A guide to understanding this K-6 SKills Matrix:  SKills that should be introduced in the a grade level are labeled with an "I" and coded in green.  Skills that should be reinforced in a grade are labeled with an "R" and coded in yellow.  Those skills that should be mastered, and do not need further direct teaching, are labeled with an "M" and coded in blue.  Skills that could be introduced at different grade levels are identified by an "O".  Skills that may be taught in other content areas have an "x" in column S, identifying them as support skills.

| | | | K | 1 | 2 | 3 | 4 | 5 | 6 | S |
|---|---|---|---|---|---|---|---|---|---|---|
| Reader Engagement | | | | | | | | | | |
| 1.1 Library Orientation | 1 | Identify the library as a source of enjoyment | I | R | R | R | R | R | R | |
| | 2 | Identify library staff as people who are approachable and there to assist with questions and support student learning | I | R | R | R | R | R | R | |
| | 3 | Follow established library procedures and demonstrate proper library behavior and etiquette | I | R | R | R | R | R | R | |
| | 4 | Demonstrate proper care of books and materials. | I | R | R | R | R | R | R | |
| | 5 | Check out materials and return them in a timely manner | I | R | R | R | R | R | R | |
| | 6 | Identify that different genres exist within the fiction section | | | | I | R | R | R | |
| | 7 | Identify different formats of information that the library provides – including ebooks, databases, audio and print material. | | I | R | R | R | M | M | |
| | 8 | Explain how books can be borrowed using Interlibrary Loan | | | | | I | R | R | |
| 1.2 Locating Books | 1 | Browse the library for a book of personal interest | I | R | R | R | R | R | R | |
| | 2 | Select appropriate books based on age, reading level, and personal interest. | I | I | R | R | R | R | R | |
| | 3 | Identify library organization (each book has a special place)  and recognize alphabetical order by author's last name in fiction shelving | I | I | R | R | M | M | M | |
| | 4 | Identify each classified section of the library (Fic, NF, Bio, Ref, E) | | | I | R | R | M | M | |
| | 5 | Identify the title, author, and illustrator | I | R | R | M | M | M | M | |
| | 6 | Identify and utilize parts of a book including title/copyright page, publisher, table of contents, index, and glossary | | I | I | R | R | R | R | |

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| | 7 | Recognize the library OPAC (Online Public Access Catalog) as a catalog of the school's books | | I | R | M | M | M | M | |
| | 8 | Use advanced search options in the library's OPAC to identify, select, locate, and access materials (using Title, Author, Subject searches) | | | O | I | R | R | R | |
| 1.3 Reading and listening for information and pleasure | 1 | Listen to stories with attentive and purposeful listening and viewing skills | I | R | M | M | M | M | M | |
| | 2 | Connect new knowledge to prior knowledge | I | R | R | M | M | M | M | |
| | 3 | Identify characters, setting, and plot | I | R | R | M | M | M | M | |
| | 4 | Identify main idea and supporting details | I | I | R | R | M | M | M | |
| | 5 | Retell familiar stories | | I | R | M | M | M | M | |
| | 6 | | | | | | | | | |
| | 7 | Identify and classify fiction and nonfiction books using characteristics of each | I | R | R | M | M | M | M | |
| | 8 | Compare a fiction story and a non-fiction text on the same subject | I | I | R | M | M | M | M | |
| | 9 | Compare an audio visual story with a written story. | O | O | O | O | O | O | O | |
| | 10 | Participate in author and illustrator studies | I | R | M | M | M | M | M | |
| | 11 | Identify awards for fiction and nonfiction books (participate in 3 Apples) | | | I | M | M | M | M | |
| | 12 | Describe how illustrations contribute to and clarify a text | I | R | R | M | M | M | M | |
| Digital Literacy | | | | | | | | | | |
| 2.0 Basic computer skills | 1 | Understand the importance of logging out/off | I | R | R | R | R | R | R | |
| | 2 | Use desktop icons to launch applications | I/O | | | | | | | X |
| | 3 | Use a mouse correctly | I/O | | | | | | | X |
| | 4 | Save a document | | I/O | | | | | | X |
| | 5 | Use a word processing application | | I/O | | | | | | X |
| | 6 | Use basic formatting tools in a document (font, size, color, etc.) | | I/O | | | | | | X |
| | 7 | Cut and paste an image | | I/O | | | | | | X |
| | 8 | Cut and paste text | | I/O | | | | | | X |
| | 9 | Save, insert, move and resize an image | | I/O | | | | | | X |
| | 10 | Use more advanced formatting tools in a document (insert shape etc., color and format, page layout,) | | I/O | | | | | | X |
| | 11 | Identify basic vocabulary related to computers (home, tabs, icon, etc.) | O | I/O | | | | | | X |
| | 12 | Use basic functions using a slide show (add new slide, change layout, theme, copy and paste) | | | | O | | | | X |

