

LMS Pacing Guide 2014-2015

First Nine Weeks

Kindergarten	First Grade	Second Grade	Third Grade	Fourth
<p>IL.1.K.1 Recognize the purpose and organization of the school library media center</p> <ul style="list-style-type: none"> major sections author's last name 	<p>IL.1.1.1 Recognize the purpose and organization of the school library media center</p> <ul style="list-style-type: none"> major sections author's last name 	<p>IL.1.2.1 Demonstrate knowledge of the purpose and organization of the school library media center to locate resources by referring to</p> <ul style="list-style-type: none"> major sections (e.g., easy, fiction, nonfiction, reference, <i>digital resources</i>, <i>periodicals</i>) author's last name, alphabetically Dewey Decimal Classification System, numerically by subject 	<p>IL.1.3.1 Demonstrate knowledge of the purpose and organization of the school library media center to locate resources by referring to</p> <ul style="list-style-type: none"> major sections (e.g., easy, fiction, nonfiction, reference, <i>digital resources</i>, <i>periodicals</i>, <i>biographies</i>, <i>special collections</i>) author's last name, alphabetically Dewey Decimal Classification System, numerically by subject 	<p>IL.1.4.1 Utilize knowledge of the purpose and organization of the school library media center to locate resources by referring to</p> <ul style="list-style-type: none"> major sections (e.g., easy, fiction, nonfiction, reference, <i>digital resources</i>, <i>periodicals</i>, <i>biographies</i>, <i>special collections</i>) statement of responsibility (e.g., author, editor, illustrator) Dewey Decimal Classification System, numerically by subject
<p>IL.1.K.4 Recognize parts of a book used to locate information</p> <ul style="list-style-type: none"> author illustrator physical features (e.g., back cover, front cover, spine) title 	<p>IL.1.1.4 Recognize parts of a book used to locate information</p> <ul style="list-style-type: none"> author dedication page illustrator physical features (e.g., back cover, front cover, spine) table of content title title page 	<p>IL.1.2.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)</p>	<p>IL.1.3.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)</p>	<p>IL.1.4.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)</p>
<p>SR.4.K.1 Demonstrate knowledge of library policies and procedures in the school library media center</p>	<p>SR.4.1.1 Demonstrate knowledge of library policies and procedures in the school library media center</p>	<p>IL.1.2.4 Utilize parts of a book to locate information</p> <ul style="list-style-type: none"> Author copyright dedication page glossary illustrator index physical features (e.g., back cover, front cover, spine) 	<p>IL.1.3.4 Utilize parts of a book to locate information</p> <ul style="list-style-type: none"> Author bibliography copyright dedication page glossary illustrator index physical features (e.g., back cover, 	<p>IL.1.4.4 Utilize parts of a book to locate information</p> <ul style="list-style-type: none"> Afterword appendix Author bibliography copyright dedication page glossary illustrator index

		<ul style="list-style-type: none"> • table of contents • title • title page 	<ul style="list-style-type: none"> • front cover, spine) • preface • synopsis/blurb • table of contents • title • title page 	<ul style="list-style-type: none"> • physical features (e.g., back cover, front cover, spine) • preface • synopsis/blurb • table of contents • title • title page
SR.5.K.1 Identify interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully)	SR.5.1.1 Identify interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully)	SR.4.2.1 Demonstrate knowledge of library policies and procedures in the school library media center	IL.1.3.5 Utilize <i>text features</i> to locate information (e.g., headings, bold print, illustrations, italics, <i>electronic menus, icons</i> , subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs)	IL.1.4.5 Utilize <i>text features</i> to locate information that answers questions (e.g., headings, bold print, illustrations, italics, <i>electronic menus, icons</i> , subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs, boxed text, drop-down menus, charts, graphs, timelines, animations, interactive elements on Web pages)
PG.6.K.2 Recognize and read from or listen to a variety of increasingly complex <i>informational texts</i> <i>literary texts</i> <i>multicultural texts</i>	PG.6.1.2 Recognize and read from or listen to a variety of increasingly complex <i>informational texts</i> <i>literary texts</i> <i>multicultural texts</i>		IL.1.3.8 Utilize tools for navigating an informational website (e.g., tabs, toolbars)	IL.1.4.8 Utilize tools for navigating an informational website (e.g., tabs, toolbars, keywords)
PG.6.K.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading</i>)	PG.6.1.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading</i>)		SR.4.3.1 Demonstrate knowledge of library policies and procedures in the school library media center	SR.4.4.1 Recognize the need for <i>Acceptable Use Policy (AUP)</i> and demonstrate knowledge of library policies and procedures in the school library media center
PG.6.K.5 Discuss with guidance author's purpose	PG.6.1.5 Identify author's purpose			

