

Eastern Suffolk BOCES School Library System INFORMATION FLUENCY CONTINUUM - 2010

A substantial body of research has emerged in the last two decades that demonstrates a corollary between the presence of a quality school library media program and increased student achievement.

- Effective libraries enable students to explore content deeply, pursue their own academic interests, and engage in inquiry—all of which support the development of high-level literacy skills.
- Effective libraries surround students with high-quality, engaging resources, and technology that spark independent learning.
- Effective libraries also serve a unique function in a school as a “public forum for learning” where students can connect to each other and present their work.
- Librarians play a key role in integrating independent learning skills throughout the curriculum by teaching research, inquiry, and technology skills to students and by providing professional development for teachers.

The attached document provides a framework for the instructional aspects of a library program. The framework is based on three standards that form the basis for the skills and strategies essential for students to become independent readers and learners:

- Standard 1: Using Inquiry to Build Understanding and Create New Knowledge
- Standard 2: Pursuing Personal and Aesthetic Growth
- Standard 3: Demonstrating Social Responsibility

This document is called an “Information Fluency Continuum” for very specific reasons. Our students must go beyond being able to decode information to being able to use appropriate information in any situation; they must be “information fluent” in order to thrive both in and out of school. In addition, like literacy, information fluency must extend in a coherent development continuum throughout the years of schooling, K–12 and beyond.

Information fluency skills and strategies are an integral part of learning in any subject area. They can be most effectively taught by the librarian in collaboration with the classroom teacher, so that students are using these skills to learn essential content. Some of the skills may be incorporated into classroom instruction; others will be most effectively taught in the library setting. Wherever they are taught, these information fluency skills are pivotal in helping all of our children become independent learners.

In the summer of 2010, a team of school librarians in the Eastern Suffolk BOCES region came together to create an Information Fluency Curriculum K-12. This Continuum reflects the hard work of our colleagues in the New York City School Library System and their work in 2009 to develop an Information Fluency Curriculum K-12 for the New York City public schools. We also credit the work of our colleagues in the Capital Region BOCES School Library System for allowing us to use their work as well. Our curriculum writers have added the new Common Core State Standards recently released by the National Governor’s Association and the Council of Chief State School Officers

(CCSSO). The Continuum also aligns with the American Association of School Librarians *Standards for the 21st-Century Learner*.

HOW TO USE THE CONTINUUM

If you are an administrator:

- Use the Continuum as a starting point for professional development planning to help all of your teachers become comfortable with integrating information skills into their instructional design.
- Be sure that students have opportunities for inquiry, personal exploration, and independent reading by facilitating open access and flexible scheduling of your library.
- Create Inquiry Teams in your district, ensure that a school librarian is on that team.
- Lead your school through a process of defining the most important skills and strategies for each grade level you serve. Set high expectations for students' information fluency.

If you are a classroom teacher:

- Collaborate with the librarian and other classroom teachers to decide the most important skills to be taught in each grade or subject.
- Design instructional units in collaboration with the librarian that integrate the teaching and application of essential information fluency skills.
- Include the assessment of information fluency skills in all rubrics.
- Actively incorporate student use of multiple resources and technology whenever possible.
- Develop a collaborative relationship with your librarian, so that you both are teaching information fluency skills and all students experience a consistent set of expectations in their use of information.

If you are a librarian or library teacher:

- Assume a leadership role in your school in collaborative planning that integrates the teaching of information fluency throughout the curriculum. Serve on your district's Inquiry Team.
- Figure out which skills to teach and which to scaffold in every lesson.
- Plan the implementation of the Continuum so that all students develop the essential skills at every grade level and so that they build on their skills each year.
- Order high quality resources that enable students to conduct successful inquiry.
- Collaborate with classroom teachers to co-teach whenever possible.
- Align the implementation of the Continuum with your school's goals and your students' needs.
- Collaborate with your administrator to integrate the teaching and learning in the library with the principles and practice of teaching and learning throughout the school.

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**Eastern Suffolk BOCES School Library System
INFORMATION FLUENCY CONTINUUM – 2010**

Vision and Goals

VISION

The library fosters a community of learning and literacy that leads to high academic achievement, independent reading and learning, and collaboration throughout the school.

GOALS FOR EFFECTIVE LIBRARY PROGRAMS

Students are motivated and independent learners.

- Students successfully employ information literacy, technology, and critical thinking skills in subject-area learning experiences.
- Students are engaged in independent reading and inquiry-based learning.

The library is a powerful intellectual and social space where students and teachers gather ideas, exchange points of view, and learn together.

- Students and teachers have access to certified school library media specialists. Students have equitable access to the library and its resources.
- The library provides access to high-quality resources in a variety of formats that support curricular and instructional goals and respond to diverse student needs and interests.
- The library facility is welcoming, with a climate conducive to individual and shared learning. Current technology is available and operable to support multiple learning experiences in the library and remote access to library resources.

The library program supports a culture of literacy throughout the school.

- Teachers integrate resources and information-literacy skills into every classroom.
- Teachers collaborate with the librarian and other teachers to optimize instruction and curriculum design.

The library fosters a professional learning community.

- Teachers, principals, and librarians engage in ongoing professional development.
- Librarians facilitate professional dialogue and networking among teachers, principals, and other librarians to support continuous improvement of practice.

**Eastern Suffolk BOCES School Library System
INFORMATION FLUENCY CONTINUUM – 2010
Framework and Key Indicators**

**STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING AND CREATE NEW
KNOWLEDGE → “I am a thinker.”**

An independent learner asks authentic questions and accesses, evaluates, and uses information effectively to develop new understandings.

INQUIRY PHASE: CONNECT

At the beginning of the Connect Phase, a student may ask:

- What interests me about this idea or topic?
- What do I already know or think I know about this topic?
- What background information would help me get an overview of my topic?

INDICATORS

- Understands the process of inquiry.
- Recognizes purpose for inquiry.
- Connects ideas to self; finds personal passion.
- Connects ideas to previous knowledge.
- Observes and experiences to gain background and context.
- Identifies a focus or topic for inquiry.
- Identifies key concepts and terms.
- Identifies the “big picture” or schema.

Before moving to the Wonder Phase, a student may ask:

- Do I know enough about the idea or topic to ask good questions?
- Am I interested enough in the idea or topic to investigate it?

INQUIRY PHASE: WONDER

At the beginning of the Wonder Phase, a student may ask:

- What intriguing questions do I have about the topic or idea?
- Why am I doing this research?
- What do I expect to find?

INDICATORS

- Develops and refines questions.
- Makes predictions about the kind of information needed to answer the questions and the sources that will be most likely to have that information.
- Forms tentative thesis or hypothesis to guide research.

Before moving to the Investigate Phase, a student may ask:

- Can my question(s) be answered through investigation?
- Will my question(s) lead me to answers that will fulfill my assignment or purpose for research?

INQUIRY PHASE: INVESTIGATE

At the beginning of the Investigate Phase, a student may ask:

- What are all of the sources that might be used?
- Which sources will be most useful and valuable?
- How do I locate these sources?
- How do I find the information within each source?
- How do I evaluate the information that I find?

INDICATORS

- Understands the organization of a library.
- Plans research and follows a timeline.
- Uses successful information and technology strategies and tools to locate **sources** of information.
- Seeks information from diverse genres, formats, and points of view.
- Evaluates sources for usefulness, relevance, clarity of organization, currency, validity and authority.
- Understands the organization of information and uses strategies to locate **information** within a resource.
- Uses reading, thinking, and visual literacy strategies to derive meaning from information and monitor own understanding.
- Evaluates information to determine accuracy, currency and relevance for answering questions.
- Evaluates information for fact, opinion, point of view, and bias.
- Selects, paraphrases, summarizes and records appropriate information in reflective and interactive process.
- Identifies gaps in information.