| | # | Skill | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 13 | Use play/pause functions while watching online book or video | I | M | M | M | M | M | M |
| 2.1 Navigating the Internet | 1 | Explain the history of information sharing from very slow to instantaneous, contributing to the rapid growth in STEAM | | | | O | I | R | R |
| | 2 | Identify internet related vocabulary (URL) including: browser, search engine, source | | I | I | I | I | R | R |
| | 3 | Use basic search and advanced searching features on a search engine | | | | I | I | R | R |
| | 4 | Explain that the results from a search on a search engine include advertisements, sidebars, etc. | | | | I | I | R | R |
| | 5 | Identify web addresses and domain names and the purpose of extension (.com, .edu, .gov) | | | | | O | I | R |
| | 6 | Bookmark and save web addresses | | | O | I | R | M | M |
| | 7 | Identify parts of a website (frames, headers, footers, and sidebars, scroll bar, menu bar, hyperlink) and use navigation tools of a website to find information | | | I | I | I | I | R |
| | 8 | Understand what a database is and how to conduct a search | | I | R | R | R | R | R |
| | 9 | Search a database using advanced searching features and explain the benefits and limitations of using databases | | | | O | I | I | R |
| | 10 | Navigate to the school and/or library website | O | I | I | R | M | M | M |
| | 11 | Demonstrate basic netiquette <ul><li>creation of usernames/email addresses</li><li>subject line</li><li>capitalization</li><li>respect other people's viewpoints</li><li>respect privacy</li><li>do not forward spam</li></ul> | | | | | | I | R |
| 2.2 Identifying reputable information | 1 | Evaluate and determine the validity of a website using a rubric or rating scale (TTAP OR CRAP) | | | | | O | I | R |
| | 2 | Identify similarities and differences in information from two different sources (e.g. Database vs. website/ Reputable website vs. non-reputable website/ advertisement/informational) | | | | | O | I | R |
| | 3 | Determine the purpose of a website (advertise, persuade, inform, etc.) | | | | | O | I | R |

| Domain | # | Description | | | | | | | | * |
|---|---|---|---|---|---|---|---|---|---|---|
| | 4 | Explain sponsored content as advertisements and identify advertisements and sponsored content on websites and search engines | | | | | O | I | R | |
| | 5 | Recognize different forms of communication on the internet (e.g. social media, blog, ) | | | | | | I | R | |
| | 6 | Identify sites where facts/stories can be checked (such as factchecker.org and snopes.com) | | | | | | O | I | |
| 2.3 Internet Safety | 1 | Explain the importance of keeping username and password information private and respect privacy of others | I | R | M | M | M | M | M | |
| | 2 | Identify acceptable and unacceptable computer use, follow the district's acceptable use policy and classroom rules regarding computers | I | R | R | R | R | R | R | |
| | 3 | Demonstrate safe practices when using internet | | | | I | R | M | M | |
| | 4 | Identify and avoid situations that are potential safety issues and strategies for online safety including: passwords, logging out, email, chatrooms, instant messaging, social media, private and public (unknown senders or users, attachments, links, phishing, spam, filters, popup) | | | I | I | R | R | R | |
| 2.4 Digital Citizenship | 1 | Explain how every action online leaves a digital footprint and the implications of digital permanence | | O | O | I | R | R | R | |
| | 2 | Identify ways that publishing on the internet, via Youtube, websites, etc., can violate copyright infringement | | | | O | I | R | R | |
| | 3 | Use advanced searching tools to access an image labeled for reuse | | | | | I | R | M | |
| | 4 | Identify cyberbullying and describe strategies to deal with a situation | | | O | I | R | R | R | |
| | 5 | Demonstrate an understanding of and respect for digital property | | | | I | R | R | R | |
| 2.5 News Literacy | 1 | Explain that anyone can claim to be a reputable website and some websites claim to be news | | | | | | I | I | * |
| | 2 | Identify reasons why people might make intentionally misleading news or information "fake news" | | | | | | I | I | * |
| | 3 | Analyze a news article and website for bias | | | | | | I | I | * |
| | 4 | Investigate the validity of a news article (source, additional information) | | | | | | I | I | * |
| | 5 | Explain how stories have the potential to "go viral," the consequences that can happen, and how to avoid passing false information | | | | | | I | I | * |
| | 6 | Identify different formats in which news is available; identify the changing roles social media play in creating news | | | | | | I | I | |
| | 7 | Recognize my own beliefs and how they play a role in confirmation bias. | | | | | | | I | |

