

NJASL Standards Comparison Chart

The chart on these pages is intended to show the alignment among those standards of particular relevance to New Jersey School Library Media programs. These standards include:

- *The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.* © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. <http://www.corestandards.org/>
- *AASL Standards for the 21st-Century Learner.* Excerpted from Standards for the 21st-Century Learner by the American Association of School Librarians, a division of the American Library Association, copyright © 2007 American Library Association. Available for download at <http://www.ala.org/aasl/standards> Used with permission.
- *Partnership for 21st Century Skills* <http://www.p21.org/>
- *National Educational Technology Standards for Students, Second Edition,* ©2007, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved.
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm Used with permission.

Standards Comparison Chart: NJCCCS/Common Core English; AASL; ISTE NETS; P21

New Jersey Core Curriculum Content Standards/Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects	AASL Standards for the 21st-Century Learner	Partnership for 21st-Century Skills	National Educational Technology Standards and Performance Indicators for Students
Reading Standards for Literature			
<p><i>College and Career Readiness Standards for Reading</i> Key Ideas and Details (1 – 3) Craft and Structure (4-6) Integration of Knowledge and Ideas (7-9) Range and Level of Text Complexity (10)</p> <p>Common Core State Standards can be found at: Common Core State Standards</p>	<p><i>Learners use skills, resources, & tools to</i> 1 Inquire, think critically, and gain knowledge 2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge 3 Share knowledge and participate ethically and productively as members of our democratic society 4 Pursue personal and aesthetic growth</p> <p>Complete AASL Standards and Indicators are at: AASL Standards for the 21st Century Learner</p>	<p>Learning and Innovation Skills (L & I) Information, Media and Technology Skills (I, M & T) Life and Career Skills (L & C)</p> <p>To view the complete P21 skills please visit this web site: P21</p>	<p>1 Creativity and Innovation 2 Communication and Collaboration 3 Research and Information Fluency 4 Critical Thinking, Problem Solving, and Decision Making 5 Digital Citizenship 6 Technology Operations and Concepts</p> <p>To view ISTE NETS-S standards, please visit this web site: ISTE NETS-S</p>
<p>Gr. 3 - 1. Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.</p>	<p>1.1.3. Develop and refine a range of questions to frame the search for new understanding. 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. [Gr. 4 & Gr. 5] 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. [Gr. 5] 1.4.2. User interaction with and feedback from teachers and peers to guide own inquiry process. 1.4.3. Monitor gathered information and assess for gaps or weaknesses. 2.1.1. Continue an inquiry-based research process by applying critical thinking skills to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. [Gr. 3 & Gr. 4] 2.1.3. Use strategies to draw conclusions from information and apply knowledge to curricular areas real world situations and further investigations. 2.4.2. Reflect on systematic process and assess for completeness of investigation. [Gr. 5] 2.4.4. Develop directions for future investigations. 3.1.1. Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. [Gr. 4 & Gr. 5] 3.4.1. Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future. [Gr. 4 & Gr. 5] 3.4.2. Assess the quality and effectiveness of the</p>	<p>L & I – Communication and Collaboration Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts I, M, & T – Information Literacy Access information efficiently (time) and effectively (sources) Evaluate information critically and competently</p>	<p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: b. create original works as a means of personal or group expression.</p>

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	learning product. [Gr. 4 & Gr. 5] 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. 4.3.1 Participate in the social exchange of ideas, both electronically and in person.		
Gr. 4 – 1. Draw on details and examples from a text to support statements about text.			
Gr. 5 – 1. Quote from a text to support statements about the text.			
Gr. 3 - 2. Use key supporting details in stories, fables, folktales, or myths from diverse cultures to determine the lessons or morals.	1.1.5. Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. 2.2.3. Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. 4.1.2. Read widely and fluently to make connections with self, the world, and previous reading.	L & I – Use Systems Thinking Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
Gr. 4 – 2. Summarize a text and derive a theme of a story, drama, or poem from details in the text.			
Gr. 5 – 2. Determine a theme of a text, drawing on how characters in a story respond to challenges or how the speaker in a poem reflects upon a text, drawing on specific details.			
Gr. 3 - 3. Describe the main characters in a story and explain how they contribute to the sequence of events.	1.1.4. Find, evaluate and select appropriate sources to answer questions. 3.1.3. Use writing and speaking skills to communicate new understandings effectively.	I, M & T – Information Literacy Evaluate information critically and competently	2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
Gr. 4 – 3. Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character’s thoughts, words, deeds, or interactions with others).			
Gr. 5 – 3. Compare and contrast two or more characters, events, or settings in a text, drawing on specific details.			
Gr. 3 - 4. Interpret key words and phrases in a text, distinguishing literal from figurative language.	2.3.1. Connect understanding to the real world. 4.1.2. Read widely and fluently to make connections with self, the world, and previous reading.	I, M & T – Use and Manage Information Manage the flow of information from a wide variety of sources	4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects,

