Arkansas K-12 Library Media Standards
Grades 6-8 Benchmarks

The *2018 Arkansas School Library Standards for Learners* have removed repetitive skills from the previous framework in order to streamline the documents. This allows for a progression of learning in which learners can enter at their personalized point of need. The revised standards provide flexibility in order for each school librarian to develop curriculum that is tailored to fit the needs of their learners.

These standards are **not** a scope and sequence progression or curriculum. These standards are competencies; describing behaviors of learner engagement for expansion of skills, knowledge and understanding. The fluidity of the standards framework provides opportunity for instructional partnerships and personalized learning. This framework presents a future-ready approach to learning that will serve beyond formal education. Learners are encouraged to inquire and engage both independently and collaboratively, within and beyond their school community.

***Based on the American Association of School Librarians' *National Standards Framework for Learners*

Standard I. Inquire: Learners will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think	Create	Share	Grow
1.I.T **Learners display curiosity and initiative:**	**1.I.C** **Learners engage with new knowledge by following a process:**	**1.I.S** **Learners adapt, communicate, and exchange learning products with others in a cycle:**	**1. I.G** **Learners participate in an ongoing inquiry-based process:**
1.I.T.1 Formulate questions about a personal interest or a curricular topic.	1.I.C.1 Use evidence to investigate questions.	1.I.S.1 Interact with content presented by others.	1.I.G.1 Continually seek knowledge.
What it looks like by the end of: Grade 8 - Write questions independently based on key ideas or areas of focus. - Refine questions based on the type of information needed. - Pose questions that focus on "How do we know what we know?"	*What it looks like by the end of:* Grade 8 - Analyze what is already known, or what is observed or experienced, to predict answers to inquiry questions. - Determine what information is needed to support an investigation and answer the questions. - Evaluate and select information based on established criteria.	*What it looks like by the end of:* Grade 8 - Offer information and opinion at appropriate times in group discussions. - Explain the effect of different perspectives on the information. - Listen respectfully, contribute to the discussion and ask clarifying questions.	*What it looks like by the end of:* Grade 8 - Select a variety of credible resources in different formats relevant to personal interests and academic needs. - Read a variety of fiction and nonfiction for personal interest and growth.

1.I.T.2 Recall prior and background knowledge as a context for new meaning.	1.I.C.2 Devise and implement a plan to fill knowledge gaps.	1.I.S.2 Provide constructive feedback.	1.I.G.2 Engaging in sustained inquiry.
What it looks like by the end of: Grade 8 ● State what is known about a topic, problem, or question, and make connections to prior knowledge. ● Identify keywords about a topic, problem or question to use as search terms. ● Gather background information from a variety of sources.	*What it looks like by the end of:* Grade 8 • Determine what information is needed to support an investigation and answer questions. • Make changes to original focus and questions based on information collected. • Identify alternate strategies to find needed information. • Generate additional questions and use additional resources to demonstrate more deepen knowledge.	*What it looks like by the end of:* Grade 8 • Offer information and opinion at appropriate times in group discussions. • Encourage team members to share ideas and opinions.	*What does it look like by the end of:* Grade 8 • Analyze different points of view discovered in various sources. • Determine patterns and discrepancies by comparing and combining information from different sources. • Assess the importance of ideas by comparing treatment in multiple sources. • Interpret information and ideas by using organizational patterns to draw conclusions. • Form opinions and judgements backed by supporting evidence.
	1.I.C.3 Generate products that illustrate learning.	1.I.S.3 Act on feedback to improve.	1.I.G.3 Enact new understanding through real-world connections.

	What it looks like by the end of: Grade 8 • Create products that incorporate writing, visuals, and other forms of media to convey message and main points. • Follow legal and ethical guidelines when creating products and presentations.	*What it looks like by the end of:* Grade 8 • Ask questions of others in a group to elicit their information and opinions. • Ask for help in revising and editing products when needed.	*What it looks like by the end of:* Grade 8 • Use real-world examples to establish authenticity.
		1.I.S.4 Share products with an authentic audience.	1.I.G.3 Use reflection to guide informed decisions.
		What it looks like by the end of: Grade 8 • Select presentation form based on audience and purpose. • Present solutions to problems using modeled examples.	*What it looks like by the end of:* Grade 8 • Evaluate information before using it to make decisions. • Reflect on what was learned about the process itself in order to identify areas of improvement. • Reflect at the end of an inquiry process to identify additional areas of

			personal interest for pursuit in the future.

