

Catholic Identity Standards

IL.1 Catholic identity standards. The student understands and integrates the content of what is learned into their faith and daily life*.

Ways to Grow	IL.1A	recognize that every human life is sacred because each person is created and loved by God*
	IL.1B	describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
	IL.1C	recognize and oppose unjust social structures and work toward justice for all*
	IL.1D	see God at work in all things and as expressed in the sacraments*
	IL.1E	connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

Think		IL.2 Read. The student will gain knowledge, and satisfy personal curiosity as a reader and critical thinker.			
Tools to Know		Application		Instructional Focus	
				Prekindergarten	K-2
IL.2 read widely and use various media for information, personal interest, and lifelong learning	Read	IL.2A read widely and use various media for information, personal interest, and lifelong learning (V.A.1)	IL.2A.1	engage in pre-reading and reading related activities (PK.9A.1; V.A; 3d)	IL.2A.1 select and read grade-level appropriate books in a variety of genres for personal reading and interest (K-2.9A; V.A; 3d) IL.2A.2 identify and explain the difference between fiction and nonfiction (I.A.2, IV.A, V.A.1) IL.2A.3 define the roles of author and illustrator (II.A.2)
			IL.2A.2	self-select books and other written materials to engage in pre-reading activities (PK.9A.2; V.A.2; 3d)	
			IL.2A.3	recognize text has meaning (PK.5A.1)	
			IL.2A.4	define the roles of author and illustrator (II.A.2)	
IL.3 respond to sources that are read, heard, or viewed	Respond	IL.3A respond to sources that are read, heard, or viewed	IL.3A.1	actively contribute to group discussions (III.D.1)	IL.3A.1 actively contribute to group discussions (III.D.1) IL.3A.2 exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints are expressed (II.C.2) IL.3A.3 describe personal connection to a variety of sources (K-2.10A) IL.3A.4 describe favorite story elements (K-2.7B) IL.3A.5 retell texts in ways that maintain meaning (K-2.10D)
			IL.3A.2	make inferences and predictions about text (PK.5A.3)	
			IL.3A.3	retell or re-enact a story after it is read aloud (PK.10A.1)	
	Reflect	IL.3B recognize literature as both a mirror and a window for understanding self and gaining diverse perspectives	IL.3B.1	recognize how characters exhibit virtuous behaviors* (K-1.7D, 2.7E)	
			IL.3B.2	identify moral lessons as themes in well-known fables, legends, myths, or stories* (2.7E)	

Research and Inquiry		IL.4 Inquiry The student engages in both short-term and sustained recursive inquiry processes for a variety of reasons (I.D.2).			
Tools to Know		Application		Instructional Focus	
IL.4 Identify and access information by applying knowledge of the organization of libraries, print materials, digital media, and other	Question	IL.4A recognize the need for information and generate student-selected and teacher-guided questions for formal inquiry (K-8.13A; I.A.1, I.A.2)	IL.4A.1 ask and respond to questions relevant to a text or topic of personal interest (PK.5A.1; I.A.1)	IL.4A.2 recognize text has meaning (PK.5A.1)	IL.4A.1 with guidance, identify a simple problem or question that needs information (K-2.13A; I.A.1, I.B.2; 3a) IL.4A.2 organize prior knowledge of a subject, problem, or question (e.g., create a chart) (K-2.13C; I.A.2, I.B.1, I.B.3) IL.4A.3 with guidance, develop questions that define the scope of investigation (K-2.13A) IL.4A.4 participate in individual or shared research (K-2.13A; I.A, I.B, IV.A; 3a)

*Catholic identity

developed in partnership with via learning and the Diocese of Dallas

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v. 3.16.22

Based on the American Association of School Librarians. (2018). *National School Library Standards for Learners, School Librarians, and School Libraries*: ALA editions; *International Society for Technology in Education. ISTE National Educational Technology Standards (NETS)*. Eugene, 2000 and; "The Big6.org copyright license 2018; original license for the Big6 is copyright © 1987 Michael B. Eisenberg and Robert E. Berkowitz.

These are meant to be taught collaboratively by the classroom teacher and the teacher librarian in the context of the curriculum.

Snapshot –Grades PreK - 2 Information Literacy

sources (IV.B)	Plan	IL.4B	develop and follow a research plan, with adult assistance (K-8.13B)		IL.4B.1	understand the concept of key words
	Identify and Locate	IL.4C	identify, collect, and make critical choices about information sources including primary and secondary sources (K-8.13C, 2-8.13D; IV.A.2, IV.A.3, IV.B.2)	IL.4C.1 IL.4C.2	IL.4C.1 IL.4C.2 IL.4C.3 IL.4C.4 IL.4C.5 IL.4C.6	locate, with support, nonfiction and informational texts using a variety of tools (e.g. library catalog, database index) (I.B.2, IV, V.A; 3d) locate content-specific digital resources, with help and support (IV.B.1; 3a) identify the front cover, back cover, and title page of a book (K.3D.1; I.B.2, IV.A.2, V.A.1) recognize characteristics and structures of informational text, including features and graphics to locate and gain information (K-2.6D; I.B.2, IV.A.2, IV.B.1; 3a) recognize characteristics of multimodal and digital texts (K-2.6J; I.B.2, IV.A.2, IV.B.1; 3a) identify primary and secondary sources (2.13D)
	Comprehend and Organize	IL.4D	demonstrate understanding of information gathered (K-8.13F)	IL.4D.1 IL.4D.2	IL.4D.1 IL.4D.2 IL.4D.3 IL.4D.4 IL.4D.5	discuss the author’s purpose for writing text (K-1.6J, 2.6K) interact with sources in meaningful ways such as illustrating or writing (K-2.10E) evaluate details to determine key ideas (K-2.5H; I.C.1) generate questions about text before, during and after reading (K-2.5B; I.B.1, I.C.1) describe and understand plot elements, including main events, conflict, resolution, character and setting (K-2.7B/C/D; I.B.1, V.A.1)
	Synthesize	IL.4E	synthesize information from a variety of sources (6-8.13F, 2-8.5I)	IL.4E.1 IL.4E.2	IL.4E.1 IL.4E.2	describe and understand plot elements, including main events, conflict, resolution, character and setting (K-2.7B/C/D; I.B.1, V.A.1) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order (K-5.10D; I.C.1)
	Evaluate	IL.4F	systematically question and assess the validity and accuracy of information (3-8.13H; IV.B.3, VI.A.3)			
Ways to Show						
IL.5 create and communicate information ethically	Use	IL.5A	display academic citations and use source materials ethically (2-8.13I, VI)		IL.5A.1 IL.5A.2 IL.5A.3	articulate that information comes from authors and illustrators (II.A.2) understand that an author or illustrator’s work is their intellectual property (copyright) (VI) cite sources appropriately (2.13F)
	Present	IL.5B	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results (K-8.13J)		IL.5A.1	explore and use digital tools to produce and publish writing, with guidance and support (I.C.4, III.B.1, VI.D.1; 6a, 6d, 7c)