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<p>Gr. 4 – 4. Understand words and phrases in a text that allude to significant characters found in mythology (e.g., <i>Herculean</i>), drawing on a wide reading of classic myths from a variety of cultures and periods.</p> <p>Gr. 5 – 4. Identify how metaphors and similes as well as rhymes and other repetitions of sounds (e.g., alliteration) supply meaning and rhythm in a specific verse or stanza of a poem.</p>	<p>4.1.5. Connect ideas to own interests and previous knowledge and experience.</p>		<p>solve problems, and make informed decisions using appropriate digital tools and resources. Students: c. collect and analyze data to identify solutions and/ or make informed decision.</p>
<p>Gr. 3 - 5. Demonstrate understanding of common features of legends, myths, and folk- and fairytales when writing or speaking about classic stories from around the world.</p> <p>Gr. 4 – 5. Explain major differences between poems and prose, and refer to the structural elements of poems (e.g., stanza, verse, rhythm, meter) when writing or speaking about specific poems.</p> <p>Gr. 5 – 5. Explain major differences between drama and prose stories, and refer to the structural elements of drama (e.g., casts of characters, setting descriptions, dialogue, stage directions, acts, scenes) when writing or speaking about specific works of dramatic literature.</p>	<p>2.1.2. Organize knowledge so that it is useful. 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. 4.2.4. Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literacy genres.</p>	<p>L & I – Critical Thinking and Problem Solving Effectively analyze and evaluate evidence, arguments, claims and beliefs</p>	<p>4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: c. collect and analyze data to identify solutions and/ or make informed decision.</p>
<p>Gr. 3 - 6. Distinguish their own point of view from those of characters in a story.</p> <p>Gr. 4 – 6. Compare the point of view from which different stories are narrated, including the</p>	<p>1.3.2. Seek divergent perspectives during information gathering and assessment. 2.3.2. Consider diverse and global perspectives in drawing conclusions. 3.3.2. Respect the differing interests and experiences of others, and seek a variety of viewpoints.</p>	<p>I, M, & T – Media Literacy Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors</p>	<p>4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: d. use multiple processes and diverse perspectives to explore alternative solutions.</p>

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difference between first- and third-person narrations.			
Gr. 5 – 6. Identify how a narrator’s perspective or point of view influences how events are described.			
Gr. 3 - 7. Use information from illustrations and other visual elements in a text with the words to develop an understanding of the setting, characters, and plot.	1.1.6. Read, view, and listen for information presented in any format in order to make inferences and gather meaning.	I, M, & T – Access and Evaluate Information Evaluate information critically and competently	3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
Gr. 4 – 7. Integrate information from several illustrations and other visual elements in a text with the words to develop an understanding of how the setting and characters change and the plot develops.			
Gr. 5 – 7. Explain how images, sounds, and movements contribute to an animated or live-action adaptation of a story, comparing that version to what they “see” or “hear” from reading the text.			
Gr. 3 - 9. Compare and contrast the plots, settings, and themes of stories written by the same author about the same or similar characters.	4.1.2. Read widely and fluently to make connections with self, the world, and previous reading.	L & I – Communication and Collaboration Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts	1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes.
Gr. 4 – 9. Compare and contrast thematically similar tales, myths, and accounts of events from various cultures.			
Gr. 5 – 9. Compare the treatment of similar ideas and themes (e.g., opposition of good and evil) as well as character types and patterns of events in myths and other traditional literature from different cultures.			
Gr. 3 - 10. Read literature independently, proficiently, and fluently within the grades 2-3 text complexity band; read “stretch” texts in the grades 4-5 text complexity band with scaffolding as needed.	4.1.1. Read, view, and listen for pleasure and personal growth.	I, M, & T – Information Literacy Manage the flow of information from a wide variety of sources L & C – Initiative and Self-Direction Go beyond basic mastery of skills and/ or curriculum to explore and expand	4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: a. identify and define authentic problems and significant questions for investigation.
Gr. 4 – 10. Read literature independently, proficiently, and fluently within the grades 4-5 text complexity band; read texts at the high end of the			

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range with scaffolding as needed.			
Gr. 5 – 10. Read literature independently, proficiently, and fluently within the grades 4-5 text complexity band; read “stretch” texts in the grades 6-8 text complexity band with scaffolding as needed.			
Reading Standards for Informational Text			
Gr. 3 - 1. Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.	1.1.3. Develop and refine a range of questions to frame the search for new understanding. 1.1.4. Find, evaluate and select appropriate sources to answer questions.	I, M, & T – Information Literacy Access information efficiently (time) and effectively (sources) Evaluate information critically and competently	3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
Gr. 4 – 1. Draw on details and examples from a text to support statements about the text.			
Gr. 5 – 1. Quote from a text to support statements about the text.			
Gr. 3 - 2. Determine the main idea of a text and explain how it is supported by the key details.	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. 1.2.7. Display persistence by continuing to pursue information to gain a broad perspective.	L & I – Creativity and Innovation Use a wide range of idea creation techniques (such as brainstorming) L & I – Critical Thinking and Problem Solving Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems L & I – Communication and Collaboration Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts	3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
Gr. 4 – 2. Determine the main idea and supporting details of a text; summarize the text.			
Gr. 5 – 2. Determine two or more main ideas and how they are supported by details; summarize the text.			
Gr. 3 - 3. Describe the relationship between historical or scientific events or ideas in a text, using knowledge of connective devices that pertain to time, sequence, and cause and effect.	1.1.1. Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connections for using this process in own life. 1.2.1. Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 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.	L & I – Make Judgments and Decisions Effectively analyze and evaluate evidence, arguments, claims, and beliefs Synthesize and make connections between information and arguments Interpret information and draw conclusions based on the best analysis	2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

