

## Appendix II: Alignment of MSLA *PreK–12 Information Literacy Skills* with *MA Technology Literacy Standards and Expectations* and *AASL Standards for the 21<sup>st</sup> Century Learner*

### MSLA Standard 1: Define an information task.

MA Technology Literacy Standards and Expectations		MSLA Pre-K – 2		AASL	
		1.1	Ask a question that requires information seeking.	1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
		1.2	Rephrase the classroom assignment: What am I supposed to do?	1.1.3	Develop and refine a range of questions to frame the search for new understanding.
		1.3	Identify existing knowledge and, with assistance, areas where more information is needed.	1.1.4	Find, evaluate and select appropriate sources to answer questions.
		1.4	Brainstorm additional questions to answer in solving an information problem.	4.1.5	Connect ideas to own interests and previous knowledge and experience.
MA Technology Literacy Standards and Expectations		MSLA 3-4		AASL	
		1.5	With assistance, list the criteria for a research assignment.		
		1.6	Demonstrate overall understanding of the final product, e.g. “I need to create a... multimedia presentation, poster, essay, etc.”	2.1.6	Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

3.6	With teacher direction, use appropriate technology tools (e.g., graphic organizer) to define problems and propose hypotheses.	1.7	Use the teacher-selected essential question to develop a topic focus, e.g. "Why do leaves turn different colors in the fall?"	3.1.3	Use writing and speaking skills to communicate new understandings effectively.
3.1	Use age-appropriate Internet-based search engines to locate and extract information, selecting appropriate key words.	1.8	Gather background information by reading, viewing or listening to a variety of the pre-selected and self-selected resources.	1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
3.7	Use spreadsheets and other applications to make predictions, solve problems, and draw conclusions.	1.9	As a class, develop a student-driven essential question.	1.1.3	Develop and refine a range of questions to frame the search for new understanding.
		1.10	Identify existing knowledge as well as additional information necessary to solve the problem.	1.1.4	Find, evaluate and select appropriate sources to answer questions.
				1.1.6	Read, review and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences, and gather meaning.
				1.1.9	Collaborate with others to broaden and deepen understanding.
<b>MA Technology Literacy Standards and Expectations</b>					
			<b>MSLA 5-8</b>	<b>AASL</b>	
1.10	Perform simple operations in a database (i.e., browse, sort, filter, search on selected criteria, delete data, enter data).	1.11	Understand the criteria for the research assignment.	2.1.6	Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
3.4	Independently use appropriate technology tools (e.g., graphic organizer) to define problems and propose hypotheses.				
1.16	Distinguish among different types of charts and graphs, and choose the most appropriate type to represent given data.	1.12	Explain what the final product will look like.	1.1.3	Develop and refine a range of questions to frame the search for new understanding.

1.11	Plan and develop database reports to organize and display information.	1.13	Select a topic from a range of possibilities.	2.1.1	Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
1.18	Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages).	1.14	Use the teacher-provided essential question to develop a topic focus, or develop a self-selected essential question.	1.1.4	Find, evaluate and select appropriate sources to answer questions.
2.8	Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information	1.15	With assistance, develop a thesis statement.	1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
3.1	Explain and demonstrate effective searching and browsing strategies when working on projects.	1.16	Identify pre-existing knowledge, as well as additional information necessary to solve the problem.	1.1.6	Read, review and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences, and gather meaning.
3.9	Use a variety of telecommunication tools (e.g., e-mail, discussion groups, Web pages, blogs, Web conferences) to collaborate and communicate with peers, experts, and other audiences (at district's discretion).	1.17	Read, listen, and watch from all relevant and appropriate sources to gain an overview of the topic.	1.2.3	Demonstrate creativity by using multiple resources and formats.
3.2	Collect, organize, and analyze digital information from a variety of sources, with attribution.			1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
3.3	Use a variety of computing devices (e.g., probeware, handheld computers, digital cameras, scanners) to collect, analyze, and present information for curriculum assignments.				

1.19	Identify probable types and locations of Web sites by examining their domain names, and explain that misleading domain names are sometimes created in order to deceive people (e.g., .edu, .com, .org, .gov, .au).			1.1.7	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
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MA Technology Literacy Standards and Expectations		MSLA 9-12		AASL	
		1.18	Independently select a topic.	1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
		1.19	Develop an essential question to answer.	1.2.1	Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
		1.20	Skim/read all sources to provide background information and generate subsidiary questions.	1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources or strategies when necessary to achieve success.
		1.21	Develop a thesis statement, demonstrating a particular point of view.	1.1.3	Develop and refine a range of questions to frame the search for new understanding.
				1.1.6	Read, review and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences, and gather meaning.
				1.2.6	Display emotional resilience by persisting in information searches despite challenges.
				1.2.7	Display persistence by continuing to pursue information to gain a broad perspective.

					2.1.1	Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
					2.1.2	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

**MSLA Standard 2: Develop information seeking strategies.**

<b>MA Technology Literacy Standards and Expectations</b>		<b>MSLA Pre-K – 2</b>			<b>AASL</b>	
2.1	Follow classroom rules for the responsible use of computers, peripheral devices, and resources.	2.1	Exhibit proper respect for and care of library materials, facilities, and equipment.			
		2.2	Understand the layout and organization of the library.			