Before moving to the Construct Phase, a student may ask:

- Have I located sources with diverse perspectives?
- Have I found enough accurate information to answer all my questions?
- Have I discovered information gaps and filled them with more research?
- Have I begun to identify relationships and patterns and thoughtfully reacted to the information I found?

INQUIRY PHASE: CONSTRUCT

At the beginning of the Construct Phase, a student may ask:

- Have any main ideas emerged from the research?
- Did I find enough evidence to form an opinion or support my thesis?
- What organizational patterns or tools will help me make sense of my information?

INDICATORS

- Makes sense of information by clarifying main and supporting ideas.
- Looks for patterns and connects ideas across resources.
- Organizes information by using a variety of tools and strategies.
- Discusses, collaborates, and negotiates meaning with others.

- Compares new ideas to prior knowledge and reflects on new understandings.
- Draws conclusions by integrating new ideas with prior knowledge.

Before moving to the Express Phase, a student may ask:

- Have I drawn conclusions that are supported by the evidence?
- Have I organized my conclusions and evidence to present them effectively?

INQUIRY PHASE: EXPRESS

At the beginning of the Express Phase, a student may ask:

- What type of product or presentation will allow me to present my conclusions and evidence effectively to the intended audience?
- What technology will help me create a product or presentation?
- How will I get help to revise and edit my product?

INDICATORS

- Uses creative thought processes to express new understandings.
- Communicates information and ideas in a variety of formats.
- Uses writing process to develop new understandings and create products.
- Uses standard citation and bibliographic formats.
- Uses technology tools to create original products.

Before moving to the Reflect Phase, a student may ask:

- Have I organized the product/presentation to make my major points and present convincing evidence?
- Does my product/presentation fulfill all the requirements of the assignment?

INQUIRY PHASE: REFLECT

At the beginning of the Reflect Phase, a student may ask:

- Is my product/presentation as effective as I can make it?
- How well did my inquiry process go?
- How can I get feedback on my final product to use in my next inquiry project?

INDICATORS

- Develops evaluative criteria for the inquiry process.
- Engages in self-evaluation.
- Participates in peer evaluation.
- Asks new questions for continuing inquiry.

Before moving to another assignment or personal inquiry, a student may ask:

- What new understandings did I develop about the topic or idea?
- What did I learn about inquiry?
- What new questions do I now want to answer about the topic or idea?

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “I am an explorer.”

An independent learner responds to and creates literary and artistic expressions, uses effective strategies for personal exploration of ideas, and reads on his or her own by choice.

READER/VIEWER RESPONSE AND EXPRESSION

INDICATORS

- Uses prior knowledge to connect to and form personal meaning from fiction, non-fiction and multimedia works.
- Deepens understanding of the source by analyzing the parts.
- Selects appropriate resources from a variety of genres.
- Understands creator’s purpose, point of view, and voice.
- Makes connections across different works in a variety of genres and formats.
- Discusses, evaluates, and shares literature.
- Creates personal responses to literature using arts and technology.

PERSONAL EXPLORATION

INDICATORS

- Identifies own areas of interest by reading widely.
- Reads, views, and listens for a variety of purposes.
- Locates reliable information for personal growth.
- Uses the arts and technology for personal expression.
- Participates in networking and sharing of information.

MOTIVATED, INDEPENDENT LEARNING

INDICATORS

- Selects resources and seeks information related to academic and personal interests in a variety of genres and formats.
- Uses multiple ways to access resources.
- Uses text features to increase understanding.
- Seeks to understand the meaning of what is read.
- Uses technology to find information related to academic and personal interests.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → “I am a citizen.”

An independent learner contributes to the learning community by seeking multiple perspectives, sharing his or her understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

INDICATORS

- Seeks multiple points of view and a global perspective.
- Respects the principle of equitable access to information.
- Understands that democracy is built on intellectual freedom.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

INDICATORS

- Uses multimedia tools to collaborate with others to develop creative projects and share them with an authentic audience.
- Respects and acknowledges ideas and contributions of all group members.
- Collaborates with others to use information effectively and solve problems.

ETHICAL BEHAVIOR IN USE OF INFORMATION

INDICATORS

- Respects intellectual property rights by attributing the sources and avoiding plagiarism.
- Uses information and technology safely, ethically and responsibly.

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INFORMATION FLUENCY CONTINUUM - 2010**

Sources

American Association of School Librarians. *Standards for the 21st-Century Learner*.

<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>

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ISTE. *National Educational Technology Standards for Students (NETS*S)*.

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

Stripling, Barbara K. "Inquiry-Based Learning." In Curriculum Connections Through the Library: Principles and Practice, edited by Barbara K. Stripling and Sandra Hughes-Hassell. Westport, CT: Libraries Unlimited, 2003.

The following school librarians and others who contributed their time and expertise for four days over the summer of 2010 in creating this document are:

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Eastern Suffolk BOCES School Library System
INFORMATION FLUENCY CURRICULUM

Adapted from the NYC School Library System Information Fluency Curriculum

Revised to align with the Common Core State Standards – August 2010

STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING AND CREATE NEW KNOWLEDGE → “I am a thinker.”

An independent learner asks authentic questions and accesses, evaluates, and uses information effectively to develop new understandings.

| CONNECT | | | | | |
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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| <p><i>At the beginning of the Connect Phase, a student may ask:</i></p> <ul style="list-style-type: none"> ➤ What interests me about this idea or topic? ➤ What do I already know or think I know about this topic? ➤ What background information would help me get an overview of my topic? | | | | | |
| Understands the process of inquiry | Recognizes that questions can be answered by finding information. | Knows the phases of inquiry and completes the thinking and actions appropriate for each phase with guidance. | Follows the inquiry process to investigate answers to questions and pursue new learning. Monitors own process and moves to next phase when appropriate. | Uses the inquiry process to pursue personal and academic learning. Recognizes the recursiveness of inquiry and moves flexibly through the process as phases are successfully completed. | AASL 1.1.1 ISTE NETS-S 3a CC CCW.7 |
| Recognizes purpose for inquiry | Recognizes the purpose of inquiry and that this purpose influences the kind of information needed. | Recognizes the purpose of inquiry and that historical, scientific, and literary inquiry differ in the kind of information needed. | Defines the purpose of inquiry, and aligns questions and investigation with the purpose (e.g., historical purpose needs interpretive information and balanced opinions; scientific purpose needs accurate and up-to-date information with supporting evidence). | Defines the purpose of inquiry and recognizes that the type of thinking required by the inquiry will differ according to the purpose (e.g., historical—take a position and defend it; scientific—verify accuracy of model and support with evidence; literary—analyze literary and social context). | AASL 1.1.1 ISTE NETS-S 3 CC W.7 |
| Connects ideas to self; finds personal passion | Connects ideas to own interests. Identifies areas of strong personal interest. | Connects ideas in texts to own interests. Identifies and pursues areas of passion and interest. | Connects ideas in texts and in world to own interests. Finds areas of passionate interest within topics of study. | Connects ideas in texts and in world to own interests. Pursues areas of passionate interest in depth within topics of study. | AASL 1.1.1; AASL 4.1.2 |