Standard 2. Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Think	Create	Share	Grow
2.IN.T **Learners contribute a balanced perspective when participating in a learning community:**	**2.IN.C** **Learners adjust their awareness of the global learning community:**	**2.IN.S** **Learners exhibit empathy with and tolerance for diverse ideas:**	**2.IN.G** **Learners demonstrate empathy and equity in knowledge building within the global learning community:**
2.IN.T.1 Articulate an awareness of the contributions of a range of learners.	2.IN.C.1 Interact with learners who reflect a range of perspectives.	2.IN.S.1 Engage in informed conversation and active debate.	2.IN.G.1 Seek interactions with a range of learners.
What it looks like by the end of: Grade 8 • Offer information and opinion at appropriate times in group discussions. • Encourage others to share ideas and opinions. • Accurately describe or summarize the ideas of others.	*What does it look like by the end of:* Grade 8 • Encourage group members to share ideas and opinions. • Ask questions of others in a group to elicit their information and opinions.	*What it looks like by the end of:* Grade 8 • Consider evidence and point of view of others when forming personal opinions. • Present conclusions that are clearly articulated and supported by evidence. • Practice responsible and ethical use of	*What it looks like by the end of:* Grade 8 • Seek more than one point of view by using diverse sources. • Explain the effect of different points of view on information gathered. • Use interactive tools to exchange data collected and

		information sources. • Participate in problem-solving process with group.	collaborate to solve problems • Responsibly and safely, Use social networking tools to share ideas and information and collaborate with others.
2.IN.T.2 Adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.	2.IN.C.2 Evaluate a variety of perspectives during learning activities.	2.IN.S.2 Contribute to discussions in which multiple viewpoints on a topic are expressed.	2.IN.G.2 Demonstrate interest in other perspectives during learning activities.
What it looks like by the end of: Grade 8 • Recognize that information has a point of view. • Evaluate and select information based on its usefulness, accuracy, currency, authority, and point of view. • Form opinions and judgements backed up by supporting evidence.	*What it looks like by the end of:* Grade 8 • Analyze different points of view from different sources and other learners. • Select a variety of credible sources in different formats relevant to research needs. • Seek alternative perspectives before making decisions or drawing conclusions.	*What it looks like by the end of:* Grade 8 • Actively engage with others by using appropriate discussion techniques. • Offer relevant information and opinions at appropriate times in group discussions. • Make sure that underrepresented viewpoints are heard.	*What it looks like by the end of:* Grade 8 • Read with purpose to explore new ideas. • Use a variety of keyword search strategies, search engines and databases to pursue multiple perspectives. • Seek diverse opinions and points of view while investigating a topic of personal interest.

2.IN.T.3 Describe their understanding of cultural relevancy and placement within the global learning community.	2.IN.C.3 Represent diverse perspectives during learning activities.		2.IN.G.3 Reflect on their own place within the global learning community.
What does it look like by the end of: Grade 8 • Recognize that information can have a social or cultural context. • Curate information that represents different viewpoints about a research topic. • Connect ideas reflected in various resources to life experiences. • Seek sources written by authors in other parts of the world.	*What it looks like by the end of:* Grade 8 • Identify misconceptions when new information conflicts with previously held opinions. • Utilize and embed different perspectives and points of view in discussions and products.		*What it looks like by the end of:* Grade 8 • Through discussion and self-assessment, reflect on the question, "Where do I fit within this learning community?" • Through discussion and self-assessment, reflect on the question, "Who can offer a new perspective on this concept or idea?"

Standard 3. Collaborate: Work effectively with others to broaden perspectives and work toward common goals.

Think	**Create**	**Share**	**Grow**
3.C.T **Learners identify collaborative opportunities:**	**3.C.C** **Learners participate in personal, social, and intellectual networks:**	**3.C.S** **Learners work productively with others to solve problems:**	**3.C.G** **Learners actively participate with others in learning situations:**
3.C.T.1	3.C.C.1	3.C.S.1	3.C.G.1

Demonstrate their desire to broaden and deepen understandings.	Use a variety of communication tools and resources.	Solicit and respond to feedback from others.	Actively contribute to group discussions.
What it looks like by the end of: Grade 8 ● Ask questions of others in a group to elicit their information and opinions. ● Seek more than one point of view by using diverse sources. ● Read with purpose to investigate new ideas for classroom learning and personal exploration.	*What it looks like by the end of:* Grade 8 • Select and use grade-level appropriate electronic reference materials and teacher-selected websites to answer questions. • Use interactive tools to participate as a group in analyzing and organizing information. • Identify and apply common productivity tools and features to plan, created, and edit a variety of documents and presentations. • Use interactive tools to collaboratively design products and solve problems with peers, experts, and other audiences. • Responsibly and safely use social networking tools to share information and ideas.	*What it looks like by the end of:* Grade 8 • Follow a plan of work but seek feedback for improving the process. • Ask the question, "How can I get feedback on my process and final product to use in my next Inquiry project? • Offer information and opinions in group discussions, when appropriate. • Consider the views and opinions of others in developing or modifying personal opinions on a particular topic or issue.	*What does it look like by the end of:* Grade 8 ● Listen attentively, share ideas/opinions in group discussions. ● Ask questions of others in a group to elicit information and opinions. ● Encourage others to share ideas and opinions and ensure underrepresented viewpoints are heard. ● Engage in conversations and debate by offering relevant information. ● Ensure that in group discussions shared ideas are investigated thoroughly.

