea, activity, item, or cause they feel strongly about.

**An Unusual Discovery**
- Two characters meet in a world and discover a surprising object: Students get to decide what happens next by creating a story with code.

**Animate a Name**
- Students pick a name or word and bring the letters to life through animation, sound, and music.

**Create Your Own Google Logo**
- Students bring the Google logo to life using code, utilizing programming and design.

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Storytelling
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Music & Sound
Students play musical notes, create a music video, and build an interactive music display.

Friends
Students work in pairs, tell the story of how their friendship started, and imagine a company together.

Fashion & Design
Students build fashion-themed programs including a fashion walk, a stylist tool, and a pattern maker.

Art
Students create animations, interactive artwork, graph, filters, and other exciting, artistic projects using code.

Sports
Students use computer science to simulate extreme sports, make their own commercial, and create commentary for a sporting event.

Game Design
Students learn basic video game coding concepts by making different types of games, including racing, platform, and launching.

MULTI-DAY ACTIVITIES | Teach coding with lessons that include eight activities aligned with student passions.

INTRODUCTORY

Storytelling
Students use code to tell fun and interactive stories. Storytelling emphasizes creativity by encouraging students to tell a unique story each day.

Music & Sound
Students play musical notes, create a music video, and build an interactive music display.

INTERMEDIATE

Friends
Students work in pairs, tell the story of how their friendship started, and imagine a company together.

Fashion & Design
Students build fashion-themed programs including a fashion walk, a stylist tool, and a pattern maker.

Art
Students create animations, interactive artwork, graph, filters, and other exciting, artistic projects using code.

ADVANCED

Sports
Students use computer science to simulate extreme sports, make their own commercial, and create commentary for a sporting event.

Game Design
Students learn basic video game coding concepts by making different types of games, including racing, platform, and launching.

AASL STANDARDS FRAMEWORK FOR LEARNERS

A. THINK
Learners follow ethical and legal guidelines for gathering and using information by:

VI.A.1. Responsibly applying information, technology, and media to learning

VI.A.2. Understanding the ethical use of information, technology, and media.

B. CREATE
Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:

VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies.

VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.

C. SHARE
Learners responsibly, ethically, and legally share new information with a global community by:

VI.D.1. Personalizing their use of information and information technologies.

VI.D.2. Reflecting on the process of ethical generation of knowledge.

VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

D. GROW
Learners engage with information to extend personal learning by:

VI.D.1. Personalizing their use of information and information technologies.

VI.D.2. Reflecting on the process of ethical generation of knowledge.

VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
**National School Library Standards Crosswalk with Future Ready Librarians**

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>NATIONAL SCHOOL LIBRARY STANDARDS</th>
<th>FUTURE READY LIBRARIANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. THINK</td>
<td>Learners display curiosity and initiative by:</td>
<td>LITERACY: Inspires and supports the reading lives of both students and teachers</td>
</tr>
<tr>
<td></td>
<td>1. Formulating questions about a personal interest or a curricular topic.</td>
<td>Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</td>
</tr>
<tr>
<td></td>
<td>2. Recalling prior and background knowledge as context for new meaning.</td>
<td>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators</td>
</tr>
<tr>
<td></td>
<td>SCHOOL LIBRARIAN Competencies:</td>
<td>Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.</td>
</tr>
<tr>
<td></td>
<td>School librarians teach learners to display curiosity and initiative when seeking information by:</td>
<td>PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning</td>
</tr>
<tr>
<td></td>
<td>1. Encouraging learners to formulate questions about a personal interest or a curricular topic.</td>
<td>Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).</td>
</tr>
<tr>
<td></td>
<td>2. Activating learners’ prior and background knowledge as context for constructing new meaning.</td>
<td>ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access</td>
</tr>
<tr>
<td></td>
<td>SCHOOL LIBRARY Alignments:</td>
<td>Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district’s strategic vision.</td>
</tr>
<tr>
<td></td>
<td>The school library enables curiosity and initiative by:</td>
<td>LITERACY: Inspires and supports the reading lives of both students and teachers</td>
</tr>
<tr>
<td></td>
<td>1. Embedding the inquiry process across grade bands and within disciplines.</td>
<td>Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</td>
</tr>
<tr>
<td></td>
<td>2. Using systematic instructional-development and information-search process in working with other educators to improve integration of the process into curriculum.</td>
<td>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators</td>
</tr>
<tr>
<td></td>
<td>LEARNER Competencies:</td>
<td>Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.</td>
</tr>
<tr>
<td></td>
<td>Learners engage with new knowledge by following a process that includes:</td>
<td>LITERACY: Inspires and supports the reading lives of both students and teachers</td>
</tr>
<tr>
<td></td>
<td>1. Using evidence to investigate questions.</td>
<td>Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</td>
</tr>
<tr>
<td></td>
<td>2. Devise and implementing a plan to fill knowledge gaps.</td>
<td>PERSONALIZED PROFESSIONAL LEARNING: Facilitates Personalized Professional Learning</td>
</tr>
<tr>
<td></td>
<td>3. Generating products that illustrate learning.</td>
<td>Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).</td>
</tr>
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<td></td>
<td>SCHOOL LIBRARIAN Competencies:</td>
<td>ROBUST INFRASTRUCTURE: Ensures Equitable Digital Access</td>
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<tr>
<td></td>
<td>School librarians promote new knowledge generation by:</td>
<td>Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district’s strategic vision.</td>
</tr>
<tr>
<td></td>
<td>1. Assisting in assessing the inquiry-based research process.</td>
<td>LITERACY: Inspires and supports the reading lives of both students and teachers</td>
</tr>
<tr>
<td></td>
<td>2. Providing constructive feedback.</td>
<td>Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</td>
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<td></td>
<td>3. Facilitating the development of products that illustrate learning.</td>
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<tr>
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**CONTINUED ON REVERSE**
### Inquire