| CONNECT | | | | | |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Connects ideas to previous knowledge | <p>Shares what is known about the general topic to elicit and make connections to prior knowledge.</p> <p>Shares ideas, asks questions, and makes references to print and nonprint resources.</p> | <p>States what is known about the problem or question, and makes connections to prior knowledge.</p> <p>Shares ideas, asks questions, and makes references to print and nonprint resources.</p> | <p>States and verifies what is known about the problem or question, and makes connections to prior knowledge.</p> <p>Shares ideas, asks questions, and makes references to print, nonprint and electronic resources.</p> | <p>Verifies the accuracy of what is known about the problem or question.</p> <p>Shares ideas, asks questions, and makes references to print, nonprint and electronic resources.</p> | <p>AASL 1.1.2; AASL 4.1.2</p> <p>CC RH.3 CC RST.3 CC RH.8 CC RST.8</p> |
| Observes and experiences to gain background and context | <p>Actively participates in an experience that introduces a topic, problem or question and responds to the experience/activity by capturing observations and thoughts in pictures, graphics or simple sentences.</p> | <p>Actively participates in an experience that introduces a topic, problem or question and captures observations, questions and reflections by writing, speaking with others or drawing.</p> <p>Uses sources to acquire background information and brainstorms ideas for further inquiry.</p> | <p>Actively participates in an experience that introduces a topic, problem or question and captures observations, analysis and reflections by writing, speaking with others and drawing.</p> <p>Uses multiple sources to acquire background information and brainstorms ideas for further inquiry.</p> | <p>Actively participates in an experience that introduces a topic, problem or question; captures observations, analysis and reflections through writing and generates new questions.</p> <p>Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry.</p> | <p>AASL 1.1.2</p> <p>CC W.2 CC W.4</p> |
| Identifies a focus or topic for inquiry | <p>Restates/ Retells and asks questions about the topic, problem or question with guidance.</p> | <p>Restates the topic, problem, or question in own words with guidance to focus on an area for inquiry.</p> | <p>Revises the question or problem as needed to arrive at a manageable topic for inquiry.</p> | <p>Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry.</p> <p>Explores problems or questions for which there are multiple answers or no "best" answer.</p> | <p>AASL 1.1.3</p> <p>ISTE NETS-S 4a</p> <p>CC R.2 CC WH.7 CC WST.7</p> |
| Identifies key concepts and terms | <p>Identifies one or two key words about a topic, problem, or question with guidance from the librarian.</p> <p>Identifies key vocabulary by using a picture book or dictionary.</p> | <p>Identifies key words and ideas in a teacher-provided research question.</p> <p>Generates a list of key words for a research-based project with guidance.</p> | <p>Identifies key words and ideas that appear in background information and class conversation.</p> <p>Uses and adds to the list of key words throughout the research.</p> | <p>Identifies key words, concepts and synonyms, both stated and implied, for topic and uses them to further research.</p> <p>Maintains a list of effective search terms throughout the process of inquiry.</p> | <p>CC R.4 CC RH.2 CC RST.2</p> |

| CONNECT | | | | | |
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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Identifies the "big picture" or schema | Identifies the overall "big picture" idea by stating it orally or drawing a picture. | States the big idea orally, in writing, or by creating a simple mind map. | Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words. | Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest. | CC R.2 CC R.9 CC RH.2 CC RST.2 |
| <p><i>Before moving to the Wonder Phase, a student may ask:</i></p> <ul style="list-style-type: none"> ➤ Do I know enough about the idea or topic to ask good questions? ➤ Am I interested enough in the idea or topic to investigate it? | | | | | |

| WONDER | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| <p><i>At the beginning of the Wonder Phase, a student may ask:</i></p> <ul style="list-style-type: none"> ➤ What intriguing questions do I have about the topic or idea? ➤ Why am I doing this research? ➤ What do I expect to find? | | | | | |
| <p>Develops and refines questions</p> | <p>Formulates questions related to listening activity.</p> <p>Asks "I wonder" questions about the research topic.</p> <p>Adds to KWL chart constructed by class by helping develop questions for W - Wonder.</p> <p>Looks at questions with librarian or teacher guidance to decide which are the burning questions to be answered.</p> | <p>Formulates questions about the topic with guidance.</p> <p>Develops questions for KWL chart based on prior knowledge and experiences and class conversations.</p> <p>Asks questions to clarify topics or details.</p> <p>Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.</p> | <p>Recognizes characteristics of good questions.</p> <p>Writes questions independently based on key ideas or areas of focus.</p> <p>Refines questions to lead to gathering of different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison).</p> | <p>Focuses the purpose of the research by formulating specific questions to be answered.</p> <p>Maintains flexible approach to research questions and to key words and concepts.</p> <p>Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue).</p> | <p>AASL 1.1.3; AASL 1.2.1</p> <p>ISTE NETS-S 4a</p> <p>CC R(I).1 CC W.5 CC WH.7 CC WST.7</p> |

| WONDER | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Makes predictions about the kind of <u>information</u> needed to answer the questions and the <u>sources</u> that will be most likely to have that information | <p>Uses prior knowledge and understanding of specific topic to make predictions about answers to questions.</p> <p>Identifies the type of information needed (e.g., facts, pictures, maps).</p> <p>Identifies the possible sources for information needed.</p> <p>Generates ideas for gathering further information.</p> | <p>Uses prior knowledge and understanding of overall topic to make predictions about what the new information will reveal.</p> <p>Identifies the type of information needed (e.g., facts, explanations, diagrams).</p> <p>Predicts what type of resources will most likely contain that information.</p> <p>Generates ideas for gathering further information.</p> | <p>Uses prior knowledge, understanding of topic, and background information to make predictions about types of information needed and to identify a limited number of potential resources.</p> <p>Determines what information is needed to support the investigation and answer the questions</p> <p>Determines what resources will most likely offer quality information.</p> <p>Determines whether different points of view will be important.</p> <p>Generates ideas for gathering further information.</p> | <p>Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources.</p> <p>Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important.</p> <p>Determines what resources will offer in-depth and diverse information.</p> <p>Generates ideas for gathering further information.</p> | AASL 1.1.3; AASL 1.1.4 |
| Forms tentative thesis or hypothesis to guide research | Predicts answers to inquiry questions based on background knowledge and beginning observation or experience. | <p>Predicts answers to inquiry questions based on background knowledge and beginning observation or experience.</p> <p>Forms tentative thesis about main idea with guidance.</p> | <p>Analyzes and evaluates what is already known or what is observed or experienced to form tentative thesis or hypothesis to predict answers to inquiry questions.</p> <p>Plans inquiry to test hypothesis or validate thesis.</p> | <p>Analyzes and evaluates what is already known or what is observed or experienced to form thesis or hypothesis to be tested during the inquiry.</p> <p>Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis.</p> | AASL 1.1.3 CC WH.7 CC WST.7 |
| <p><i>Before moving to the Investigate Phase, a student may ask:</i></p> <ul style="list-style-type: none"> ➤ Can my question(s) be answered through investigation? ➤ Will my question(s) lead me to answers that will fulfill my assignment or purpose for research? | | | | | |