2.3	Explain why there are rules for using technology at home and at school.	2.3	Understand and follow library rules and procedures.		
		2.4	Identify the parts of a book, e.g. spine, spine label, cover, title page, verso page, barcode if library is automated.	4.3.2	Recognize that resources are created for a variety of purposes.
2.4	Identify the purpose of a media message (to inform, persuade, or entertain).	2.5	Explain the difference between fiction and nonfiction.	1.1.4	Find, evaluate and select appropriate sources to answer questions.
2.5	Describe how people use many types of technologies in their daily lives.	2.6	Recognize which resources are the best to use and why.	1.1.1	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
		2.7	Web or map a topic based on prior knowledge and preliminary background information.	1.2.3	Demonstrate creativity by using multiple resources and formats.
		2.8	Develop a strategy to solve an information problem e.g. (Big 6™).	2.1.3	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
				1.1.2	Use prior and background knowledge as context for new learning.
				1.1.7	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
				1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

				1.4.1	Monitor own information-seeking processes effectiveness and progress, and adapt as necessary.
				1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
				1.4.3	Monitor gathered information, and assess for gaps and weaknesses.
				1.4.4	Seek appropriate help when it is needed.
<b>MA Technology Literacy Standards and Expectations</b>					
			<b>MSLA 3-4</b>	<b>AASL</b>	
1.18	Use age-appropriate Internet-based search engines to locate and extract information, selecting appropriate key words.	2.9	Identify and use parts of a book to gather information: copyright, publisher, title page, table of contents, glossary, etc.	1.1.4	Find, evaluate and select appropriate sources to answer questions.
3.3	Evaluate Internet resources in terms of their usefulness for research.	2.10	Explain that there are different types of resources that can be used for different purposes: books, databases, periodicals, pre-selected class websites, reference materials, such as dictionaries, encyclopedias, thesauruses, almanacs, etc.	1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
3.1	Explain and demonstrate effective searching and browsing strategies when working on projects.	2.11	Identify key words that needed to find information on a topic.	1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
1.10	Do simple searches of existing databases (e.g., online library catalog, electronic encyclopedia).	2.12	With assistance, use the online catalog to find information sources in the school library.	1.2.3	Demonstrate creativity by using multiple resources and formats.
3.6	With teacher direction, use appropriate technology tools (e.g., graphic organizer) to define problems and propose hypotheses.	2.13	Web, map or diagram a main topic with sub-topics.	1.1.8	Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

3.2	Perform basic searches on databases (e.g., library card catalogue, encyclopedia) to locate information, using two or more key words and techniques to refine and limit such searches.	2.14	Develop a strategy for finding relevant information including a variety of types of resources.		1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources or strategies when necessary to achieve success.
					1.2.6	Display emotional resilience by persisting in information searches despite challenges.
					1.2.7	Display persistence by continuing to pursue information to gain a broad perspective.
					1.1.7	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
					1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
					1.1.2	Use prior and background knowledge as context for new learning.
					1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
					1.4.3	Monitor gathered information, and assess for gaps and weaknesses.
					1.4.4	Seek appropriate help when it is needed.

<b>MA Technology Literacy Standards and Expectations</b>		<b>MSLA 5-8</b>		<b>AASL</b>	
2.5	Identify and discuss the technology proficiencies needed in the workplace, as well as ways to prepare to meet these demands.	2.15	Understand the library's organization of resources.	1.1.4	Find, evaluate and select appropriate sources to answer questions.
2.6	Identify and describe the effect technological changes have had on society.				
1.10	Perform simple operations in a database (i.e., browse, sort, filter, search on selected criteria, delete data, enter data).				
1.11	Plan and develop database reports to organize and display information.				
1.18	Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages).  Explain and demonstrate effective searching and browsing strategies when working on projects.	2.16	With assistance, select and modify keywords and phrases for information-seeking purposes.	1.1.6	Read, review and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences, and gather meaning.
2.7	Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning.	2.17	Understand the difference between, and the uses of, primary and secondary sources.	1.1.7	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
3.2	Collect, organize, and analyze digital information from a variety of sources, with attribution.			1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
				1.2.3	Demonstrate creativity by using multiple resources and formats.

				1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources or strategies when necessary to achieve success.
				1.2.6	Display emotional resilience by persisting in information searches despite challenges.
				1.2.7	Display persistence by continuing to pursue information to gain a broad perspective.
				1.4.1	Monitor own information-seeking processes effectiveness and progress, and adapt as necessary.
				2.2.1	Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
				1.2.4	Maintain a critical stance by questioning the validity and accuracy of all information.
					Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

<b>MA Technology Literacy Standards and Expectations</b>		<b>MSLA 9-12</b>		<b>AASL</b>	
1.28	Explain and demonstrate effective search strategies for locating and retrieving electronic information (e.g., using syntax and Boolean logic operators).	2.18	Use a strategy for finding relevant information from a variety of sources, shifting the strategy as necessary based on availability and relevance.	1.1.4	Find, evaluate and select appropriate sources to answer questions.
3.1	Devise and demonstrate strategies for efficiently collecting and organizing information from electronic sources.	2.19	Assess the value of various types of electronic resources for data gathering, including databases, internet sites, ebooks, community and government resources.	1.1.6	Read, review and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences, and gather meaning.
3.2	Compare, evaluate, and select appropriate electronic resources to locate specific information.	2.20	Independently develop keywords and phrases to search for information.	1.1.7	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
3.3	Select the most appropriate search engines and directories for specific research tasks.	2.21	Use information sources of all types to explore a topic.	1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
		2.22	Narrow or expand a topic based on preliminary searching.	1.2.3	Demonstrate creativity by using multiple resources and formats.
		2.23	Select primary and secondary sources as appropriate.	1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources or strategies when necessary to achieve success.
				1.2.6	Display emotional resilience by persisting in information searches despite challenges.
				1.2.7	Display persistence by continuing to pursue information to gain a broad perspective.
				1.4.1	Monitor own information-seeking processes effectiveness and progress, and adapt as necessary.

				1.2.1	Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
				1.2.4	Maintain a critical stance by questioning the validity and accuracy of all information.
				1.1.8	Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
				1.3.2	Seek divergent perspectives during information gathering and assessment.