#### Learner Competencies
Learners participate in an ongoing inquiry-based process by:
1. Continually seeking knowledge.
2. Engaging in sustained inquiry.
3. Enacting new understanding through real-world connections.
4. Using reflection to guide informed decisions.

### School Librarian Competencies
School librarians implement and model an inquiry-based process by:
1. Leading learners and staff through the research process.
2. Constructing tasks focused on learners’ individual areas of interest.
3. Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning.

### School Library Alignments
The school library ensures an inquiry-based process for learners by:
1. Establishing and supporting a learning environment that builds critical-thinking and inquiry dispositions for all learners.
2. Reinforcing the role of the school library, information, and technology resources in maximizing learning and institutional effectiveness.

### Literacy
- Inspires and supports the reading lives of both students and teachers.
- Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.

### Curriculum, Instruction, and Assessment
- Builds Instructional Partnerships: Partners with educators to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation, and the active use of technology.
- Empowers Students as Creators: Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.

### Personalized Professional Learning
- Facilitates Personalized Professional Learning: Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).

### Robust Infrastructure
- Ensures Equitable Digital Access: Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district’s strategic vision.
## National School Library Standards Crosswalk with Future Ready Librarians

### A. THINK

#### DOMAIN: LEARNER Competencies

**Learners contribute a balanced perspective when participating in a learning community by:**
1. Articulating an awareness of the contributions of a range of learners.
2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
3. Developing critical awareness of cultural relevancy and placement within the global learning community.

**School Librarian Competencies**

School librarians direct learners to contribute a balanced perspective when participating in a learning community by:
1. Engaging learners to articulate an awareness of the contributions of a range of learners.
2. Guiding learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.
3. Differentiating instruction to support learners’ understanding of cultural relevancy and placement within the global learning community.

#### SCHOOL LIBRARY Alignments

The school library supports balanced perspectives through services and learning opportunities by:
1. Providing challenging and authentic opportunities that address the needs of the broad range of learners.
2. Offering diverse learning experiences that allow for individual differences in learners.
3. Providing a comprehensive variety of resources.

**Librarians**

*Empowers Students as Creators*

- Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.

**LITERACY**

- Inspires and supports the reading lives of both students and teachers

**CURRICULUM, INSTRUCTION, AND ASSESSMENT**

- Empowers Students as Creators

- Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.

**COMMUNITY PARTNERSHIPS**

- Cultivates Community Partnerships

- Cultivates partnerships with the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers.

**ROBUST INFRASTRUCTURE**

- Ensures Equitable Digital Access

- Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district’s strategic vision.

#### LITERACY

- **Learners** contribute a balanced perspective when participating in a learning community by:
  1. Articulating an awareness of the contributions of a range of learners.
  2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
  3. Developing critical awareness of cultural relevancy and placement within the global learning community.

**Librarians**

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- Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.