INVESTIGATE

| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
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| <p><i>At the beginning of the Investigate Phase, a student may ask:</i></p> <ul style="list-style-type: none"> ➤ What are all of the sources that might be used? ➤ Which sources will be most useful and valuable? ➤ How do I locate these sources? ➤ How do I find the information within each source? ➤ How do I evaluate the information that I find? | | | | | |
| <p>Understands the organization of a library</p> | <p>Demonstrates the ability to use the library and check out books.</p> <p>Follows signage to locate important areas of the library media center.</p> <p>Distinguishes between fiction and nonfiction resources.</p> <p>Recognizes that nonfiction resources in the library are organized by categories and begins to associate the Dewey numbers with areas of interest.</p> <p>Recognizes that fiction and picture books are organized by the author's last name in A-B-C order.</p> | <p>Demonstrates the ability to use the library and check out a variety of sources.</p> <p>Recognizes the organization and use of important areas of the library media center.</p> <p>Identifies the ten major Dewey areas and what main topics are included in each.</p> <p>Recognizes that fiction books are organized by author's last name.</p> | <p>Recognizes the organization and use of special sections in the library (e.g., reference, graphic novels, paperbacks).</p> <p>Uses the categorization of materials within Dewey areas to locate resources and browse for additional materials.</p> <p>Transfers the understanding of school library organization to use of the public library.</p> | <p>Recognizes the organization and use of special sections in the library (e.g., reference, reserve books, databases).</p> <p>Explores multiple Dewey areas to browse for information about different aspects of the same topics.</p> <p>Transfers the understanding of library organization to public, academic and special libraries.</p> <p>Becomes familiar with the concepts underlying the Library of Congress classification system.</p> | |
| <p>Plans research and follows a timeline</p> | <p>Follows a modeled inquiry process during each visit to the library to do research.</p> | <p>Follows a model or template provided to complete inquiry projects and follows a timeline.</p> | <p>Follows a complete research plan and stays on timeline.</p> | <p>Follows a complete research plan and adjusts timeline when necessary.</p> | <p>AASL 1.1.1; AASL 1.2.2</p> <p>CC W.7; CC W.10</p> <p>CC WH.7; CC WST.7</p> |

| INVESTIGATE | | | | | |
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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Uses successful information and technology strategies and tools to locate sources of information | <p>Uses ABC arrangement of picture and fiction books to locate materials.</p> <p>Locates nonfiction materials at appropriate reading levels with assistance.</p> <p>Recognizes the purpose of the online catalog to locate materials.</p> <p>Uses online encyclopedias, magazine databases, and other technology resources with guidance.</p> | <p>Recognizes and uses a variety of systems for organizing (e.g., basic library systems, ABC order, numerical order) in order to locate sources independently.</p> <p>Locates nonfiction materials at appropriate reading level.</p> <p>Searches the online catalog with assistance (author, title, and subject) to locate materials.</p> <p>Uses online encyclopedias, magazine databases, and pre-selected Web resources to locate information.</p> <p>Uses bookmarked Web sites and selected search engines to find appropriate information.</p> <p>Uses at least two sources for research projects.</p> | <p>Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources.</p> <p>Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves.</p> <p>Uses technology resources such as online encyclopedias, online databases, and Web subject directories, to locate information on assigned topics in the curriculum.</p> <p>Participates in supervised use of search engines and pre-selected Web resources to access appropriate information for research.</p> <p>Uses at least three to four sources for research projects.</p> | <p>Uses search strategies (Boolean operators, synonyms, and relational searching) to broaden and narrow searches and locate appropriate resources.</p> <p>Uses online catalog independently to locate specific books, get classification numbers of related areas, and browse the shelves in each area.</p> <p>Uses technology resources such as online encyclopedias, online databases, Web subject directories, and links from valid Websites to locate information on topics of inquiry.</p> <p>Conducts advanced Web searches using Boolean logic and other sophisticated search functions.</p> <p>Uses a variety of search engines to do advanced searching.</p> <p>Uses multiple sources for research projects.</p> | <p>AASL 1.1.4; AASL 1.1.8; AASL 1.2.2</p> <p>ISTE NETS-S 3c</p> <p>CC R(F).1 CC R(I).5 CC WH.8 CC WST.8</p> |

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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Seeks information from diverse genres, formats, and points of view | <p>Recognizes different formats and purposes for resources (e.g., storybooks, information books, encyclopedias).</p> <p>Distinguishes purpose of various types of genres (e.g., informing, entertaining).</p> <p>Selects and uses one or two appropriate print, nonprint, human and electronic sources with guidance to answer questions: 1 - Picture dictionary, beginning encyclopedia. 2 - Dictionary, periodicals, maps, and globes.</p> | <p>Identifies available resources (e.g., subscription databases, bookmarked Web sites) and genres that are most appropriate for own abilities and informational needs.</p> <p>Recognizes the differences and similarities of genres and the types of information included in each.</p> <p>Selects and uses multiple appropriate print, nonprint, electronic and human resources to answer questions: 3 - Almanac, thesaurus, general encyclopedias, periodical databases. 4 - Indexes, specialized dictionaries, periodical databases, encyclopedias. 5 - Subject files, databases, unabridged dictionary.</p> | <p>Uses different formats (e.g., graphs, charts, maps, diagrams, Web sites, subscription databases) as sources of information.</p> <p>Matches the genre selected with the purpose for gathering information.</p> <p>Understands the concept of balanced points of view.</p> <p>Seeks balanced view by using diverse sources, including print and electronic reference sources, periodicals, fiction, nonfiction, Internet, and online databases, to access appropriate material.</p> <p>Uses both primary and secondary sources.</p> | <p>Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively.</p> <p>Recognizes the effect of genre on the information presented.</p> <p>Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical, or culturally based topics.</p> <p>Uses specialized reference materials to find specific and in-depth information.</p> <p>Uses both primary and secondary sources.</p> | <p>AASL 1.1.4; AASL 1.2.2; AASL 1.2.3</p> <p>ISTE NETS-S 3b, c</p> <p>CC R(I).5 CC R.6 CC R.7 CC R.9 CC RH.6 CC RST.6 CC RH.7 CC RST.7 CC RH.9 CC RST.9 CC W.8</p> |
| Evaluates sources for usefulness, relevance, clarity of organization, currency, validity and authority | Examines the title, pictures and text of a book to determine its usefulness in answering the research questions. | Evaluates the relevance and clarity of organization of sources by examining the title, table of contents and index of books and the layout and navigation tools of websites. | Evaluates the currency and validity (specific connection to research questions and related ideas) of print and electronic sources by looking at the copyright date, examining the overall organization and text. | Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher. | <p>AASL 1.1.4</p> <p>ISTE NETS-S 3c</p> <p>CC RH.7; CC RST.7 CC R.1; CC R.7; CC R.8 CC R(I).5 CC W.8</p> |

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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Understands the organization of information and uses strategies to locate information within a resource | <p>Identifies and uses parts of a book to locate and gather information: K - Cover, title page, spine, barcode, illustrations. 1 - Call number. 2 - Dedications, verso, publisher, place of publication, index.</p> <p>Understands the basic organizational structure of books.</p> <p>Understands how to click to advance through an electronic resource.</p> | <p>Identifies and uses parts of a book to locate information: 3 - Table of contents, index, glossary. 4 - Bibliography, appendix. 5 - Preface, foreword, introduction.</p> <p>Uses skim/scan to locate information that is appropriate to age and ability level.</p> <p>Uses navigation tools of a Web site to find information.</p> | <p>Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas.</p> <p>Uses skim/scan to locate main ideas.</p> <p>Uses the structure and navigation tools of a Web site to find the most relevant information.</p> | <p>Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective.</p> <p>Uses skim/scan to locate main ideas and supporting evidence.</p> <p>Adjusts search strategies by comparing information gathered with the problem or question.</p> | <p>AASL 1.1.5</p> <p>ISTE NETS-S 3b, 4c</p> <p>CC R(F).1 CC R(I).5 CC RH.2 CC RST.2</p> |