### MSLA Standard 3: Locate and access information

MA Technology Literacy Standards and Expectations		MSLA Pre-K – 2			AASL	
		3.1	Independently locate the library staff and navigate the library's physical space.		1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
		3.2	Independently approach the library teacher for assistance.			
3.1	Use various age-appropriate technologies to locate, collect, and organize information.	3.3	Understand that there is a relationship between spine label and book content and independently locate fiction and non-fiction sections in the school library.			
MA Technology Literacy Standards and Expectations		MSLA 3-4			AASL	
1.1	Demonstrate basic steps in using available hardware and applications (e.g., log into a computer, connect/disconnect peripherals, upload files from peripherals).	3.4	Understand the roles of the library teacher and library staff.		1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.2	Select a printer, use print preview, and print a document with the appropriate page setup and orientation.				
1.8	Define the term “database” and provide examples from everyday life (e.g., library catalogues, school records, telephone directories).	3.5	Understand the organization of the library media center	1.1.4	Find, evaluate and select appropriate sources to answer questions.
1.10	Do simple searches of existing databases (e.g., online library catalog, electronic encyclopedia).	3.6	Use library catalog to locate information sources.		
3.2	Perform basic searches on databases (e.g., library card catalogue, encyclopedia) to locate information, using two or more key words and techniques to refine and limit such searches.	3.7	With assistance, choose appropriate information source.		
3.2	Perform basic searches on databases (e.g., library card catalogue, encyclopedia) to locate information, using two or more key words and techniques to refine and limit such searches.	3.8	With assistance, find information from maps and charts.		
3.1	Locate, download, and organize content from digital media collections for specific purposes, citing sources.	3.9	Explore and develop understanding of how to gather information, including use of table of contents, index, glossary.		
<b>MA Technology Literacy Standards and Expectations</b>					
			<b>MSLA 5-8</b>	<b>AASL</b>	
1.18	Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages).	3.10	Independently choose information from print and electronic sources.	1.1.4	Find, evaluate and select appropriate sources to answer questions.

3.2	Collect, organize, and analyze digital information from a variety of sources, with attribution.	3.11	Use cross-references to locate additional information.	1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
1.25	Use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of work.	3.12	Recognize inadequacies or gaps in information.	1.2.7	Display persistence by continuing to pursue information to gain a broad perspective.
3.5	Use and modify databases and spreadsheets to analyze data and propose solutions.	3.12	Recognize inadequacies or gaps in information.	1.4.3	Monitor gathered information, and assess for gaps and weaknesses.
3.6	Develop and use guidelines to evaluate the content, organization, design, use of citations, and presentation of technologically enhanced projects.				

<b>MA Technology Literacy Standards and Expectations</b>		<b>MSLA 9-12</b>		<b>AASL</b>	
1.28	Explain and demonstrate effective search strategies for locating and retrieving electronic information (e.g., using syntax and Boolean logic operators).	3.13	Independently develop and implement an information search strategy.	1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
3.1	Devise and demonstrate strategies for efficiently collecting and organizing information from electronic sources.			1.1.2	Use prior and background knowledge as context for new learning.
3.2	Compare, evaluate, and select appropriate electronic resources to locate specific information.			1.1.3	Develop and refine a range of questions to frame the search for new understanding.
3.3	Select the most appropriate search engines and directories for specific research tasks.	3.14	Select the best sources for the information need.	1.1.4	Find, evaluate and select appropriate sources to answer questions.
				1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
				1.2.1	Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
				1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
				1.2.3	Demonstrate creativity by using multiple resources and formats.
				1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources or strategies when necessary to achieve success.

				1.2.6	Display emotional resilience by persisting in information searches despite challenges.
				1.2.7	Display persistence by continuing to pursue information to gain a broad perspective.
				1.3.2	Seek divergent perspectives during information gathering and assessment.
				1.4.1	Monitor own information-seeking processes effectiveness and progress, and adapt as necessary.
				1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
				1.4.3	Monitor gathered information, and assess for gaps and weaknesses.
				1.4.4	Seek appropriate help when it is needed.

### MSLA Standard 4a: Use information – evaluation for appropriateness

MA Technology Literacy Standards and Expectations		MSLA Pre-K – 2		AASL	
3.2	Review teacher-selected Internet resources and explain why each resource is or is not useful.	4.1	Distinguish fiction from nonfiction.	1.1.4	Find, evaluate and select appropriate sources to answer question.
				1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
<b>MA Technology Literacy</b>					

<b>Standards and Expectations</b>		<b>MSLA 3-4</b>		<b>AASL</b>	
2.4	Identify ways in which technology is used in the workplace and in society.	4.2	With assistance, develop criteria for relevant information, including authority, accuracy, objectivity, relevancy, and currency of source.	1.1.4	Find, evaluate and select appropriate sources to answer questions.
2.6	Analyze media messages and determine if their purpose is to inform, persuade, or entertain.				
2.7	Explain that some Web sites and search engines may include sponsored commercial links.				
3.1	Locate, download, and organize content from digital media collections for specific purposes, citing sources.	4.3	Compare and contrast information from different sources.	1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
3.3	Evaluate Internet resources in terms of their usefulness for research.				
				1.2.4	Maintain a critical stance by questioning the validity and accuracy of all information.
				1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
				1.3.2	Seek divergent perspectives during information gathering and assessment.
<b>MA Technology Literacy Standards and Expectations</b>		<b>MSLA 5-8</b>		<b>AASL</b>	
1.19	Identify probable types and locations of Web sites by examining their domain names, and explain that misleading	4.4	Independently develop criteria for relevant information, including authority, accuracy, objectivity, relevancy, and currency of source.	1.1.4	Find, evaluate and select appropriate sources to answer questions