**ROBUST INFRASTRUCTURE**

- **Ensures Equitable Digital Access**

- Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district’s strategic vision.

#### SCHOOL LIBRARY Alignments

The school library represents all members and their place in a global learning community by:
1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.
2. Organizing facilities to enhance the use and ensure equitable access to information resources and services for all learners.
3. Featuring learning opportunities that include diverse viewpoints.

**Librarians**

- **Empowers Students as Creators**

- Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.

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**ROBUST INFRASTRUCTURE**

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### B. CREATE

#### DOMAIN: LEARNER Competencies

**Learners** adjust their awareness of the global learning community by:
1. Interacting with learners who reflect a range of perspectives.
2. Evaluating a variety of perspectives during learning activities.
3. Representing diverse perspectives during learning activities.

**School Librarian Competencies**

School librarians establish opportunities for learners to adjust their awareness of the global learning community by:
1. Providing opportunities for learners to interact with others who reflect a range of perspectives.
2. Deviating learning activities that require learners to evaluate a variety of perspectives.
3. Designing opportunities that help learners to illustrate diverse viewpoints.

**LITERACY**

- **Learners** contribute a balanced perspective when participating in a learning community by:
  1. Articulating an awareness of the contributions of a range of learners.
  2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
  3. Developing critical awareness of cultural relevancy and placement within the global learning community.

**Librarians**

- **Empowers Students as Creators**

- Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.

**ROBUST INFRASTRUCTURE**

- **Ensures Equitable Digital Access**

- Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district’s strategic vision.

#### SCHOOL LIBRARY Alignments

The school library facilitates experiences in which learners exhibit empathy and tolerance for diverse ideas by:
1. Engaging learners to engage in informed conversation and active debate.
2. Encouraging students to contribute to discussions in which multiple viewpoints on a topic are expressed.

**Librarians**

- **Empowers Students as Creators**

- Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.

**COMMITTEE PARTNERSHIPS**

- Cultivates Community Partnerships

- Cultivates partnerships with the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers.

**COLLABORATIVE LEADERSHIP**

- Leads Beyond the Library

- Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.

**ROBUST INFRASTRUCTURE**

- **Ensures Equitable Digital Access**

- Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district’s strategic vision.

**USE OF SPACE AND TIME**

- **Designs Collaborative Spaces**

- Provides flexible spaces that promote inquiry, creativity, collaboration, and community.

#### SCHOOL LIBRARY Alignments

The school library facilitates opportunities to experience diverse ideas by:
1. Implementing strategies that address physical, social, cultural, linguistic, and intellectual barriers to equitable access to resources and services.
2. Promoting the use of high-quality and high-interest literature in formats that reflect the diverse developmental, cultural, social, and linguistic needs of all learners and their communities.
3. Constructing a learning environment that fosters the sharing of a wide range of viewpoints and ideas.

**Librarians**

- **Empowers Students as Creators**

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### CONTINUED ON REVERSE
The AASL Standards Crosswalk Task Force recognizes that sets of standards vary in their nature and level of specificity or generality. When cross-walking standards sets, it is prudent and necessary to leave some interpretation open to the professional educator. Due to the language of the Future Ready Librarian Framework™ (2018), futureready.org, and its emphasis on personalized student learning, it has only been cross-walked to the AASL Standards Frameworks sections related to School Librarians and School Libraries.

### SHARED FOUNDATION II.

**Include**

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<th>Future Ready Librarians</th>
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Curriculum, Instruction, and Assessment: Empowers Students as Creators.  
Community Partnerships: Cultivates Community Partnerships.  
Use of Space and Time: Designs Collaborative Spaces. |
| School Librarian Competencies | School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community by: 1. Creating an atmosphere in which learners feel empowered and interactions are learner-initiated. 2. Initiating opportunities that allow learners to demonstrate interest in other perspectives. 3. Showcasing learners’ reflections on their place within the global learning community. | LITERACY: Inspires and supports the reading lives of both students and teachers.  
Curriculum, Instruction, and Assessment: Empowers Students as Creators.  
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Use of Space and Time: Designs Collaborative Spaces. |
| School Library Alignments | The school library builds empathy and equity within the global learning community by: 1. Ensuring that all learning needs are met through access to information and ideas located in a diverse collection of sufficient size for the learner population and supported by reliable hardware and software. 2. Enabling equitable access to learning opportunities, academic and social support, and other resources necessary for learner success. 3. Clearly and frequently articulating the school library’s impact when communicating with administration, faculty, staff, learners, parents, and the community.  | LITERACY: Inspires and supports the reading lives of both students and teachers.  
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**Community Partnerships:** Cultivates partnerships within the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers.