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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Evaluates information to determine accuracy, currency and relevance for answering questions | <p>Uses materials provided to find answers to questions posed.</p> <p>Recognizes facts.</p> <p>Recognizes when one fact conflicts with another fact.</p> | <p>Evaluates print and electronic information for usefulness, relevance and accuracy.</p> <p>Determines important details.</p> <p>Evaluates information to determine whether it is accurate.</p> <p>Recognizes when information in one source conflicts with information in another source.</p> | <p>Evaluates quality of electronic and print information for usefulness, currency, authority and accuracy.</p> <p>Differentiates between important and unimportant details.</p> <p>Evaluates electronic and print information to determine whether it is inaccurate or misleading.</p> <p>Seeks additional information when conflicting information is found.</p> <p>Selects information based on authority and point of view.</p> | <p>Evaluates information from a variety of sources for accuracy, appropriateness, validity and comprehensiveness.</p> <p>Determines the significance of information to the specific research question.</p> <p>Recognizes statements that can be verified.</p> <p>Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided.</p> <p>Verifies all facts through use of multiple sources.</p> <p>Extends search beyond readily available sources to ensure accuracy and comprehensiveness.</p> <p>Pursues a balanced perspective by evaluating information based on authority, accuracy and reliability.</p> | <p>AASL 1.1.5; AASL 1.2.1</p> <p>ISTE NETS-S 3b, 4c</p> <p>CC R.1</p> <p>CC R.7</p> <p>CC R.8</p> <p>CC R(I).5</p> <p>CC R(I).6</p> <p>CC RH.6</p> <p>CC RST.6</p> <p>CC RH.7</p> <p>CC RST.7</p> <p>CC RH.8</p> <p>CC RST.8</p> <p>CC SL.2</p> <p>CC W.8</p> <p>CC WH.8</p> <p>CC WST.8</p> |

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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Evaluates information for fact, opinion, point of view, and bias | Distinguishes between fact and opinion | <p>Distinguishes between fact and opinion.</p> <p>Tries to use facts rather than opinions when doing research.</p> <p>Recognizes how pictures and words are used to persuade.</p> | <p>Uses both facts and opinions responsibly by identifying and verifying them.</p> <p>Recognizes various techniques used by creator to persuade or propagandize.</p> <p>Recognizes the effect of different perspectives, and extreme points of view on the information.</p> <p>Recognizes that own point of view influences the interpretation of information.</p> | <p>Recognizes competing interpretations of historical events and issues and the reasons for those differences.</p> <p>Recognizes the author's use of tone to convey point of view.</p> <p>Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda).</p> <p>Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective.</p> <p>Pursues a balanced perspective of fact, opinion, and different points of view.</p> <p>Maintains a critical stance toward own point of view and interpretation of information.</p> | <p>AASL 1.1.7</p> <p>ISTE NETS-S 3b</p> <p>CC R.3</p> <p>CC R.6</p> <p>CC R(I).6</p> <p>CC RH.4</p> <p>CC RST.4</p> <p>CC RH.6</p> <p>CC RST.6</p> <p>CC RH.7</p> <p>CC RST.7</p> <p>CC SL.2</p> <p>CC SL.3</p> <p>CC W.8</p> |

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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| <p>Selects, paraphrases, summarizes and records appropriate information in reflective and interactive process</p> | <p>Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions.</p> <p>Writes, draws, or verbalizes the main idea and supporting details.</p> <p>Uses simple note-taking strategies as demonstrated by librarian/teacher (e.g., copying words or phrases).</p> | <p>Paraphrases, summarizes information that answers research questions.</p> <p>Uses various note-taking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers).</p> <p>Uses software (e.g., word processing, graphic organizing) to record and organize information.</p> <p>Uses feedback from librarian/teachers to rethink information gathered.</p> | <p>Evaluates, paraphrases, summarizes information that answers research questions.</p> <p>Uses quotations when appropriate.</p> <p>Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).</p> <p>Categorizes information; adds new categories as necessary.</p> <p>Uses digital tools (e.g., word processing, presentation, Google docs, del.icio.us) to record and organize information.</p> <p>Uses feedback from librarian/teachers, peers, and experts to rethink and evaluate information gathered.</p> | <p>Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic.</p> <p>Uses quotations strategically.</p> <p>Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).</p> <p>Categorizes information; adds new categories as necessary; explores connections among categories.</p> <p>Uses digital tools (e.g., word processing, simple database or spreadsheet, presentation, Google docs, del.icio.us) to record and organize information.</p> <p>Uses feedback from librarian/teachers, peers, and experts and maintains flexibility in topic and research strategies to incorporate new ideas as they are found.</p> <p>Maintains an open attitude about new areas of the subject that were previously unknown or overlooked.</p> | <p>AASL 1.1.7; AASL 1.4.1; AASL 2.4.1</p> <p>ISTE NETS-S 3b, 4c</p> <p>CC R.2 CC R(F).1 CC R(F).2 CC RH.1 CC RST.1 CC RH.7 CC RST.7 CC RH.10 CC RST.10 CC W.5 CC W.8 CC W.9 CC WH.8 CC WST.8</p> |

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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Identifies gaps in information | Responds to questions posed by librarian/teacher by investigating further. | Recognizes gaps in information with guidance. | Recognizes gaps in information independently. Brainstorms ideas for further information. | Independently recognizes gaps in information (based on the complexity of the problem or question). Brainstorms ideas for further information. Determines the extent of the research by the complexity of the subject, not by time or page limits. | AASL 1.1.7; AASL 1.2.1; AASL 1.4.4 CC RH.7 CC RST.7 |
| <p><i>Before moving to the Construct Phase, a student may ask:</i></p> <ul style="list-style-type: none"> ➤ Have I located sources with diverse perspectives? ➤ Have I found enough accurate information to answer all my questions? ➤ Have I discovered information gaps and filled them with more research? ➤ Have I begun to identify relationships and patterns, and thoughtfully reacted to the information I found? | | | | | |

| CONSTRUCT | | | | | |
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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Organizes information by using a variety of tools and strategies | Demonstrates simple organizational skills such as sorting and categorizing. | Organizes information using a teacher-provided tool. Uses common organizational patterns to organize information (chronological order; main idea with supporting ideas). Organizes notes and ideas, and develops an outline or graphic organizer. | Uses various organizational tools for making distinctions and connections among ideas. Uses common organizational patterns to organize information (chronological order, cause and effect, compare/contrast) in order to draw conclusions. Organizes notes and ideas, and develops an outline or graphic organizer using both print and electronic tools. | Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered. Uses organizational patterns to help draw conclusions and build an argument. Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns. | AASL 2.1.2; AASL 2.1.4 CC R(I).9 CC W.5 |
| Discusses, collaborates, and negotiates meaning with others | Actively listens. | Actively listens to and restates others' ideas and contributes own ideas. | Respectfully listens to and responds to others' ideas in group discussions. | Understands and builds on the ideas of others. Changes own ideas based on the ideas of others. Constructively disagrees with others and contributes to group consensus. | AASL 1.1.9; AASL 2.1.3; AASL 2.1.5; AASL 3.1.2 ISTE NETS-S 2a CC R.1 CC R(I).1 CC SL.1 |