	domain names are sometimes created in order to deceive people (e.g., .edu, .com, .org, .gov, .au).				
3.2	Collect, organize, and analyze digital information from a variety of sources, with attribution.	4.5	Independently discriminate between primary and secondary sources.	1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
3.9	Use a variety of telecommunication tools (e.g., e-mail, discussion groups, Web pages, blogs, Web conferences) to collaborate and communicate with peers, experts, and other audiences (at district's discretion).				
				1.2.3	Demonstrate creativity by using multiple resources and formats.
				1.2.4	Maintain a critical stance by questioning the validity and accuracy of all information.
				1.3.2	Seek divergent perspectives during information gathering and assessment.
<b>MA Literacy Standards and Expectations</b>					
<b>MSLA 9-12</b>			<b>AASL</b>		
1.27	Use search engines and online directories. Explain the differences among various search engines and how they rank results.	4.6	Practice independent critical thinking when reviewing a potential information source by: distinguishing between verifiable facts and opinions; detecting bias, identifying the purpose, distinguishing between relevant and irrelevant information, claims or reasons; recognizing logical inconsistencies or false claims.	1.1.4	Find, evaluate and select appropriate sources to answer questions.
2.9	Evaluate the authenticity, accuracy, appropriateness, and bias of electronic resources, including Web sites.				

2.10	Analyze the values and points of view that are presented in media messages		.		1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
3.2	Compare, evaluate, and select appropriate electronic resources to locate specific information.				1.1.7	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
					1.2.4	Maintain a critical stance by questioning the validity and accuracy of all information.
					1.4.3	Monitor gathered information, and assess for gaps and weaknesses.
					2.1.1	Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
					2.1.4	Use technology and other information tools to analyze and organize information.
					2.3.2	Consider diverse and global perspectives in drawing conclusions.
					2.3.3	Use valid information and reasoned conclusions to make ethical decisions.
					2.4.1	Determine how to act on information (accept, reject, modify).

					3.3.1	Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
					3.1.6	Use information and technology ethically and responsibly.

### MSLA Standard 4b: Use information – extraction of most relevant information

MA Technology Literacy Standards and Expectations		MSLA Pre-K – 2			AASL	
3.3	Use age-appropriate technologies (e.g., a simple graphing application) to gather and analyze data.	4.7	Sort, classify and sequence pieces of information e.g. place events along a timeline, sort families of animals, etc.		2.1.1	Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge
					2.1.2	Organize knowledge so that it is useful.
3.4	Use a variety of age-appropriate technologies (e.g., drawing program, presentation software) to communicate and exchange ideas.				2.1.4	Use technology and other information tools to analyze and organize information.
MA Technology Literacy Standards and Expectations		MSLA 3-4			AASL	
		4.8	Take notes using guided research forms to extract relevant information.		2.1.2	Organize knowledge so that it is useful.
1.11	Demonstrate an understanding of the spreadsheet as a tool to record, organize, and graph information.	4.9	Use provided graphic organizers and outlines to organize information logically.			

		4.10	With assistance, choose appropriate order for information e.g. chronological, alphabetical, topical, etc.	2.1.4	Use technology and other information tools to analyze and organize information.
1.20	Create a series of slides and organize them to present research or convey an idea.	4.11	With assistance, summarize and paraphrase information in own words	2.2.4	Demonstrate personal productivity by completing products to express learning.
1.22	Use painting and drawing applications to create and edit work.		.	2.1.6	Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
<b>MA Technology Literacy Standards and Expectations</b>					
			<b>MSLA 5-8</b>	<b>AASL</b>	
1.12	Describe the use of spreadsheets to calculate, graph, organize, and present data in a variety of real-world settings.	4.12	Independently take notes.	2.1.2	Organize knowledge so that it is useful.
3.3	Use a variety of computing devices (e.g., probeware, handheld computers, digital cameras, scanners) to collect, analyze, and present information for curriculum assignments.				
		4.13	Independently summarize and paraphrase information.	2.1.4	Use technology and other information tools to analyze and organize information.
3.7	Plan, design, and develop a multimedia product to present research findings and creative ideas effectively, citing sources.	4.14	Choose appropriate order for information e.g. chronological, alphabetical, hierarchical in terms of importance, persuasive position.	2.1.6	Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
1.12	Describe the use of spreadsheets to calculate, graph, organize, and present data in a variety of real-world settings.	4.15	Make inferences from data.	2.1.3	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-word situations, and further investigations.

2.13	Explain terms associated with the safe, effective, and efficient use of telecommunications and Internet (e.g., password, firewalls, spam, security, Acceptable Use Policy).	4.16	Collaborate with others, including using technology to share information.		2.2.2	Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.
3.9	Use a variety of telecommunication tools (e.g., e-mail, discussion groups, Web pages, blogs, Web conferences) to collaborate and communicate with peers, experts, and other audiences (at district's discretion).					
					2.2.3	Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
					1.3.4	Contribute to the exchange of ideas within the learning community.
					3.1.2	Participate and collaborate as members of a social and intellectual network of learners.
					3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
					3.3.1	Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
					3.2.2	Demonstrate teamwork by working productively with others.

				3.4.3	Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.			
2.4	Describe appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, and wikis).			4.1.7	Use social networks and information tools to gather and share information.			
				4.2.3	Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experience.			
<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;"><b>MA Technology Literacy Standards and Expectations</b></td> <td style="width: 33%;"><b>MSLA 9-12</b></td> <td style="width: 33%;"><b>AASL</b></td> </tr> </table>						<b>MA Technology Literacy Standards and Expectations</b>	<b>MSLA 9-12</b>	<b>AASL</b>
<b>MA Technology Literacy Standards and Expectations</b>	<b>MSLA 9-12</b>	<b>AASL</b>						
1.33	Use a variety of applications to plan, create, and edit multimedia products (e.g. slide presentations, videos, animations, simulations, podcasts).	4.17	Gather information to support a point of view in persuasive writing.	2.1.6	Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.			
				2.3.2	Consider diverse and global perspectives in drawing conclusions.			
				3.1.3	Use writing and speaking skills to communicate new understandings effectively.			
				3.3.2	Respect the differing interests and experience of others, and seek a variety of viewpoints.			