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**LITERACY:** Inspires and supports the reading lives of both students and teachers. Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.

**Curriculum, Instruction, and Assessment:** Empowers Students as Creators. Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.

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### DOMAIN  III: Collaborate

**NATIONAL SCHOOL LIBRARY STANDARDS**

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<tbody>
<tr>
<td>1. Demonstrating their desire to broaden and deepen understandings</td>
<td>1. Challenging learners to work with others to broaden and deepen understandings</td>
<td>The school library facilitates opportunities to integrate collaborative and shared learning by:</td>
</tr>
<tr>
<td>2. Developing new understandings through engagement in a learning group</td>
<td>2. Scaffolding engagement of learning-group roles to enable the development of new understandings within a group</td>
<td>1. Partnering with other educators to scaffold learning and organize learner groups to broaden and deepen understanding.</td>
</tr>
<tr>
<td>3. Deciding to solve problems informed by group interaction</td>
<td>3. Organizing learner groups for decision making and problem solving</td>
<td>2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.</td>
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**FUTURE READY LIBRARIANS**

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**B. CREATE**

**SHARED FOUNDATION III: Collaborate**

**KEY COMMITMENT:** Work effectively with others to broaden perspectives and work toward common goals.
## National School Library Standards Crosswalk with Future Ready Librarians

**Shared Foundation III: Collaborate**

### Domain: National School Library Standards

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| Learners work productively with others to solve problems by: | 1. Soliciting and responding to feedback from others.  
2. Inviting diverse perspectives in their own inquiry processes. |

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</table>
| School librarians promote working productively with others to solve problems by: | 1. Demonstrating how to solicit and respond to feedback from others.  
2. Advocating and modeling respect for diverse perspectives to guide the inquiry process. |

### Domain: Future Ready Librarians

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| Learners actively participate with others in learning situations by: | 1. Actively contributing to group discussions.  
2. Recognizing learning as a social responsibility. |

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| School librarians foster active participation in learning situations by: | 1. Stimulating learners to actively contribute to group discussions.  
2. Creating a learning environment in which learners understand that learning is a social responsibility. |

### Key Commitment: Work effectively with others to broaden perspectives and work toward common goals.

**LITERACY:** Inspires and supports the reading lives of both students and teachers.  
Creating inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.

**PERSONALIZED PROFESSIONAL LEARNING:** Facilitates Personalized Professional Learning.  
Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).

**COMMUNITY PARTNERSHIPS:** Cultivates Community Partnerships.  
Cultivates partnerships within the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers.

**COLLABORATIVE LEADERSHIP:** Leads Beyond the Library.  
Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.

**USE OF SPACE AND TIME:** Designs Collaborative Spaces.  
Provides flexible spaces that promote inquiry, creativity, collaboration, and community.

**LEARNER Competencies**

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| The school library supports active learner participation by: | 1. Creating and maintaining a learning environment that supports and stimulates discussion from all members of the school community.  
2. Demonstrating and reinforcing the idea that information is a shared resource. |

**LITERACY:** Inspires and supports the reading lives of both students and teachers.  
Creating inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.

**PERSONALIZED PROFESSIONAL LEARNING:** Facilitates Personalized Professional Learning.  
Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).
## National School Library Standards Crosswalk with Future Ready Librarians

### Domain: Curate

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<tbody>
<tr>
<td>Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.</td>
<td>School librarians challenge learners to act on an information need by: 1. Modeling the response to a need to gather and organize information. 2. Designing opportunities for learners to explore possible information sources. 3. Guiding learners to make critical choices about information sources to use.</td>
<td>The school library provides problem-based learning experiences and environments by: 1. Using resources and technology to foster inquiry and scaffold mastery of skills necessary for learning to progress. 2. Adapting a dynamic collection-development plan to ensure that adequate resources reflect current and in-depth knowledge. 3. Focusing on the effective use of a wide range of resources to foster information skills appropriate to content areas.</td>
</tr>
</tbody>
</table>

### Competencies

**LITERACY:** Inspires and supports the reading lives of both students and teachers

- Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.