| CONSTRUCT | | | | | |
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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Compares new ideas to prior knowledge and reflects on new understandings | <p>Completes the L portion of the K-W-L chart with what new ideas were learned.</p> <p>Compares new ideas with what was known at the beginning of the inquiry.</p> | <p>Reviews ideas held at beginning of inquiry and reflections captured during note-taking.</p> <p>Reflects on how ideas changed with more information.</p> | <p>Reviews, revises and applies new ideas learned through inquiry process.</p> <p>Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate.</p> | <p>Forms a conceptual understanding based on new ideas acquired through the inquiry process.</p> <p>Identifies and addresses previously held misconceptions.</p> <p>Identifies when information does not support tentative thesis or hypothesis; gathers additional information or revises thesis/hypothesis.</p> | <p>AASL 2.1.1; AASL 2.2.1; AASL 2.3.2; AASL 2.4.3</p> <p>CC R.1 CC RH.9 CC RST.9 CC RH.10 CC RST.10 CC W.5</p> |
| Draws conclusions by integrating new ideas with prior knowledge. | <p>Forms opinion and offers reasons to back it up.</p> <p>Draws a conclusion about the main idea with guidance.</p> | <p>Forms opinion and uses evidence from text to back it up.</p> <p>Draws a conclusion about the main idea.</p> | <p>Forms opinions and judgments backed up by supporting evidence.</p> <p>Combines information and weighs evidence to draw conclusions and create meaning.</p> | <p>Develops own point of view and supports with evidence.</p> <p>Combines ideas and information to develop and demonstrate new understanding.</p> <p>Draws clear and appropriate conclusions supported by evidence and examples.</p> | <p>AASL 2.1.3; AASL 2.2.2; AASL 2.2.3; AASL 2.3.2</p> <p>ISTE NETS-S 4b, c, d</p> <p>CC R.8 CC R(I).6 CC RH.7 CC RST.7 CC RH.10 CC RST.10 CC W.9</p> |
| <p><i>Before moving to the Express Phase, a student may ask:</i></p> <ul style="list-style-type: none"> ➤ Have I drawn conclusions that are supported by the evidence? ➤ Have I organized my conclusions and evidence to present them effectively? | | | | | |

| EXPRESS | | | | | |
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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| <p><i>At the beginning of the Express Phase, a student may ask:</i></p> <ul style="list-style-type: none"> ➤ What type of product or presentation will allow me to present my conclusions and evidence effectively to the intended audience? ➤ What technology will help me create a product or presentation? ➤ How will I get help to revise and edit my product? | | | | | |
| Uses creative thought processes to express new understandings | Communicates new understandings through brainstorming, dramatizing, pretending and building. | Communicates new understandings through combining, predicting, illustrating and constructing. | Communicates new understandings through proposing, modifying, translating and blending. | Communicates new understandings through designing, inventing, composing, transplanting and constructing. | AASL 2.2.2; AASL 3.1.1 ISTE NETS-S 1a, b; ISTE NETS-S 2a, b CC SL.1 CC SL.4 |
| Communicates information and ideas in a variety of formats | <p>Presents facts and simple answers to questions.</p> <p>Begins to understand concept of "audience."</p> <p>Uses format chosen by the teacher or librarian.</p> <p>Presents information in a variety of ways (e.g., art, music, poetry, movement, orally, and/or written language).</p> | <p>Presents information clearly so that main points are evident.</p> <p>Understands the concept of "audience"; determines audience before creating product.</p> <p>Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian.</p> <p>Uses visuals and multimedia to communicate meaning.</p> | <p>Presents conclusions and supporting facts in a variety of ways.</p> <p>Creates products for authentic reasons and audiences.</p> <p>Chooses presentation format based on audience and purpose.</p> <p>Uses visuals and multimedia to communicate meaning.</p> | <p>Presents conclusions to answer the question or problem.</p> <p>Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences.</p> <p>Uses visuals, electronic tools and multimedia to communicate meaning.</p> | <p>AASL 3.1.1</p> <p>ISTE NETS-S 2b</p> <p>CC SL.4; CC SL.5 CC W.6 CC WH.6 CC WST.6</p> |

| EXPRESS | | | | | |
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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Uses writing process to develop new understandings and create products | <p>Follows steps of writing process modeled by librarian or teacher: pre-writing, drafting, revising, editing and publishing.</p> <p>Begins to make changes based on teacher/librarian feedback and suggestions.</p> | <p>Uses writing process to develop expression of new understandings.</p> <p>Uses pre-writing to brainstorm ideas for most effective way to present conclusions.</p> <p>Creates a product plan using organizational tools (chronological order; main idea with supporting ideas) developed during the Construct Phase.</p> <p>Drafts the presentation/product.</p> <p>Modifies and revises own work based on feedback from teacher and others.</p> <p>Checks for correctness and completeness.</p> <p>Publishes final product.</p> | <p>Uses pre-writing to discover alternate ways to present conclusions.</p> <p>Creates a product plan using organizational tools (chronological order, cause and effect, compare/contrast) developed during the Construct Phase.</p> <p>Drafts the presentation/product tailored to the audience.</p> <p>Assesses own product and criteria, and develops a few ideas for improvement.</p> <p>Uses two or three strategies to revise based on self-assessment, teacher feedback, and peer feedback.</p> <p>Edits for grammar and language conventions.</p> <p>Publishes final product for a particular audience and purpose.</p> | <p>Uses pre-writing to discover most effective way to present conclusions.</p> <p>Creates a product plan using organizational tools (cause and effect, compare/contrast, point of view) developed during the Construct Phase.</p> <p>Drafts the presentation / product to present argument, point of view, interpretation, or new model most effectively with supporting evidence.</p> <p>Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary.</p> <p>Employs a variety of strategies for revising and reviewing own work.</p> <p>Edits for grammar, language conventions, tone and style.</p> <p>Publishes final product for an authentic audience and real world application.</p> | <p>AASL 2.1.6; AASL 2.2.4; AASL 3.1.3</p> <p>ISTE NETS-S 1b; ISTE NETS-S 2a, b</p> <p>CC W.2 CC W.4 CC W.5 CC W.6 CC WH.2 CC WST.2 CC WH.3 CC WST.3 CC WST.4 CC WST.5</p> <p>AASL 3.1.6</p> <p>ISTE NETS-S 5a</p> |
| Uses standard citation and bibliographic formats. | Identifies the names of sources used. | Cites all sources used according to model provided by teacher. | Cites all sources used according to local style formats. | Cites all sources used according to standard style formats. | |

| EXPRESS | | | | | |
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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Uses technology tools to create original products | Uses technology tools chosen by librarian or teacher to create products. | Uses a variety of technology tools chosen by librarian or teacher to create products. | Identifies and uses a variety of technology tools, including web-based interactive tools, to organize, create a product and enhance communication. | Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize, and create a product and enhance communication with a real world application. | AASL 2.1.6; AASL 2.2.4; AASL 3.1.4 ISTE NETS-S 1b; ISTE NETS-S 6b CC SL.5 CC W.6 CC WH.6 CC WST.6 |
| Content area writing | | | Write argument to support claims using valid reasoning and relevant sufficient evidence Write routinely over time for a range of tasks, purposes, audiences | | CC WH.1; CC WST.1 CC WH.10; CC WST.10 |
| <p><i>Before moving to the Reflect Phase, a student may ask:</i></p> <ul style="list-style-type: none"> ➤ Have I organized the product/presentation to make my major points and present convincing evidence? ➤ Does my product/presentation fulfill all the requirements of the assignment? | | | | | |

