Introduction to Developing a Scope and Sequence Worksheet

FRAMING YOUR WORK

A well-developed scope and sequence can be horizontally aligned with other schools in your district serving the same grade bands and vertically aligned across grade levels to ensure a cohesive learning progression that supports all learners in developing essential skills over time. By thoughtfully planning and sequencing library instruction, school librarians can provide consistent opportunities for learners to grow, apply, and demonstrate competency over time.

Referencing crosswalks with other content-area standards during this process strengthens your instruction by ensuring that it is meaningful, cohesive, and aligned with broader educational goals.

For more on scope and sequence, see *Knowledge Quest* blog post ***Crafting the Blueprint: Why a Scope and Sequence is Essential for Your School Library***
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When co-teaching with other educators, school librarians can effectively embed library instruction into content-area learning. Delivered at the point of need, this integrated approach often leads to improved learner engagement, retention, and acclimation. In addition to promoting interdisciplinary connections, such collaboration supports the development of authentic assessments that more accurately and holistically reflect learner growth across subject areas.

Your Scope and Sequence should be shaped by the priorities for your school library, the needs of your learners, and your school or district's instructional goals. As you work through the steps in this worksheet, you will:

- Identify the Learner Competencies already embedded in your library instruction;
- Align AASL Standards to your school/district's priority standards; and
- Determine which additional AASL Standards could enhance your library instruction to better support these priorities.

Lastly, keep in mind the fluid and flexible nature of the AASL Standards. Consider when and where it makes the most sense to introduce specific standards based on your learners' developmental readiness and curricular context.

DEVELOPING A SCOPE & SEQUENCE WORKSHEET

Step 1: Identifying Current Standards

Review the Competencies in the *AASL Standards Framework for Learners*. As you review, mark the Standards you currently use and record them below.

Shared Foundation	Domain	Learner Competency
Inquire	*Think*	*I.A.1. Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.*

(Add additional rows as needed.)

Step 2: Examine Shared Foundations and Domains

Now that you've identified the learner Competencies you already use, tally how often each Shared Foundation and Domain appears. This will help you determine which areas you emphasize most in your current instruction.

	Think	Create	Share	Grow
Inquire				
Include				
Collaborate				
Curate				
Explore				
Engage				

PROFESSIONAL PRACTICE QUESTION: Look at your totals. Which Shared Foundations and/or Domains appear most frequently? What do these patterns suggest about your instructional priorities? Do they align with your district's focus or goals?

Step 3: Identifying School/District Priority Standards

Now that you've reflected on your current practices, compare them to your school or district's instructional priorities. Use the table below to note local priority standards and identify corresponding AASL Standards.

District / School Standard	Aligned AASL Standard(s)

PROFESSIONAL PRACTICE QUESTION: Are there gaps between your school library and your district/school priorities? What areas could you integrate more intentionally into your Scope and Sequence?

Step 4: Identifying Shared Foundations and Domains Utilized in Priority Standards

Now, identify the Shared Foundations and Domains embedded in your school/district's priority standards. Use the same tallying method as in Step 2.

	Think	Create	Share	Grow
Inquire				
Include				
Collaborate				
Curate				
Explore				
Engage				

PROFESSIONAL PRACTICE QUESTION: Compare your tallies from Step 2 and Step 4. Are the same Shared Foundations and Domains emphasized? Where do they diverge? Record any missing or underrepresented standards below.

Use the table below to align any *unaddressed* school/district priority standards with the appropriate AASL Standards.

District / School Standard	Aligned AASL Standard(s)

Step 5: Aligning Shared Foundations and Domains Across Grade-Level Bands

Now that you've identified both the standards you currently teach and those you need to incorporate, map them across grade-level bands. Use the table below to determine when and how each standard should be introduced and developed.

Learner Competency	Kindergarten-Grade 2	Grades 3-5	Grades 6-8	Grades 9-12
I.A.1	*K, 1, 2*	*3, 4, 5*	*6, 7, 8*	*9, 10, 11, 12*
IV.D.1				*9, 10, 11, 12*

In the example above, Learner Competency 1.A.1 was identified and assessed across all grade levels with increasing sophistication:

- **Kindergarten**: A student choosing a book during checkout and explaining why they chose it meets this standard through a simple, observational activity.
- **Fifth Grade**: A student selects relevant sources from a curated resource bank to meet a specific research question.
- **Eighth Grade**: The same student identifies and evaluates appropriate sources for a curricular topic.
- **High School:** The student independently researches a self-selected topic, identifies suitable resources, and evaluates their relevance.

In twelfth grade, this student might further demonstrate growth by incorporating additional standards on assessing resources for appropriateness. For example:

> **IV.D.1 (Curate, Grow):** *Learners select and organize information for a variety of audiences by performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.*

This progression illustrates how competencies build over time—and how your Scope and Sequence serve as a guide to introducing and developing skills, not a checklist to mark off.