### MSLA Standard 4c: Use information – ethical behavior in information use.

<b>MA Technology Literacy</b>
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<b>Standards and Expectations</b>		<b>MSLA Pre-K – 2</b>		<b>AASL</b>	
2.2	Explain the importance of giving credit to media creators when using their work in student projects.	4.18	Indicate the source of information.	3.1.6	Use information and technology ethically and responsibly.
<b>MA Technology Literacy Standards and Expectations</b>		<b>MSLA 3-4</b>		<b>AASL</b>	
2.2	Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use.	4.19	Define plagiarism.	1.3.1	Respect copyright/intellectual property rights of creators and producers.
2.3	Explain Fair Use Guidelines for the use of copyrighted materials (e.g., text, images, music, video) in student projects.				
3.1	Locate, download, and organize content from digital media collections for specific purposes, citing sources.	4.20	Using a provided format, create correct citations for text and images.	1.3.3	Follow ethical and legal guidelines in gathering and using information.
2.1	Explain and demonstrate compliance with school rules (Acceptable Use Policy) regarding responsible use of computers and networks.	4.21	Adhere to the provisions of the school's Acceptable Use Policy.	1.3.5	Use information technology responsibly.
<b>MA Technology Literacy Standards and Expectations</b>		<b>MSLA 5-8</b>		<b>AASL</b>	

2.1	Explain ethical issues related to privacy, plagiarism, spam, viruses, hacking, and file sharing.	4.22	Independently create correct citations for text and images used.		1.3.1	Respect copyright/intellectual property rights of creators and producers.
2.3	Explain fair use guidelines for using copyrighted materials (e.g., images, music, video, text) in school projects.					
2.2	Explain how copyright law protects the ownership of intellectual property, and explain possible consequences of violating the law.	4.23	With assistance begin to demonstrate understanding of copyright law, e.g. fair use and intellectual property rights.		1.3.3	Follow ethical and legal guidelines in gathering and using information.
<b>MA Technology Literacy Standards and Expectations</b>						
			<b>MSLA 9-12</b>			
2.3	Explain laws restricting the use of copyrighted materials.	4.24	Demonstrate legal and ethical behaviors among peers, family and community regarding the use of technology and information.		1.3.1	Respect copyright/intellectual property rights of creators and producers.
2.1	Demonstrate compliance with the school's Acceptable Use Policy.	4.25	Demonstrate understanding of copyright law.		1.3.3	Follow ethical and legal guidelines in gathering and using information.

2.4	Identify examples of plagiarism, and discuss the possible consequences of plagiarizing the work of others.				
2.5	Write correct in-text citations and reference lists for text and images gathered from electronic sources.				
2.2	Explain issues related to the responsible use of technology (e.g., privacy, security).				1.3.4 1.3.5
					3.3.1
					3.3.3
2.6	Give examples of the appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, wikis).				4.3.4

2.7	Discuss misuse of technology for personal and commercial reasons (e.g., software piracy, unauthorized file sharing/downloading, virus spreading, and hacking); explain possible consequences.				
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## MSLA Standard 5: Synthesize information

MA Technology Literacy Standards and Expectations		MSLA Pre-K – 2		AASL	
		5.1	Create and share developmentally appropriate text and images with others.	2.1.6	Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
		5.2	Use new information in the final product.	4.1.3	Respond to literature and creative expression of ideas in various formats and genres.
3.4	Use a variety of age-appropriate technologies (e.g., drawing program, presentation software) to communicate and exchange ideas.	5.3	With assistance present a final product using an appropriate format: report, poster, electronic program, or other medium.	4.1.8	Use creative and artistic formats to express personal learning.
				4.3.1	Participate in the social exchange of ideas, both electronically and in person.
MA Technology Literacy Standards and Expectations		MSLA 3-4		AASL	
2.5	Work collaboratively online with other students under teacher supervision.	5.4	With assistance, consider the purpose and audience for the product and/or presentation.	2.1.2	Organize knowledge so that it is useful.

2.6	Analyze media messages and determine if their purpose is to inform, persuade, or entertain.	5.5	Organize the information in a way which is appropriate for the assignment, project or question.	2.1.6	Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
1.19	Create, edit, and format text on a slide.	5.6	Present a final product using an appropriate format: report, poster, electronic program, or other medium of communication.	2.2.4	Demonstrate personal productivity by completing products to express learning.
1.20	Create a series of slides and organize them to present research or convey an idea.				
				3.1.3	Use writing and speaking skills to communicate new understandings effectively.
				3.3.5	Contribute to the exchange of ideas within and beyond the learning community.
3.5	Use online tools (e.g., e-mail, online discussion forums, blogs, and wikis) to gather and share information collaboratively with other students, if the district allows it.			2.1.4	Use technology and other information tools to analyze and organize information.
				2.4.1	Determine how to act on information (accept, reject, modify).
				3.1.1	Conclude an inquiry-based research by sharing new understandings and reflecting on the learning.
				3.1.3	Use writing and speaking skills to communicate new understandings effectively.
				3.1.4	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.
<b>MA Technology Literacy</b>					