**CURRICULUM, INSTRUCTION, AND ASSESSMENT:** Curates Digital Resources

- Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others.

**ROBUST INFRASTRUCTURE:** Ensures Equitable Digital Access

- Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district’s strategic vision.

**BUDGET AND RESOURCES:** Invests Strategically in Digital Resources

- Leverages an understanding of school and community needs to identify and invest in digital resources such as books and ebooks to support student learning.

---

**KEY COMMITMENT:** Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

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CONTINUED ON REVERSE **©**
## National School Library Standards Crosswalk with Future Ready Librarians

### Shared Foundation IV: Curate

<table>
<thead>
<tr>
<th>Domain</th>
<th>National School Library Standards</th>
<th>Future Ready Librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEARNER Competencies</strong></td>
<td>Learners exchange information resources within and beyond their learning community by: 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others’ work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.</td>
<td><strong>LITERACY:</strong> Inspires and supports the reading lives of both students and teachers. Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. <strong>CURRICULUM, INSTRUCTION, AND ASSESSMENT:</strong> Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others.</td>
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<tr>
<td><strong>SCHOOL LIBRARIAN Competencies</strong></td>
<td>School librarians contribute to and guide information resource exchange within and beyond the school learning community by: 1. Facilitating opportunities to access and evaluate collaboratively constructed information sites. 2. Devicing pathways for learners to contribute to collaboratively constructed information sites by ethically using and reproducing others’ work. 3. Directing learners to join others to compare and contrast information derived from collaboratively constructed information sites.</td>
<td><strong>LITERACY:</strong> Inspires and supports the reading lives of both students and teachers. Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. <strong>CURRICULUM, INSTRUCTION, AND ASSESSMENT:</strong> Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others.</td>
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<td><strong>SCHOOL LIBRARY Alignments</strong></td>
<td>The school library facilitates the contribution and exchange of information within and among learning communities by: 1. Providing an environment in which resources that support the school’s curriculum and learning goals can be collaboratively selected and developed. 2. Including and tracking collection materials in a system that uses standardized approaches to description and location. 3. Establishing policies that promote effective acquisition, description, circulation, sharing, and access to resources within and beyond the school day. 4. Maintaining procedures that ensure user confidentiality and promote unimpeded access to materials by staff members and learners.</td>
<td><strong>LITERACY:</strong> Inspires and supports the reading lives of both students and teachers. Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. <strong>CURRICULUM, INSTRUCTION, AND ASSESSMENT:</strong> Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. <strong>ROBUST INFRASTRUCTURE:</strong> Ensures Equitable Digital Access Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district’s strategic vision.</td>
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<td><strong>LEARNER Competencies</strong></td>
<td>Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.</td>
<td><strong>LITERACY:</strong> Inspires and supports the reading lives of both students and teachers. Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. <strong>CURRICULUM, INSTRUCTION, AND ASSESSMENT:</strong> Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. <strong>BUDGET AND RESOURCES:</strong> Invests Strategically in Digital Resources Leverages an understanding of school and community needs to identify and invest in digital resources such as books and ebooks to support student learning.</td>
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<td><strong>SCHOOL LIBRARIAN Competencies</strong></td>
<td>School librarians show learners how to select and organize information for a variety of audiences by: 1. Engaging learners in ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Formulating tasks that help learners to integrate and depict in a conceptual knowledge network learners’ understanding gained from resources. 3. Making opportunities for learners to openly communicate curation processes for others to use, interpret, and validate.</td>
<td><strong>LITERACY:</strong> Inspires and supports the reading lives of both students and teachers. Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas. <strong>CURRICULUM, INSTRUCTION, AND ASSESSMENT:</strong> Curates Digital Resources Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others. <strong>COLLABORATIVE LEADERSHIP:</strong> Leads Beyond the Library Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.</td>
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<td><strong>SCHOOL LIBRARY Alignments</strong></td>
<td>The school library engages the learning community in exploring resources by: 1. Describing, organizing, and promoting the collection for maximum and effective use for multiple learning applications. 2. Maintaining a collection of sufficient breadth and currency to be pertinent to the school’s program of studies. 3. Supporting access through a schedule that allows use by learners and staff at time of need. 4. Providing an environment in which resources that support the school district’s strategic vision. 5. Ensuring students are provided and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district’s strategic vision. 6. Leverage an understanding of school and community needs to identify and invest in digital resources such as books and ebooks to support student learning.</td>