	• With guidance, use social networking tools to create and share information.		
3.C.T.2 Develop new understandings through engagement in a learning group.	3.C.C.2 Establish connections with other learners to build on their own prior knowledge and create new knowledge.	3.C.S.2 Involve diverse perspectives in their own inquiry processes.	3.C.G.2 Recognize learning as a social responsibility.
What it looks like by the end of: Grade 8 • Work in self-managed teams to understand concepts and solve problems. • Formulate a solution with the whole group participation.	*What it looks like by the end of:* Grade 8 • Observe and analyze an experience or demonstration introduces a topic, problem or question to gather background information. • Participate in problem-solving process with a group.	*What it looks like by the end of:* Grade 8 • Seek more than one point of view by using multiple sources. • Explain the effect of different points of view on information gathered.	*What it looks like by the end of:* Grade 8 • Work in self-managed teams to designate roles in a group project. • Articulate the importance of intellectual freedom. • Differentiate clearly between information gathered from sources and original thinking.
3.C.T.3 Decide to solve problems informed by group interaction.			

What does it look like by the end of: Grade 8 • Work in self-managed teams to understand concepts and solve problems. • Formulate a solution with the whole group participation. • Use interactive tools to and websites to solve problems with peers.			

Standard 4. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

Think	Create	Share	Grow
4.CU.T **Learners act on an information need:**	**4.CU.C** **Learners gather information appropriate to the task:**	**4.CU.S** **Learners exchange information resources within and beyond their learning community:**	**4.CU.G** **Learners select and organize information for a variety of audiences:**
4.CU.T.1 Determine the need to gather information.	4.CU.C.1 Seek a variety of sources.	4.CU.S.1 Access and evaluate collaboratively constructed information sites.	4.CU.G.1 Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

Arkansas K-12 Library Media Standards
Grade 6-8 Benchmarks
Arkansas Department of Education
Division of Elementary and Secondary Education
2019

What it looks like by the end of:	*What it looks like by the end of:*	*What it looks like by the end of:*	*What it looks like by the end of:*
Grade 8 • Determine what information is needed to support an investigation and answer questions. • Refine questions depending on the type of information needed (e.g. overview, big idea, specific detail, cause and effect, comparison). • Seek opportunities to explore personal interests and questions.	Grade 8 • Locate appropriate nonfiction resources by using the library's classification system. • Select a variety of credible sources in different formats relevant to research needs. • Read from or listen to a variety of increasingly complex informational, literacy, and multicultural texts.	Grade 8 • Use grade-level appropriate collaboratively constructed information sites to answer questions. • Evaluate and select information from collaboratively constructed sites based on provided criteria (e.g., usefulness, currency, accuracy, authority, point of view).	Grade 8 • Create products that incorporate writing, visuals, and other forms of media to convey message. • Use interactive tools to participate as a group in analyzing and organizing information.
4.CU.T.2 Identify possible sources of information.	4.CU.C.2 Collect information representing diverse perspectives.	4.CU.S.2 Contribute to collaboratively constructed information sites by ethically using and reproducing others' work.	4.CU.G.2 Integrate and depict in a conceptual knowledge network their understanding gained from resources.
What it looks like by the end of:	*What it looks like by the end of:*	*What it looks like by the end of:*	*What it looks like by the end of:*
Grade 8 • Locate appropriate nonfiction resources by using the library's classification scheme. • Recognize the organization and use of special sections in the	Grade 8 • Recognize that information has a social or cultural context based in currency, accuracy, authority, and point of view. • Seek information from	Grade 8 • Document quotations and cite sources using correct bibliographic format. • Follow copyright guidelines by using only excerpts and crediting the source of all text,	Grade 8 • Evaluate, paraphrase, and summarize information using various note-taking strategies. • Use both fact and opinions responsibly by identifying