Standards and Expectations		MSLA 5-8		AASL	
2.7	Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning.	5.7	Use appropriate medium to produce an original product to communicate research results.	2.1.2	Organize knowledge so that it is useful.
3.9	Use a variety of telecommunication tools (e.g., e-mail, discussion groups, Web pages, blogs, Web conferences) to collaborate and communicate with peers, experts, and other audiences (at district's discretion).	5.8	Collaborate with peers in sharing information.	2.1.4	Use technology and other information tools to analyze and organize information.
3.7	Plan, design, and develop a multimedia product to present research findings and creative ideas effectively, citing sources.	5.9	Understand that communicating information is a life long skill.	2.1.6	Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
				2.2.4	Demonstrate personal productivity by completing products to express learning.
				3.1.3	Use writing and speaking skills to communicate new understandings effectively.
				3.1.4	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.
				3.4.2	Assess the quality and effectiveness of the learning product.
				1.1.9	Collaborate with others to broaden and deepen understanding.
				1.3.2	Seek divergent perspectives during information gathering and assessment.
				1.3.4	Contribute to the exchange of ideas within the learning community.

				2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
				3.1.2	Participate and collaborate as members of a social and intellectual network of learners.
				3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
				3.2.3	Demonstrate teamwork by working productively with others.
				3.3.1	Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
				3.3.2	Respect the differing interests and experience of others, and seek a variety of viewpoints.
				3.3.5	Contribute to the exchange of ideas within and beyond the learning community.
				3.4.3	Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
				1.4.1	Monitor own information-seeking processes effectiveness and progress, and adapt as necessary.
				2.1.3	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

				2.2.3	Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
				2.2.4	Demonstrate personal productivity by completing products to express learning.
				3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
<b>MA Technology Literacy Standards and Expectations</b>					
			<b>MSLA 9-12</b>	<b>AASL</b>	
3.5	Explain and demonstrate how specialized technology tools can be used for problem solving, decision making, and creativity in all subject areas (e.g., simulation software, environmental probes, computer-aided design, geographic information systems, dynamic geometric software, graphing calculators, art and music composition software).	5.10	Consider the purpose and audience for the product and/or presentation.	2.1.6	Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
3.6	Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources.	5.11	Select an appropriate media format to communicate new understandings and new knowledge.	2.2.4	Demonstrate personal productivity by completing products to express learning.
3.8	Use online communication tools to collaborate with peers, community members, and field experts as appropriate (e.g., bulletin boards, discussion forums, listservs, Web conferencing).	5.12	Create a storyboard, script, layout or rough draft of research notes.	3.1.3	Use writing and speaking skills to communicate new understandings effectively.

3.9	Plan and implement a collaborative project with students in other classrooms and schools using telecommunications tools (e.g., e-mail, discussion forums, groupware, interactive Web sites, videoconferencing).	5.13	Use appropriate, editing, dictionary and thesaurus tools to produce a polished, original product that clearly communicates research results.	3.1.4	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.
				3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
				2.1.2	Organize knowledge so that it is useful.
				2.4.1	Determine how to act on information (accept, reject, modify).

## MSLA Standard 6: Participate in collaborative activities

MA Technology Literacy Standards and Expectations		MSLA Pre-K – 2		AASL	
3.4	Use a variety of age-appropriate technologies (e.g., drawing program, presentation software) to communicate and exchange ideas.	6.1	Demonstrate appropriate group conduct (take turns speaking, respect opinions, use library voice)	3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
		6.2	Listen to the information and ideas of others.	3.2.3	Demonstrate teamwork by working productively with others.
		6.3	Cooperate with others and share resources.	4.2.3	Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experience.

					2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
3.3	Use age-appropriate technologies (e.g., a simple graphing application) to gather and analyze data.	6.4	Work with other students to create and evaluate simple information products.		3.1.2	Participate and collaborate as members of a social and intellectual network of learners.
		6.5	Assist other students with book selection.		3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
<b>MA Technology Literacy Standards and Expectations</b>						
			<b>MSLA 3-4</b>	<b>AASL</b>		
2.5	Work collaboratively online with other students under teacher supervision.	6.6	Exhibit an understanding of the rights of other library users.			
3.10	Communicate with other students and other classes using appropriate technology, including e-mail if the district allows it.	6.7	Work cooperatively with others and share resources and materials.		2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
3.5	Use online tools (e.g., e-mail, online discussion forums, blogs, and wikis) to gather and share information collaboratively with other students, if the district allows it.	6.8	Discuss information and ideas with others, listen well and reformulate own ideas when appropriate.		1.3.2	Seek divergent perspectives during information gathering and assessment within the learning community.
3.5	Use online tools (e.g., e-mail, online discussion forums, blogs, and wikis) to gather and share information collaboratively with other students, if the district allows it.	6.9	Use information sources, select information and ideas that will contribute directly to the success of group projects.		1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
3.2	Collect, organize, and analyze digital information from a variety of sources, with attribution.	6.10	Respect others' ideas and backgrounds and acknowledge their contributions.			

3.2	Collect, organize, and analyze digital information from a variety of sources, with attribution.	6.11	Encourage consideration of ideas and information from all group members.		2.3.2	Consider diverse and global perspectives in drawing conclusions.
		6.12	Participate actively in group discussions to analyze information products and solutions.			
3.10	Communicate with other students and other classes using appropriate technology, including e- mail if the district allows it.	6.13	Collaborate with others to design, develop and evaluate information products and suggest solutions.		3.1.2	Participate and collaborate as members of a social and intellectual network of learners.
					3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
					3.3.1	Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
					3.3.2	Respect the differing interests and experience of others, and seek a variety of viewpoints.
					2.4.3	Recognize new knowledge and understanding.
					1.1.4	Find, evaluate and select appropriate sources to answer questions.
					1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
					1.1.9	Collaborate with others to broaden and deepen understanding.
					2.1.2	Organize knowledge so that it is useful
					3.3.5	Contribute to the exchange of ideas within