| REFLECT | | | | | |
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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| <p><i>At the beginning of the Reflect Phase, a student may ask:</i></p> <ul style="list-style-type: none"> ➤ Is my product/presentation as effective as I can make it? ➤ How well did my inquiry process go? ➤ How can I get feedback on my final product to use in my next inquiry project? | | | | | |
| Develops evaluative criteria for the inquiry process | <p>Uses authentic assessment rubrics modeled by librarian.</p> <p>Relates individual experience of the inquiry process - hardest part, best part, etc.</p> | <p>Identifies and evaluates the important features for a good product.</p> <p>Relates individual experience of the inquiry process - hardest part, best part, skills learned, etc.</p> | <p>Identifies and evaluates the important features for a good product.</p> <p>Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment.</p> <p>Records individual experience of the inquiry process - hardest part, best part, skills learned, insights experienced, etc.</p> | <p>Identifies and evaluates the important and subtle features for an effective product.</p> <p>Collaborates with classmates and teacher to develop criteria for assessment.</p> <p>Records individual experience of the inquiry process - hardest part, best part, skills learned, insights experienced, etc. with suggestions for future improvements.</p> | <p>AASL 1.4.1; AASL 2.4.2;</p> <p>AASL 3.4.1; AASL 4.4.5; AASL 4.4.6</p> <p>CC SL.2</p> |
| Engages in self-evaluation | <p>Identifies own strengths and sets goals for improvement.</p> <p>Assesses and revises own work with guidance.</p> | <p>Identifies own strengths and sets goals for improvement.</p> <p>Assesses and revises own work with guidance.</p> | <p>Identifies own strengths and sets goals for improvement.</p> <p>Assesses own work and begins to develop own revision process.</p> | <p>Identifies own strengths and sets goals for improvement.</p> <p>Assesses and revises own work using own revision process.</p> | <p>AASL 1.4.1; AASL 3.1.1; AASL 3.4.1; AASL 3.4.2; AASL 3.4.3; AASL 4.4.5; AASL 4.4.6</p> <p>CC W.5</p> |
| Participates in peer evaluation | <p>Develops peer evaluation skills through active listening and questioning.</p> | <p>Relies on feedback to figure out how to improve product and process.</p> | <p>Follows plan of work but seeks ideas for improving the process.</p> <p>Modifies and revises own work based on feedback from others.</p> | <p>Follows plan of work but seeks ideas for improving the process.</p> <p>Modifies and revises own work based on feedback from others.</p> | <p>AASL 1.4.2</p> <p>CC SL.1 CC SL.3 CC SL.4</p> |

REFLECT

| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
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| Asks new questions for continuing inquiry | Asks, "What do I wonder about now?" | Asks, "What about this topic would I like to learn more about?" | Asks, "What about this topic is personally interesting to me? What about this topic do I want to pursue when I have an opportunity?" | Asks, "What about this topic is personally interesting to me and important? What about this topic do I want to pursue when I have an opportunity?" Does this topic have implications for future career or college choices? | AASL 2.4.4 |

Before moving to another assignment or personal inquiry, a student may ask:

- What new understandings did I develop about the topic or idea?
- What did I learn about inquiry?
- What new questions do I now want to answer about the topic or idea?

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH → “I am an explorer.”

An independent learner responds to and creates literary and artistic expressions, uses effective strategies for personal exploration of ideas, and reads on his or her own by choice.

READER/VIEWER RESPONSE AND EXPRESSION

| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
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| Uses prior knowledge to connect to and form personal meaning from fiction, non-fiction and multimedia works | Makes connections between literature and own experiences. Creates personal meaning from stories and performances. | Uses personal experiences to stimulate responses to literature (fiction and nonfiction) and multimedia works. Creates personal meaning about key ideas in stories and performances. | Connects text to personal experiences and prior knowledge. Creates personal meaning by reading with a critical eye. | Assesses the emotional impact of specific works on the reader or viewer. Applies ideas gained from responding to literary and artistic works to own life. | AASL 4.1.5 ISTE NETS-S 1a CC RH.10 CC RST.10 CC SL.1 CC SL.2 |
| Deepens understanding of the source by analyzing the parts | Retells stories with the correct sequence of events using words and pictures. Identifies plot, characters, times, and places in a story. Uses illustrations to draw meaning from a story. Identifies the main idea of an information source. | Understands and restates ideas presented through creative formats. Identifies story elements in various fiction genres. Identifies and uses illustrations, context, graphics, and layout to extract meaning from different formats. Uses evidence from stories to discuss characters, setting, plot, time, and place. Identifies the main idea and supporting details of an information source. | Synthesizes the main idea and theme of a creative work. Interprets literary elements (plot, setting, characters, time) from evidence presented in the text. Uses and interprets illustrations, context, graphics and layout to extract meaning from different formats. Recognizes how characters change. Identifies and discusses theme of stories, using evidence to support opinions. Draws conclusions based on evidence in the text. | Learns new ideas and connects to the human experience through information presented in a variety of genres and formats. Evaluates the effectiveness of a literary work in terms of the author's use of literary and organizational elements. Uses and interprets illustrations, context, graphics and layout to extract meaning from different formats and across works. Analyzes interrelationships among the literary elements. Compares the theme and its treatment in different works of literature. Develops new ideas based on conclusions about ideas in the text. | CC R.5 CC R.9 CC R(I).7 CC R(I).8 CC R(I).9 CC RH.2 CC RST.2 CC RH.3 CC RST.3 CC RH.5 CC RST.5 CC RH.7 CC RST.7 CC RH.10 CC RST.10 CC SL.1 |

| READER/VIEWER RESPONSE AND EXPRESSION | | | | | |
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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| <p>Selects appropriate resources from a variety of genres</p> | <p>Selects picture, fiction, and information books on a regular basis; tries some books in other genres (poetry, fairy tales).</p> <p>Selects books based on suggestions from teacher or librarian and personal interest.</p> <p>Selects some books at the appropriate reading level, other books to be read aloud, and other more challenging books of particular interest for browsing and enjoyment.</p> | <p>Selects books from favorite authors and genres; tries new genres and formats when suggested.</p> <p>Selects materials based on a theme, topic, or connection to classroom learning or personal interest.</p> <p>Selects both "just right" materials and challenging materials on a regular basis.</p> | <p>Explores new genres and formats that fulfill interests and reading level (graphic novels, magazines, online magazines, e-books).</p> <p>Selects materials for classroom learning and for personal exploration.</p> <p>Selects both materials at a comfortable reading level and materials that require higher levels of comprehension skills on topics of interest.</p> | <p>Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information).</p> <p>Selects resources for academic, personal, and authentic purposes.</p> <p>Selects materials at all reading levels to satisfy reading interests and needs.</p> | <p>AASL 4.1.4; AASL 4.2.4</p> <p>CC R.10 CC R(I).6 CC RH.10 CC RST.10</p> |
| <p>Understands creator's purpose, point of view, and voice</p> | <p>Demonstrates understanding that authors and illustrators of both narrative and expository texts are real people who follow a process to create a book.</p> | <p>Describes how an illustrator's style, elements, and media represent and extend the meaning of the story or the narrative text.</p> <p>Uses evidence from the text to discuss the author's purpose.</p> | <p>Demonstrates understanding that materials, including narrative and expository, are created by authors expressing their own ideas.</p> <p>Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights.</p> | <p>Recognizes and evaluates the creator's purpose and point of view and how they affect the text; considers and evaluates alternative perspectives.</p> | <p>AASL 4.3.2</p> <p>CC R.4 CC R.5 CC R.6 CC R(I).8 CC RH.6 CC RST.6 CC RH.8 CC RST.8 CC RH.9 CC RST.9 CC SL.3</p> |