library (e.g., reference, reserve books, special collections). • Use an expanding range of resources and formats.	different sources to get balanced points of view. • Explain the effect of different perspectives (points of view) on the information.	visuals, and music. • Follow ethical guidelines by presenting only accurate and valid information. • Responsibly and safely use social networking tools to share information and ideas.	and verifying them. • Interpret information and ideas by defining, classifying, and inferring from information gathered. • Use appropriate media and formats to design and develop products that clearly and coherently display new understanding.
4.CU.T.3 Make critical choices about information sources to use.	4.CU.C.3 Systematically question and assess the validity and accuracy of information.	4.CU.S.3 Join with others to compare and contrast information derived from collaboratively constructed information sites.	4.CU.G.3 Openly communicate curation processes for others to use, interpret, and validate.
What it looks like by the end of: Grade 8 • Evaluate sources based on criteria such as copyright date, authority of author or publisher, comprehensiveness, readability, and alignment to determine usefulness in meeting research needs.	*What it looks like by the end of:* Grade 8 • Identify main ideas and find supporting examples, definitions, and details. • Use additional resources to verify conflicting information. • Identify misleading information and gaps in information that lead to inaccurate conclusions.	*What it look like by the end of:* Grade 8 • Compare and contrast points of view on a topic and discuss what effects the different perspectives have on the information. • Determine patterns and discrepancies by comparing and contrasting information found in different sources.	*What it looks like by the end of:* Grade 8 • Explain the library's classification system and demonstrate how it can be used to locate appropriate resources. • Describe keyword search strategies used to locate resources on a specific topic. • Participate in a group to develop a set of criteria for selecting resources.

		• Compare and contrast two literary texts (e.g., story elements, writing styles, genres).	• Demonstrate proper citation format appropriate for the topic (e.g., MLA, APA, Chicago, etc.). • Explain choices of technology tools to retrieve and organize information.
	4.CU.C.4 Organize information by priority, topic or other systematic scheme.		
	What it looks like by the end of: Grade 8 • Combine and categorize information by using a variety of formats (e.g., outline, mind map) to show connections among ideas. • Use common organizational patterns to organize information and draw conclusions.		

Standard 5. Explore: Discover and innovate in a growth mindset developed through experience and reflection.

Think	Create	Share	Grow
5.E.T **Learners develop and satisfy personal curiosity:**	**5.E.C** **Learners construct new knowledge:**	**5.E.S** **Learners engage with the learning community:**	**5.E.G** **Learners develop through experience and reflections:**
5.E.T.1 Read widely and deeply in multiple formats and write and create for a variety of purposes.	5.E.C.1 Problem solve through cycles of design, implementation, and reflection.	5.E.S.1 Express curiosity about a topic of personal interest or curricular relevance.	5.E.G.1 Iteratively respond to challenges.
What it looks like by the end of: Grade 8 - Read, listen to, and view an increasingly wide range of genres and formats for recreation and information. - Independently locate and select information for personal, hobby, or vocational interests. - Respond to images and feelings evoked by a literary work. - Create products that incorporate writing, visuals, and other forms of media to convey message and main	*What it looks like by the end of:* Grade 8 - Follow an inquiry-based process to ask questions, investigate answers, and develop new understandings for personal or academic learning activities. - Refine questions based on type of information needed (e.g., overview, specific detail, big idea, comparison, cause and effect) - Modify search strategies to accommodate new information or gaps.	*What it looks like by the end of :* Grade 8 - Read voluntarily for pleasure. - With support, explore various genres. - With support, seek diverse opinions and points of view while critically investigating a topic of personal interest. - With support, select and use a range of familiar and new print and digital resources based on personal interests	*What it looks like by the end of:* Grade 8 - Identify multiple pathways to knowledge when confronted with an obstacle or problem. - Apply a variety of strategies to solve problems. - Examine the success or failure of strategies used to solve problems in order to determine which strategies might be more effective in solving future problems.

Arkansas K-12 Library Media Standards
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points. • Experiment with various types of technology tools for artistic and personal expression. • Share reading, listening, and viewing experiences in a variety of ways and formats.	• Participate in hands-on activities to solve problems.	and academic needs.	
5.E.T.2 Reflect and question assumptions and possible misconceptions.	5.E.C.2 Persist through self-directed pursuits by tinkering and making.	5.E.S.2 Co-construct innovative means of investigation.	5.E.G.2 Recognize capabilities and skills that can be developed, improved, and expanded.
What it looks like by the end of: Grade 8 • Seek more than one point of view by using diverse sources. • Explain the effect of different perspectives on the information collected.	*What it looks like by the end of:* Grade 8 • Continue to pursue information or solve a problem despite challenges. • Try different tools, materials, or strategies to identify alternate solutions to problems. • Articulate how struggling to meet challenges and overcome obstacles can deepen the learning experience.	*What it looks like by the end of:* Grade 8 • Assign and perform roles within a group based on personal strengths. • Collaboratively develop a plan to progress through an inquiry process or to solve a problem. • Collaboratively carry out an investigation following an inquiry plan. • Reflect on success of plan to complete investigation or solve a problem.	*What it looks like by the end of:* Grade 8 • Reflect upon personal learning experiences, and identify areas for self-improvement. • With support, participate in learning opportunities to improve and expand skills. • With support, provide and accept constructive feedback.