					and beyond the learning community.
				3.2.3	Demonstrate teamwork by working productively with others.
				3.3.7	Respect the principles of intellectual freedom
				1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
<b>MA Technology Literacy Standards and Expectations</b>					
			<b>MSLA 5-8</b>	<b>AASL</b>	
		6.14	Use provided guidelines and the group's work to improve content and delivery.	1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
				2.4.2	Reflect on systematic process, and assess for completeness of investigation.
3.8	Identify differences between various media and explain issues associated with repurposing information from one medium to another (e.g., from print to the Web).			2.4.4	Develop directions for further investigations.
				3.4.1	Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
				3.4.3	Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
<b>MA Technology Literacy Standards and Expectations</b>					
			<b>MSLA 9-12</b>	<b>AASL</b>	
3.9	Plan and implement a collaborative project with students in other classrooms and schools using telecommunications tools	6.15	Integrate their own knowledge and information with that of others in the group.	1.3.4	Contribute to the exchange of ideas within the learning community.

	(e.g., e-mail, discussion forums, groupware, interactive Web sites, videoconferencing).				
3.8	Use online communication tools to collaborate with peers, community members, and field experts as appropriate (e.g., bulletin boards, discussion forums, listservs, Web conferencing).	6.16	Actively listen to and respectfully respond to the point of view of others.	1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
3.7	Demonstrate how the use of various techniques and effects (e.g., editing, music, color, rhetorical devices) can be used to convey meaning in media.	6.17	Collaborate with others to lead, facilitate, negotiate and otherwise participate in defining the information needs of a group.	2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
3.5	Explain and demonstrate how specialized technology tools can be used for problem solving, decision making, and creativity in all subject areas (e.g., simulation software, environmental probes, computer-aided design, geographic information systems, dynamic geometric software, graphing calculators, art and music composition software).	6.18	Participate actively in group discussions to devise solutions to information problems that integrate group members' information and ideas.	3.1.2	Participate and collaborate as members of a social and intellectual network of learners.
		6.19	Work to move the group to consensus after substantive conversations and sharing of information and ideas among all the members of the group.	3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
		6.20	Help organize and integrate the contributions of all the members of the group into information products.	3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
		6.21	Work with others to create and evaluate complex information products that integrate information in a variety of formats.	3.2.3	Demonstrate teamwork by working productively with others.

		6.22	Participate effectively as a member of a group in evaluating the content and delivery of its work and the effectiveness of the group's work habits.		1.1.7	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
					1.1.9	Collaborate with others to broaden and deepen understanding.
					1.2.1	Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
					2.3.2	Consider diverse and global perspectives in drawing conclusions.
					3.3.7	Respect the principles of intellectual freedom.
					1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
					1.1.2	Use prior and background knowledge as context for new learning.
					1.3.2	Seek divergent perspectives during information gathering and assessment.
					2.4.4	Develop directions for further investigations.
					2.1.2	Organize knowledge so that it is useful.
					3.1.1	Conclude an inquiry-based research by sharing new understandings and reflecting on the learning.
					3.1.3	Use writing and speaking skills to communicate new understandings effectively

				3.1.4	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.
				1.4.1	Monitor own information-seeking processes effectiveness and progress, and adapt as necessary.
				2.4.2	Reflect on systematic process, and assess for completeness of investigation.
				3.4.1	Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
				3.4.2	Assess the quality and effectiveness of the learning product.
				3.4.3	Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints

## MSLA Standard 7: Evaluate

MA Technology Literacy Standards and Expectations		MSLA Pre-K – 2		AASL	
	7.1	Use a provided checklist or rubric to determine that project is complete and accurate.		2.4.2	Reflect on systematic process, and assess for completeness of investigation.
	7.2	Judge the process by asking questions: e.g. What did I like? What was easy? What was difficult? How can I do it better next time?		3.4.2	Assess the quality and effectiveness of the learning product.

		7.3	Judge the product by asking questions: e.g. Did I complete all the steps required by my teacher? What have I learned? How can I improve my final product? If I had to do it over again, what would I do differently?		1.4.1	Monitor own information-seeking processes effectiveness and progress, and adapt as necessary.
					1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
					3.4.1	Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
					1.4.3	Monitor gathered information, and assess for gaps and weaknesses.
					2.4.3	Recognize new knowledge and understanding.
					2.2.4	Demonstrate personal productivity by completing products to express learning.
<b>MA Technology Literacy Standards and Expectations</b>						
			<b>MSLA 3-4</b>	<b>AASL</b>		
3.5	Use online tools (e.g., e-mail, online discussion forums, blogs, and wikis) to gather and share information collaboratively with other students, if the district allows it.	7.4	Conference with peers, teachers, and library teacher during the creation of the product and in final product evaluation.		1.1.9	Collaborate with others to broaden and deepen understanding.
3.10	Communicate with other students and other classes using appropriate technology, including e- mail if the district allows it.				1.3.4	Contribute to the exchange of ideas within the learning community.
					1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.

				1.4.4	Seek appropriate help when it is needed.						
				2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.						
				3.3.1	Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.						
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3.6	Develop and use guidelines to evaluate the content, organization, design, use of citations, and presentation of technologically enhanced projects.	7.5	Analyze the evaluation results to improve their communications through developing evaluation criteria and doing self and peer evaluation.	1.1.2	Use prior and background knowledge as context for new learning.						
2.1	Explain ethical issues related to privacy, plagiarism, spam, viruses, hacking, and file sharing.	7.6	With assistance, describe the ethical use of information.	1.4.1	Monitor own information-seeking processes effectiveness and progress, and adapt as necessary.						
3.2	Collect, organize, and analyze digital information from a variety of sources, with attribution.										
1.19	Identify probable types and locations of Web sites by examining their domain names, and explain that misleading domain names are sometimes created in order to deceive people (e.g., .edu, .com, .org, .gov, .au).	7.7	Use critical and creative thinking skills to analyze, synthesize and evaluate relevance, reliability, and authority of sources.	1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.						
2.3	Explain fair use guidelines for using copyrighted materials (e.g., images, music, video, text) in school projects.	7.8	Using predetermined criteria, evaluate the effectiveness of the communication of research results.	2.4.4	Develop directions for further investigations.						