Second Nine Weeks

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
IL.1.K.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center	IL.1.1.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center	IL.1.3.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center	IL.1.3.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center	IL.1.4.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center
IL.1.K.9 Recognize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>)	IL.1.1.9 Recognize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>)	IL.1.2.5 Utilize <i>text features</i> to locate information (e.g., headings, bold print, illustrations, italics, <i>electronic menus, icons, subheadings, diagrams</i>)	IL.1.3.6 Recognize an information need by generating questions to develop and refine a topic, prior to accessing resources and locating information	IL.1.4.6 Examine an information need by generating complex questions to develop and refine a topic, prior to accessing resources and locating information (e.g., graphic organizers)
IL.2.K.1 Identify with guidance <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)	IL.2.1.1 Identify with guidance <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)	IL.1.2.6 Recognize an information need by generating questions to develop and refine a topic, prior to accessing resources	IL.1.3.7 Utilize information in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audio books, books, <i>databases, dictionaries, eBooks, encyclopedias, globes, maps, videos, websites, periodicals, thesauri, almanacs, photographs</i>)	IL.1.4.7 Select and interpret various types of information on topic in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audio books, books, <i>databases, dictionaries, eBooks, encyclopedias, globes, maps, videos, websites, periodicals, thesauri, almanacs, photographs, charts, graphs, diagrams, timelines, animations, interactive elements, primary sources ,secondary sources</i>)
IL.3.K.3 Recognize information as fact or opinion	IL.3.1.3 Recognize information as fact or opinion	IL.1.2.7 Utilize information in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases, dictionaries, eBooks, encyclopedias, globes, maps, videos, websites, periodicals</i>)	IL.1.3.9 Recognize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>)	IL.1.4.9 Recognize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>)
SR.5.K.3 Work with others to gather and share resources, information, and ideas	SR.5.1.3 Work with others to gather and share resources, information, and ideas	IL.1.3.9 Recognize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>)	IL.2.3.1 Identify <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)	IL.2.4.1 Identify <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)
Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade

SR.5.K.4 Identify and utilize with guidance the <i>collaborative process</i> effectively and efficiently	SR.5.1.4 Identify and utilize with guidance the <i>collaborative process</i> effectively and efficiently	IL.2.2.1 Identify with guidance <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)	IL.2.3.2 Manage with guidance information from a variety of resources (e.g., order, group/categorize, outline, notes)	IL.2.4.2 Manage with guidance information from a variety of resources (e.g., order, group/categorize, outline, notes)
PG.6.K.2 Recognize and read from or listen to a variety of increasingly complex <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> 	PG.6.1.2 Recognize and read from or listen to a variety of increasingly complex <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> 	IL.2.2.2 Manage with guidance information from a variety of resources (e.g., order, group/categorize, outline, notes)	IL.3.3.2 Select with guidance appropriate of resources using established criteria (e.g., usefulness, relevance, clarity of organization, currency, validity, authority)	IL.3.4.2 Select with guidance appropriate of resources using established criteria (e.g., usefulness, <i>relevance</i> , clarity of organization, <i>currency</i> , validity, <i>authority, domains</i>)
PG.6.K.5 Discuss with guidance author's purpose	PG.6.1.5 Identify author's purpose	IL.3.2.1 Critique with guidance a completed task	SR.4.3.4 Identify and name resources used to gather information	SR.4.4.4 Cite with guidance resources used to gather information (e.g., author, title, copyright date)
PG.7.K.1 Discuss new understandings collaboratively	PG.7.1.1 Discuss new understandings collaboratively	IL.3.2.2 Select with guidance appropriate resources for a task		
		SR.4.2.4 Identify and name resources used to gather information		
		SR.5.2.2 Share information clearly using a variety of formats		
		SR.5.2.3 Work with others to gather and share resources, information, and ideas		
		SR.5.2.4 Identify and utilize with guidance the <i>collaborative process</i> effectively and efficiently		
		PG.8.2.2 Respond to information from various resources		