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Gr. 4 – 3. Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in a text.			
Gr. 5 – 3. Explain the relationships between two or more historical events or scientific concepts by drawing on specific information from one or more texts.			
Gr. 3 - 4. Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a grade 3 topic of subject area.	1.4.1. Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary. 2.1.4. Use technology and other information tools to analyze and organize information. 2.4.3. Recognize new knowledge and understanding.	L & I – Critical Thinking and Problem Solving Interpret information and draw conclusions based on the best analysis	3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
Gr. 4 – 4. Learn and determine the meanings of general academic language and domain-specific words or phrases encountered in a text relevant to a <i>grade 4</i> topic or subject area.			
Gr. 5 – 4. Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a grade 5 topic or subject area.			
Gr. 3 - 5. Use text features to locate information quickly and efficiently.	1.1.8. Demonstrate mastery of technology tools for accessing information and pursuing inquiry. 1.2.2. Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 1.2.5. Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. 4.1.6. Organize personal knowledge in a way that can be called upon easily.	L & I – Critical Thinking and Problem Solving Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
Gr. 4 – 5. Use text features and search tools to locate and process information relevant to a given topic.			
Gr. 5 – 5. Describe how events, ideas, or information are organized (e.g., chronology, comparison, cause and effect) in a whole text or in part of a text.			
Gr. 3 - 6. Compare what is presented in a text with relevant prior knowledge and beliefs, making explicit what is new or surprising.	1.1.2. Use prior and background knowledge as context for new learning. 4.1.5. Connect ideas to own interests and previous knowledge and experience.	L & I – Communication and Collaboration Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts	3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate,

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Gr. 4 – 6. Compare an eyewitness account to a secondhand account of the same event or topic.			synthesize, and ethically use information from a variety of sources and media.
Gr. 5 – 6. Analyze two accounts of the same event or topic and describe important similarities and differences in the details they provide.			
Gr. 3 - 7. Integrate information from illustrations and other visual elements in print and digital texts as an aid to understanding where, when, why, and how key events occur.	1.1.6. Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.	I, M, & T – Information Literacy Access information efficiently (time) and effectively (sources) Evaluate information critically and competently Manage the flow of information from a wide variety of sources	3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
Gr. 4 – 7. Interpret factual information presented graphically or visually (e.g., in charts, diagrams, time lines, animations, and interactive elements) and explain how the information contributes to understanding a print or digital text.			
Gr. 5 – 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.			
Gr. 3 - 8. Describe the logical connection between paragraphs and between sentences in a text.	1.2.4. Maintain a critical stance by questioning the validity and accuracy of all information.	L & I – Creativity and Innovation Use a wide range of idea creation techniques (such as brainstorming) L & I – Critical Thinking and Problem Solving Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems L & I – Communication and Collaboration Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts	1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: c. use models and simulations to explore complex systems and issues.
Gr. 4 – 8. Explain how an author uses evidence to support his or her claims in a text.			
Gr. 5 – 8. Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim (s).			
Gr. 3 - 9. Compare and contrast information drawn from two texts on the same subject.	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. 4.1.4. Seek information for personal learning in a variety of formats and genres.	L & I – Creativity and Innovation Develop, implement and communicate new ideas to others effectively L & I – Critical Thinking and Problem Solving Interpret information and draw conclusions based on the best analysis	3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

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<p>Gr. 4 – 9. Describe how two or more texts on the same subject build on one another; provide a coherent picture of the information they convey.</p>			
<p>Gr. 5 – 9. Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably.</p>			
<p>Gr. 3 - 10. Read informational texts independently, proficiently, and fluently within the grades 2-3 complexity band; read “stretch” texts in the grades 4-5 text complexity band with scaffolding as needed.</p> <p>Gr. 4 – 10. Read informational texts independently, proficiently, and fluently within the grades 4-5 text complexity band; read texts at the high end of the range with scaffolding as needed.</p> <p>Gr. 5 – 10. Read informational texts independently, proficiently, and fluently within the grades 4-5 text complexity band; read “stretch” texts in the grades 6-8 text complexity band with scaffolding as needed.</p>	<p>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.</p> <p>4.1.4. Seek information for personal learning in a variety of formats and genres.</p> <p>4.2.1. Display curiosity by pursuing interests through multiple resources.</p>	<p>L & C – Initiative and Self-Direction Monitor, define, prioritize and complete tasks without direct oversight</p>	<p>4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: b. plan and manage activities to develop a solution or complete a project.</p>