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<td>The school library fosters learners' personal curiosity by:</td>
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<td>Learners develop and satisfy personal curiosity by:</td>
<td>1. <strong>Teaching problem solving through cycles of design, implementation, and reflection.</strong></td>
<td>The school library facilitates construction of new knowledge by:</td>
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<td>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</td>
<td>2. <strong>Providing opportunities for tinkering and making.</strong></td>
<td>1. <strong>Implementing technology as a tool or resource for learning.</strong></td>
</tr>
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<td>2. Reflecting and questioning assumptions and possible misconceptions.</td>
<td>3. <strong>Modeling perseverance through self-directed tinkering and making.</strong></td>
<td>2. <strong>Establishing and maintaining a learning environment conducive to independent and collaborative exploration and problem solving.</strong></td>
</tr>
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<td>3. Engaging in inquiry-based processes for personal growth.</td>
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<td>3. <strong>Creating inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</strong></td>
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<td>2. Co-constructing innovative means of investigation.</td>
<td>Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.</td>
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<td>3. Collaboratively identifying innovative solutions to a challenge or problem.</td>
<td><strong>LEARNER Competencies</strong></td>
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<td>School librarians prepare learners to engage with the learning community by:</td>
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<td>1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance.</td>
<td>Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others.</td>
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<td>2. Assisting learners to co-construct innovative means of investigation.</td>
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<td>2. Encouraging faculty and other members of the community to participate in school library activities.</td>
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<td>3. Building and advocating for strong relationships with stakeholders who recognize and support an effective school library.</td>
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<td>School librarians help learners develop through experiences and reflection by:</td>
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<td>1. Iteratively responding to challenges.</td>
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<td>2. Recognizing capabilities and skills that can be developed, improved, and expanded.</td>
<td>Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</td>
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<td>3. Open-mindedly accepting feedback for positive and constructive growth.</td>
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<td>The school library assists in the growth and development of learners by:</td>
<td><strong>SCHOOL LIBRARY Alignments</strong></td>
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<td>1. Leading other educators and learners to embrace a growth mindset through lifelong learning.</td>
<td>LITERACY: Inspires and supports the reading lives of both students and teachers</td>
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<td>2. Anticipating learners’ needs and adapting the learning environment in accordance with evidence-based practices.</td>
<td>Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</td>
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<td>3. Embracing new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation.</td>
<td><strong>KEY COMMITMENT:</strong> Discover and innovate in a growth mindset developed through experience and reflection.</td>
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<td>Learners develop through experience and reflection by:</td>
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<td>1. Iteratively responding to challenges.</td>
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<td>2. Recognizing capabilities and skills that can be developed, improved, and expanded.</td>
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<td>3. Open-mindedly accepting feedback for positive and constructive growth.</td>
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<td>Learners engage with the learning community by:</td>
<td>Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.</td>
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<td>1. Expressing curiosity about a topic of personal interest or curricular relevance.</td>
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<td>2. Co-constructing innovative means of investigation.</td>
<td>Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.</td>
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<td>3. Collaboratively identifying innovative solutions to a challenge or problem.</td>
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<td>Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.</td>
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<td>School librarians prepare learners to engage with the learning community by:</td>
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<td>1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance.</td>
<td>Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.</td>
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<td>2. Assisting learners to co-construct innovative means of investigation.</td>
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<td>3. Structuring activities for learners to collaboratively identify innovative solutions to a challenge or problem.</td>
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National School Library Standards Crosswalk with Future Ready Librarians