Third Nine Weeks

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
PG.6.K.4 Discuss with guidance story elements (e.g., character, setting, plot, problem/solution, major events)	PG.6.1.4 Discuss story elements (e.g., character, setting, plot, problem/solution, major events)	SR.5.2.2 Share information clearly using a variety of formats	IL.3.3.1 Critique with guidance a completed task	IL.3.4.1 Critique and revise a completed task
PG.6.K.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre)	PG.6.1.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre)	PG.6.2.4 Identify story elements (e.g., character, setting, plot, problem/solution, major events)	PG.6.3.2 Recognize and read from or listen to a variety of increasingly complex <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> 	PG.6.4.2 Recognize and read from or listen to a variety of increasingly complex <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i>
		PG.6.2.5 Explain author's purpose	PG.6.3.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading</i> , <i>literary devices</i>)	PG.6.4.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading</i> , <i>literary devices</i>)
		PG.6.2.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre)	PG.6.3.4 Describe story elements (e.g., character, setting, plot, problem/solution, compare/contrast, point of view)	PG.6.4.4 Interpret story elements (e.g., character, setting, plot, problem/solution, compare/contrast, point of view)
		PG.8.2.3 Recognize with guidance various points of view	PG.6.3.5 Examine author's purpose	PG.6.4.5 Examine author's purpose
			PG.6.3.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre)	PG.6.4.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre, Charlie May Simon)

Fourth Nine Weeks

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
IL.1.K.2 Recognize the purpose of an <i>Online Public Access Catalog (OPAC)</i>	IL.1.1.2 Recognize the purpose of an <i>Online Public Access Catalog (OPAC)</i> and locate resources, with guidance (e.g., author, title search)	SR.4.2.2 Identify attributes of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>Acceptable Use Policy[AUP]</i> , <i>posting</i> , <i>global awareness</i>)	IL.3.3.3 Examine information as fact, opinion, and for point of view	IL.3.4.3 Examine information as fact, opinion, and for point of view and bias
IL.1.K5 Recognize text features (e.g., headings, bold print, illustrations)	IL.1.1.5 Identify <i>text features</i> (e.g., headings, bold print, illustrations, italics, <i>electronic menus</i> , <i>icons</i>)	SR.4.2.3 Recognize <i>copyright laws</i> (e.g., © symbol, <i>plagiarism</i> , <i>copyright works</i>)	SR.4.3.2 Identify attributes of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>Acceptable Use Policy[AUP]</i> , <i>posting</i> , <i>global awareness</i> , <i>terms of usage</i> , <i>engaging in social media</i>)	SR.4.4.2 Demonstrate knowledge of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, (<i>AUP</i>), <i>posting</i> , <i>global awareness</i> , <i>terms of usage</i> , <i>engaging in social media</i>)
IL.1.K.6 Recognize an information need by asking questions, prior to accessing resources	IL.1.1.6 Recognize an information need by asking questions, prior to accessing resources	PG.9.2.2 Discuss how ideas change with more information and/or feedback	SR.4.3.3 Demonstrate knowledge of <i>copyright laws</i> (e.g., © symbol, <i>plagiarism</i> , <i>copyright works</i>)	SR.4.4.3 Demonstrate knowledge of <i>copyright laws</i> (e.g., © symbol, <i>plagiarism</i> , <i>copyright works</i> , <i>intellectual property rights</i> , <i>Creative Commons</i>))
IL.1.K.7 Recognize information in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i> , dictionaries, <i>eBooks</i> , encyclopedias, globes, maps, videos, websites)	IL.1.1.7 Recognize information in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i> , dictionaries, <i>eBooks</i> , encyclopedias, globes, maps, videos, websites)	PG.9.2.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)		
IL.1.K.8 Recognize informational websites	IL.1.1.8 Recognize informational websites			
IL.2.K.2 Manage with guidance information from a variety of resources (e.g., sort, classify, sequence)	IL.2.1.2 Manage with guidance information from a variety of resources (e.g., sort, classify, sequence)			

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
SR.4.K.2 Recognize attributes of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>Acceptable Use Policy</i> [AUP])	SR.4.1.2 Recognize attributes of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>Acceptable Use Policy</i> [AUP])			
SR.4.K.3 Recognize <i>copyright laws</i> (e.g., © symbol, <i>plagiarism</i>)	SR.4.1.3 Recognize <i>copyright laws</i> (e.g., © symbol, <i>plagiarism, copyright works</i>)			
SR.4.K.4 Recognize resources used to gather information	SR.4.1.4 Recognize resources used to gather information			
SR.5.K.2 Share information clearly using a variety of formats	SR.5.1.2 Share information clearly using a variety of formats			
PG.9.K.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)	PG.9.1.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)			