2.4	Describe appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, and wikis).	7.9	Review and evaluate the process of transforming information into knowledge.	3.4.1	Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
2.8	Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information.	7.10	Summarize new knowledge gained through peer presentations.	1.3.1	Respect copyright/intellectual property rights of creators and producers.
				1.3.3	Follow ethical and legal guidelines in gathering and using information.
				3.1.6	Use information and technology ethically and responsibly.
				4.3.4	Practice safe and ethical behaviors in personal electronic communication and interaction.
				1.1.4	Find, evaluate and select appropriate sources to answer questions.
				1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
				1.2.4	Maintain a critical stance by questioning the validity and accuracy of all information.
				2.1.1	Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
				2.4.2	Reflect on systematic process, and assess for completeness of

					investigation.
				3.4.2	Assess the quality and effectiveness of the learning product.
				1.4.3	Monitor gathered information, and assess for gaps and weaknesses.
				2.4.3	Recognize new knowledge and understanding.
				2.2.4	Demonstrate personal productivity by completing products to express learning.
<b>MA Technology Literacy Standards and Expectations</b>		<b>MSLA 9-12</b>			<b>AASL</b>
2.1	Demonstrate compliance with the school's Acceptable Use Policy.	7. 11	Voluntarily apply legal principles and ethical conduct related to information technology such as: copyright, plagiarism, privacy, online etiquette, acceptable use of resources.	1.3.1	Respect copyright/intellectual property rights of creators and producers.
2.2	Explain issues related to the responsible use of technology (e.g., privacy, security).			1.3.3	Follow ethical and legal guidelines in gathering and using information.
2.3	Explain laws restricting the use of copyrighted materials.			1.3.5	Use information technology responsibly.
2.4	Identify examples of plagiarism, and discuss the possible consequences of plagiarizing the work of others.			3.1.6	Use information and technology ethically and responsibly.
2.5	Write correct in-text citations and reference lists for text and images gathered from electronic sources			4.3.4	Practice safe and ethical behaviors in personal electronic communication and interaction
2.6	Give examples of the appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, wikis).				
2.7	Discuss misuse of technology for personal and commercial reasons (e.g., software				

piracy, unauthorized file sharing/downloading, virus spreading, and hacking); explain possible consequences.				
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## MSLA Standard 8: Appreciate literature

MA Technology Literacy Standards and Expectations		MSLA Pre-K – 2		AASL	
	8.1	Understand the importance of the library as an information source.		1.1.6	Read, review and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences, and gather meaning.
	8.2	Demonstrate active listening skills.		4.1.1	Read, view and listen for pleasure and personal growth.
	8.3	Listen to literature for pleasure and information.		4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing interest in various literary genres.
	8.4	Use illustrations to acquire a greater understanding of the story.		1.1.7	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
	8.5	Use the library collection for pleasure reading.		1.1.9	Collaborate with others to broaden and deepen understanding.
	8.6	Understand the difference between an author and an illustrator.		4.1.7	Use social networks and information tools to gather and share information.
	8.7	Demonstrate comprehension of a story heard, read or viewed through verbal discussion and/or written responses or artwork.		4.3.1	Participate in the social exchange of ideas, both electronically and in person.

		8.8	Share books by favorite authors and illustrators.		
		8.9	Identify books that are special award winners e.g. Caldecott, Newbury and Coretta Scott King Awards.		
<b>MA Technology Literacy Standards and Expectations</b>		<b>MSLA 3-4</b>		<b>AASL</b>	
		8.10	Recognize various genres of literature.	4.1.3	Respond to literature and creative expression of ideas in various formats and genres.
		8.11	Demonstrate awareness of literature from various cultures and genres e.g., fairy tales, folklore, myths and legends, poetry.	4.1.2	Read widely and fluently to make connections, with self, the world, and previous reading.
		8.12	Make connections among materials read, heard, or viewed.		
		8.13	Make predictions in literature.		
		8.14	Recognize basic story elements: character, setting, and conflict		
<b>MA Technology Literacy Standards and Expectations</b>		<b>MSLA 5-8</b>		<b>AASL</b>	
		8.15	Incorporate critical and creative thinking skills to evaluate literary elements and conventions.		
1.18	Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print Web pages).	8.16	Display knowledge of various types of print and electronic material, of genres, and of selection aids.		
		8.17	Identify and read from a variety of genres e.g. historical, realistic, fantasy, fiction, folklore, poetry, biography, nonfiction.		
		8.18	Recognize reading as a lifelong pursuit.		
		8.19	Recognize characteristic styles of various authors and illustrators.		
<b>MA Technology Literacy Standards and Expectations</b>		<b>MSLA 9-12</b>		<b>AASL</b>	

		8.20	Identify award-winning books, their selection criteria, and attributes.	
1.28	Explain and demonstrate effective search strategies for locating and retrieving electronic information (e.g., using syntax and Boolean logic operators).	8.22	Perform preliminary research to enhance appreciation of literature.	
		8.23	Demonstrate an understanding of the characteristics of the different literary genres, including: fantasy, folklore, poetry, drama, biography, short stories, science fiction, historical fiction, realistic fiction, humor, etc.	