| | # | Indicator | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 2.6 Information Consumption and Interaction | 1 | Identify different ways humans create and interact with information (video streaming, video posts, youtube channels articles, websites, blog posts, social media, comments) | | | | I | R | R | R | |
| | 2 | Manage personal data to maintain digital privacy and recognize data tracking (mining) practices that are used to target advertising and web content; searching and clicking history influences targeted advertising | | | | | | I | R | |
| | 3 | Recognize what is okay to post and share (safety/citizen/license) | I | R | R | R | R | R | R | |
| | 4 | Use technology to collaborate with others | | | | I | R | R | R | |
| **Research Skills** | | | | | | | | | | |
| 3.0 Inquiry | 1 | Ask questions about a topic | I | R | R | R | M | M | M | |
| | 2 | Use opened and closed ended questions and be able to tell the difference between the question type (RQT protocol) | | | I | I | R | R | M | |
| | 3 | Develop additional questions to clarify and conduct deeper research about a topic | | | | I | | | I | * |
| | 4 | Assess questions to determine what type of resources could be used to answer questions | | | | I | | | I | * |
| | 5 | Works collaboratively with peers on a research project | | | | O | O | O | I | |
| | 6 | Understand that research is a cycle and searching can lead to further searching | | | | | | | I | |
| 3.1 Searching Techniques | 1 | Identify key words/phrases to effectively search for information | | | I | R | M | M | M | |
| | 2 | Use teacher selected databases | | I | R | R | M | M | M | |
| | 3 | Use keywords to search the internet with guidance | | | | I | R | R | M | |
| | 4 | Use advanced search techniques to conduct research for a project and refine search as needed | | | | | | I | R | |
| | 5 | Differentiate between skimming and scanning and when to use each technique (support through skimming a book shelf) | | | | | | | | X |
| 3.2 Gathering information | 1 | Select and use multiple appropriate print, non-print, electronic and human sources (e.g., almanacs, indexes specialized dictionaries and encyclopedias, and databases) to answer questions | | | | | I | R | R | |
| | 2 | Follow ethical and legal guidelines when gathering and using information | | I | R | R | R | R | R | |
| | 3 | Select and use informational texts for research | I | I | I | R | R | M | M | |
| | 4 | Locate information using features of nonfiction books (table of contents /index) | | | | I | R | M | M | |

| Category | # | Description | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 5 | Use pre-selected primary sources to gather information | | | | | O | I | R | |
| | 6 | Identifies sources as primary or secondary and uses both in research | | | | | O | I | R | |
| | 7 | Organize information (graphic organizer may be provided) | I | I | R | R | M | M | M | |
| | 8 | Extract information from a website or informational text for research (i.e. notetaking skills) | | O | O | I | R | R | R | |
| | 9 | Use software/application to organize information (such as NoodleTools) | | | | | | O | O | * |
| 3.3 Identify and Evaluate Information | 1 | Identify characteristics of reputable information | | | | | I | R | R | |
| | 2 | Evaluate, analyze, and interpret information in various forms of publication | | | | | I | R | R | |
| | 3 | Understand, analyze, evaluate, synthesize and apply appropriate information effectively | | | | I | R | R | R | |
| | 4 | Distinguish between fact and opinion | O | O | I | R | R | M | M | |
| | 5 | Distinguish between important and unimportant details | | | I | R | R | M | M | X |
| 3.4 Creating product and presenting information | 1 | Use informational texts to create and share new understandings | I | R | R | R | R | R | R | * |
| | 2 | Develop effective communication skills using technology/digital media tools | | | | I | R | R | R | |
| | 3 | Choose appropriate and relevant media or images to use in a presentation | | | I | I | R | R | R | |
| | 4 | Use supporting evidence and data to support a product | | | | | | I | R | * |
| | 5 | Present information in a variety of ways (images, voice, ppt, written) | I | I | R | R | R | R | R | |
| | 6 | Use appropriate presentation skills (pace, transitions, volume, etc.) | | O | O | I | R | R | R | |
| | 7 | Use an appropriate tool for product | | | | I | R | R | R | |
| ` | 8 | Explain the concept of "audience" and create presentation tailored to target audience | | O | O | I | R | R | M | |
| | 9 | Use principle of design when creating product (font size, background, colors, format, etc.) | | | | I | R | R | R | |
| | 10 | Reflect on and revise product based on self and teacher feedback/ evaluation | | | | I | R | R | R | |
| 3.5 Citing Sources | 1 | Use NoodleTools or another citation tool to create a bibliographic citation | | | | | | O | I | * |
| | 2 | Paraphrase information from resources when completing research projects and understand the difference between direct quote, paraphrasing and personal thoughts and which needs a citation | | | | | | I | R | |
| | 3 | Explain the need to cite sources of information in bibliographic format | | I | R | R | R | R | R | * |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | Use a grade-level appropriate works cited page (early grades may start with writing only title and author of book while later grades should be creating different citations based on the resource used) | | I | I | I | I | I | I | | |
| 5 | Understand the basic concept of plagiarism as copying the work of others | | O | I | R | R | R | R | | |
| 6 | Understand that some media is not able to be used due to copyright restrictions | | | | | I | R | R | R | |
| | | | | | | | | | | |