Every nine weeks

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
IL.3.K.1 Draw with guidance conclusions about a completed task	IL.3.1.1 Draw with guidance conclusions about a completed task	IL.1.2.8 Recognize with guidance tools for navigating an informational website	SR.5.3.1 Demonstrate interpersonal skills when communicating formally and informally(e.g., listen attentively, respond respectfully, seek a variety of viewpoints)	SR.5.4.1 Demonstrate interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)SR.5.4.2 Convey information clearly using a variety of formats
IL.3.K.2 Recognize with guidance appropriateness of resources	IL.3.1.2 Recognize with guidance appropriateness of resources	IL.3.2.3 Recognize information as fact, opinion, and for point of view	SR.5.3.2 Convey information clearly using a variety of formats	SR.5.4.2 Convey information clearly using a variety of formats
PG.6.K.1 Read for pleasure and personal learning	PG.6.1.1 Read for pleasure and personal learning	SR.5.2.1 Identify interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)	SR.5.3.3 Work with others to identify a mutual goal and contribute to the achievement of that goal	SR.5.4.3 Work with others to identify a mutual goal and contribute to the achievement of that goal
PG.7.K.2 Apply <i>information literacy skills</i> to meet individual needs	PG.7.K.2 Apply <i>information literacy skills</i> to meet individual needs	PG.6.2.1 Read for pleasure and personal learning	PG.6.3.1 Read for pleasure and personal learning	SR.5.4.4 Utilize with guidance the <i>collaborative process</i> effectively and efficiently
PG.8.K.1 React in a variety of ways to <i>informational texts</i> <i>literary texts</i> <i>multicultural texts</i> (e.g., role play, illustration, puppets)	PG.8.1.1 React in a variety of ways to <i>informational texts</i> <i>literary texts</i> <i>multicultural texts</i> (e.g., role play, illustration, puppets)	PG.6.2.2 Recognize and read from or listen to a variety of increasingly complex <i>informational texts</i> <i>literary texts</i> <i>multicultural texts</i>	PG.7.3.1 Discuss new understandings collaboratively	PG.6.4.1 Read for pleasure and personal learning
PG.8.K.2 Respond to information from various resources	PG.8.1.2 Respond to information from various resources	PG.6.2.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading</i> , <i>literary devices</i>)	PG.7.3.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning	PG.7.4.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning
PG.8.K.3 Recognize with guidance various points of view	PG.8.1.3 Recognize with guidance various points of view	PG.7.2.1 Discuss new understandings collaboratively	PG.8.3.1 React in a variety of ways to <i>informational texts</i> <i>literary texts</i> <i>multicultural texts</i> (e.g., role play, illustration, puppets, diagrams, plays, readers' theater, story webs, choral	PG.8.4.1 React in a variety of ways to <i>informational texts</i> <i>literary texts</i> <i>multicultural texts</i> (e.g., role play, illustration, puppets, diagrams, plays, readers' theater, story webs, choral

			reading, blogs, Wikis)	reading, blogs, Wikis)
Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
PG.9.K.1 Utilize self-assessment tools (e.g., smiley faces, thumbs up/down)	PG.9.1.1 Utilize self-assessment tools (e.g., smiley faces, thumbs up/down)	PG.7.2.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning	PG.8.3.2 Respond to information from various resources	PG.8.4.2 Respond to information from various resources in a variety of ways using digital tools when appropriate.
PG.9.K.2 Discuss how ideas change with more information and/or feedback	PG.9.1.2 Discuss how ideas change with more information and/or feedback	PG.8.2.1 React in a variety of ways to <i>informational texts</i> <i>literary texts</i> <i>multicultural texts</i> (e.g., role play, illustration, puppets, diagrams, plays)	PG.8.3.3 Identify with guidance various points of view and multicultural perspectives	PG.8.4.3 Identify with guidance various points of view and multicultural perspectives
		PG.9.2.1 Utilize self-assessment tools (e.g., checklists, peer review, rubrics)	PG.9.3.1 Utilize self-assessment tools (e.g., checklists, peer review, rubrics)	PG.9.4.1 Utilize self-assessment tools (e.g., checklists, peer review, rubrics, self-generated assessments)
			PG.9.3.2 Discuss how ideas change with more information and/or feedback	PG.9.4.2 Discuss how ideas change with more information and/or feedback
			PG.9.3.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)	PG.9.4.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)