5.E.T.3 Engage in inquiry-based processes for personal growth.		5.E.S.3 Collaboratively identify innovative solutions to a challenge or problem.	5.E.G.3 Open-mindedly accept feedback for positive and constructive growth.
What it looks like by the end of: Grade 8 • Seek out resources to answer personal questions. • Use personal criteria for selecting resources to meet personal learning needs. • With support, devise, complete and share independent, un-assigned projects.		*What it looks like by the end of:* Grade 8 • With support, generate and test multiple solutions to real-world challenges generated by self-selected groups.	*What it looks like by the end of:* Grade 8 • Practice providing appropriate constructive feedback. • Recognize that feedback is about a product and/or process, and internalize suggestions for growth. • Follow plan of work but seek feedback for improving the process. •

Standard 6. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Think	**Create**	**Share**	**Grow**
6.EN.T Learners follow ethical and legal guidelines for gathering and using information:	**6.EN.C Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge:**	**6.EN.S Learners responsibly, ethically, and legally share new information with a global community:**	**6.EN.G Learners engage with information to extend personal learning**

6.EN.T.1 Responsibly apply information, technology, and media to learning.	6.EN.C.1 Ethically use and reproduce others' work.	6.EN.S.1 Share information resources in accordance with modification, reuse, and remix policies.	6.EN.G.1 Personalize their use of information and information technologies.
What it looks like by the end of: Grade 8 • With support, provide reference citations for all direct quotations as well as cite sources. • With support, select and use appropriately digital tools and websites. • Avoid plagiarism by rephrasing information in one's own words.	*What it looks like by the end of:* Grade 8 • Avoid plagiarism by rephrasing information in one's own words. • With support, give appropriate credit in source list or simple bibliography.	*What it looks like by the end of:* Grade 8 • Recognize that reworking and remixing multiple sources into an original product requires acknowledging the sources of information used.	*What it looks like by the end of:* Grade 8 • With support, develop personal criteria for choosing an information source that matches interests and needs.
6.EN.T.2 Understand the ethical use of information, technology, and media.	6.EN.C.2 Acknowledge authorship and demonstrate respect for the intellectual property of others.	6.EN.S.2 Disseminate new knowledge through means appropriate for the intended audience.	6.EN.G.2 Reflect on the process of ethical generation of knowledge.
What it looks like by the end of: Grade 8 • With support, clearly differentiate between information gathered from sources, original thinking, and conclusions. • With support, use digital	*What it looks like by the end of:* Grade 8 • With support, document quotations and cite sources using correct bibliographic format. • Accurately represent the information gathered.	*What it looks like by the end of:* Grade 8 • Choose from a variety of products to share information. • With guidance, consider the most appropriate	*What it looks like by the end of:* Grade 8 • With support, develop a set of criteria to assess one's own ethical use of information. • Self-evaluate ethical

		format to share information based on the audience.	and responsible use of programs and websites.
tools, programs, and websites responsibly and ethically. • With support, follow copyright guidelines by using only excerpts and crediting the source of all information. • Follow ethical guidelines by presenting only accurate and valid information. • With support, actively preserve the rights of self and others to express ideas freely and pursue the right to read, view and listen.			
6.EN.T.3 Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.	6.EN.C.3 Include elements in personal-knowledge products that allow others to credit content appropriately.		6.EN.G.3 Inspire others to engage in safe, responsible, ethical, and legal information behaviors.
What it looks like by the end of: Grade 8 • Evaluate a source based on a provided set of criteria • With guidance and support, identify social and	*What it looks like by the end of:* Grade 8 • Provide appropriate information following a standard bibliographic format on a product		*What does it look like by the end of:* Grade 8 • Practice responsible, ethical, and legal use of information resources, and when working in groups, encourage others

cultural contexts within an information source. • Use a variety of sources to verify facts. • With support, identify opinions, bias and misleading information.	allowing others to credit one's original work.		to do the same.