American Association of School Librarians
2000 American Library Association Building
50 E. Huron Street
Chicago, IL 60611-2795
www.aasl.org
www.ala.org

The AASL Standards Crosswalk Task Force recognizes that sets of standards vary in their nature and level of specificity. When cross-walking standards sets, it is prudent and necessary to leave some interpretation open to the professional educator. Due to the language of the Future Ready Librarian Framework (2018), futureready.org, and its emphasis on personalized student learning, it has only been cross-walked to the AASL Standards Frameworks sections related to School Librarians and School Libraries.
National School Library Standards crosswalk with Future Ready Librarians

**Domain VI: Engage**

**Learner Competencies**

- Learners follow ethical and legal guidelines for gathering and using information by:
  1. Respecting the intellectual property of others.
  2. Understanding the ethical use of information, technology, and media.
  3. Modeling the ethical use of information, technology, and media.
  4. Teaching learners how and why to evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.

**School Librarian Competencies**

- School librarians promote ethical and legal guidelines for gathering and using information by:
  1. Directing learners to responsibly use information, technology, and media for learning.
  2. Modeling the ethical use of information, technology, and media.
  3. Teaching learners how and why to evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.

**School Library Alignments**

- The school library serves as a context in which the school librarian ensures that the school community is aware of the guidelines for safe, ethical, and legal use of information by:
  1. Educating the school community on the ethical use of information and the intellectual property of others.
  2. Designing instruction and delivery of services that support equitable access to information in an efficient and ethical manner by all members of the school community.
  3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

**Key Commitment:** Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

**LITERACY:** Inspires and supports the reading lives of both students and teachers

- Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.

**CURRICULUM, INSTRUCTION, AND ASSESSMENT:** Curates Digital Resources

- Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others.

**PERSONALIZED PROFESSIONAL LEARNING:** Facilitates Personalized Professional Learning

- Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).

**ROBUST INFRASTRUCTURE:** Ensures Equitable Digital Access

- Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district’s strategic vision.

**DATA AND PRIVACY:** Advocates for Student Privacy

- Teaches and promotes student data and privacy through his or her instruction and role as an educational leader.

**COLLABORATIVE LEADERSHIP:** Leads Beyond the Library

- Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.

**LITERACY:** Inspires and supports the reading lives of both students and teachers

- Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.

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CONTINUED ON REVERSE
### National School Library Standards Crosswalk with Future Ready Librarians

**SHARED FOUNDATION VI: Engage**

<table>
<thead>
<tr>
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<tr>
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<td><strong>FUTURE READY LIBRARIANS</strong></td>
<td><strong>SHARED FOUNDATION VI</strong></td>
<td><strong>D. GROW</strong></td>
<td><strong>C. SHARE</strong></td>
<td><strong>USE OF SPACE AND TIME: Designs Collaborative Spaces</strong></td>
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<tr>
<td>Learners reasonably, ethically, and legally share new information with a global community by:</td>
<td>LITERACY: Inspires and supports the reading lives of both students and teachers</td>
<td>Learners engage with information to extend personal learning by:</td>
<td><strong>LITERACY:</strong> Inspires and supports the reading lives of both students and teachers</td>
<td>Learners reasonably, ethically, and legally share new information with a global community by:</td>
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<tr>
<td>1. Sharing information resources in accordance with modification, reuse, and remix policies.</td>
<td>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curation Digital Resources</td>
<td>1. Providing both online and physical spaces for the sharing and dissemination of ideas and information.</td>
<td>Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others.</td>
<td>SPACE AND TIME: Designs Collaborative Spaces</td>
<td>Learners reasonably, ethically, and legally share new information with a global community by:</td>
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<td>2. Disseminating new knowledge through means appropriate for the intended audience.</td>
<td>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Empowers Students as Creators</td>
<td>2. Providing a context in which the school librarian can model for learners, other educators, and administrators multiple strategies to locate, evaluate, and ethically use information for specific purposes.</td>
<td>Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.</td>
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<td>1. Personalizing their use of information and information technologies</td>
<td><strong>LITERACY:</strong> Inspires and supports the reading lives of both students and teachers</td>
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<td>2. Reflecting on the process of ethical generation of knowledge</td>
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<td>Learners reasonably, ethically, and legally share new information with a global community by:</td>
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<td>3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.</td>
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<td>2. Providing a context in which the school librarian can model for learners, other educators, and administrators multiple strategies to locate, evaluate, and ethically use information for specific purposes.</td>
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<td>School librarians support learners’ engagement with information by:</td>
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<td>1. Structuring a learning environment for innovative use of information and information technologies.</td>
<td>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Curation Digital Resources</td>
<td>1. Providing both online and physical spaces for the sharing and dissemination of ideas and information.</td>
<td>Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others.</td>
<td>SPACE AND TIME: Designs Collaborative Spaces</td>
<td>Learners reasonably, ethically, and legally share new information with a global community by:</td>
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<td>2. Designing experiences that help learners communicate the value of the ethical creation of new knowledge and reflect on their process.</td>
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<td>3. Championing and modeling safe, responsible, ethical, and legal information behaviors.</td>
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**KEY COMMITMENT:** Demonstrate safe, legal, and ethical creating and sharing of new information with a global community.