| READER/VIEWER RESPONSE AND EXPRESSION | | | | | |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Makes connections across different works in a variety of genres and formats | <p>Compares illustrations by the same illustrator across different stories.</p> <p>Compares characters in two different stories, or plots in two stories by the same author.</p> <p>Compares different versions of a story.</p> | <p>Examines writing style of same author in two different works.</p> <p>Compares and contrasts story elements in two literary works.</p> | <p>Recognizes similarities and differences among authors writing on the same theme.</p> <p>Makes connections between fiction and nonfiction works on the same topic.</p> <p>Compares and contrasts different media representations of the same story.</p> | <p>Derives multiple perspectives on the same themes by comparing across different works.</p> <p>Evaluates accuracy and authenticity of fiction works by comparing to nonfiction works on same subject.</p> | <p>AASL 4.1.5</p> <p>CC R.4 CC R.9 CC R(I).6 CC R(I).9 CC RH.5; CC RST.5 CC RH.7; CC RST.7 CC RH.9; CC RST.9 CC RH.10; CC RST.10 CC WH.9; CC WST.9</p> |
| Discusses, evaluates, and shares literature | <p>Discusses favorite books and authors through exposure to author studies and series books.</p> <p>Distinguishes between what is factual and imaginary.</p> <p>Expresses feelings about favorite books through pictures and words.</p> <p>Makes predictions about what will happen next in a story.</p> <p>Draws and shares conclusions about main idea of a story.</p> | <p>Participates in book talks and book discussion groups.</p> <p>Distinguishes between fact and opinion.</p> <p>Identifies favorite elements in stories.</p> <p>Makes predictions and inferences about events and characters.</p> <p>Draws and shares conclusions about the theme or focus of a work.</p> <p>Discusses problems and solutions in a work.</p> | <p>Participates in literary discussions and book clubs.</p> <p>Identifies point of view and bias.</p> <p>Analyzes works of literature to identify the elements that appeal to readers.</p> <p>Infers character motivations from story elements.</p> <p>Shares information and literary analysis through discussions.</p> <p>Discusses problems and solutions in a work.</p> | <p>Participates in and leads literary discussions and book clubs.</p> <p>Evaluates point of view and bias.</p> <p>Evaluates works of literature to develop critical reviews.</p> <p>Evaluates authenticity of plot and character behavior.</p> <p>Uses a variety of formats to create and share critical reviews of works.</p> <p>Discusses problems and solutions in a work.</p> | <p>AASL 4.1.3; AASL 4.2.4; AASL 4.3.1</p> <p>CC SL.1 CC SL.4 CC SL.6 CC R.6 CC R.9 CC R(I).6 CC RH.6 CC RST.6 CC WH.9 CC WST.9</p> |
| Creates personal responses to literature using arts and technology | <p>Expresses feelings about a story through creative products in simple formats using technology, arts and crafts.</p> | <p>Expresses the mood of a story and reader responses through creative products in a variety of formats.</p> | <p>Creates and shares reading experiences and responses in variety of ways and formats.</p> <p>Demonstrates an awareness of audience and purpose in creating a response.</p> | <p>Shares reading experiences and expresses own ideas through creative products in a variety of formats.</p> <p>Chooses format appropriate for audience, purpose, and content.</p> <p>Understands how to express knowledge through artistic works.</p> | <p>AASL 4.1.3; AASL 4.1.8</p> <p>CC SL.1; CC SL.2 CC SL.4; CC SL.6</p> |

| PERSONAL EXPLORATION | | | | | |
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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Identifies own areas of interest by reading widely | Recognizes and identifies personal interests through reading or listening to stories. | Identifies new personal interests by reading a variety of materials. | Identifies and pursues personal interests by reading widely in diverse formats and media. | Explores personal interests by reading materials from the wider community. | AASL 4.1.2; AASL 4.3.3; AASL 4.4.1 CC RH.5; CC RST.5; CC R.10 |
| Reads, views, and listens for a variety of purposes | Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information. | Establishes and pursues personal reading goals with assistance. Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. Reads to answer questions. | Expands personal reading goals to include new genres and formats. Reads for a variety of purposes (e.g., to answer questions, skim for facts, pursue new ideas, and explore personal interests). | Sets reading goals and maintains a personal reading list. Reads to explore new ideas beyond the required curriculum. Reads for pleasure, to learn, to solve problems, and to explore many different ideas. Develops connections between personal interests, life goals, and career choices. | AASL 4.1.1; AASL 4.2.2; AASL 4.3.3 CC R.10 CC R(I).4 CC SL.2 CC SL.5 |
| Locates reliable information for personal growth | Begins to seek information and develop inquiry skills to find materials related to personal interests. Requests/chooses materials related to personal interests. | Seeks information about personal interests by using the library catalog to find materials to read. Gathers information related to personal interests. | Independently locates and selects information for personal, hobby, or vocational interests. Recognizes library and information sources as having value beyond the need for school assignments. | Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking. Uses information to address personal issues and investigate opportunities for the future. | AASL 4.1.4; AASL 4.2.2; AASL 4.3.3 CC R(I).7 |
| Uses the arts and technology for personal expression | Uses technology tools to create and present ideas. Expresses own ideas through creative products in a variety of formats. | Uses software packages for artistic and personal expression. Develops creative expressions of information to share ideas with peers. | Experiments with various types of multimedia software and online applications for artistic and personal expression. Applies technology productivity tools to meet personal needs. Uses multimedia authoring tools for independent and collaborative publishing activities. | Selects and uses various types of multimedia software and online applications for artistic and personal expression. Applies technology productivity tools to meet personal needs and establish a responsible online personal presence. Seeks opportunities to share creative expressions of information with the community beyond the school. | AASL 4.1.8 ISTE NETS-S 1c; ISTE NETS-S 6b CC SL.2 CC SL.4 CC SL.5 CC W.6 |

| PERSONAL EXPLORATION | | | | | |
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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Participates in networking and sharing of information | <p>Collaborates with partners and small groups to share information.</p> <p>Respects the ideas and opinions of others.</p> | <p>Joins groups based on personal interest.</p> <p>Recognizes the contribution of each individual in a group.</p> <p>Understands basic cyber-safety and netiquette.</p> | <p>Independently forms groups/networks based on personal interest.</p> <p>Creates new knowledge by building on the contributions of others in the group/network.</p> <p>Utilizes cyber-safety and netiquette guidelines.</p> | <p>Utilizes networking tools (blogs, wikis, etc.) to connect with groups beyond the school community.</p> <p>Creates new knowledge by building on the contributions of groups and networks in the wider community (both virtual and real-world).</p> <p>Utilizes cyber-safety and netiquette guidelines.</p> | <p>AASL 1.3.4; AASL 3.1.2; AASL 3.2.2; AASL 4.3.1</p> <p>ISTE NETS-S 2a, b; ISTE NETS-S 5b</p> <p>CC SL.1 CC SL.2 CC SL.4 CC SL.5</p> |

MOTIVATED, INDEPENDENT LEARNING

| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Selects resources and seeks information related to academic and personal interests in a variety of genres and formats | <p>Recognizes the works of a single author.</p> <p>Explains personal criteria for selecting a book, poem, or story.</p> <p>Selects books, poems, or media based on teacher-selected criteria, or personal preference.</p> | <p>Begins to explore and examine the various genres based on personal interests.</p> <p>Recognizes why some authors and genres have become favorites.</p> <p>Selects appropriate print and electronic materials on an individual level.</p> | <p>Reads a variety of genres in print and electronic format.</p> <p>Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level.</p> | <p>Reads a variety of fiction and nonfiction materials in various formats.</p> <p>Reads/listens to works of international and multicultural authors.</p> <p>Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career.</p> | <p>AASL 4.1.4</p> <p>ISTE NETS-S 3b, c; ISTE NETS-S 5b, c</p> <p>CC R.5 CC R.10 CC RH.10 CC RST.10</p> |
| Uses multiple ways to access resources | Utilizes print and nonprint sources with guidance to find information. | When the library does not have the needed resources, seeks help in finding the information from another source. | When materials outside the school are needed, looks for them through electronic access and borrows them from other sources. | Uses interlibrary loan as a regular part of inquiry process. Uses several libraries and online sources to find needed information. | <p>AASL 4.1.1; AASL 4.1.7</p> <p>ISTE NETS-S 3c; ISTE NETS-S 4d; ISTE NETS-S 5a, b</p> |
| Uses text features to increase understanding | <p>Begins to recognize that different genres require different reading strategies.</p> | Recognizes features of various genres and uses different reading strategies for understanding. | Uses text features in various media and genres to locate specific information and increase comprehension. | Applies understanding of text features to navigate new media. | <p>AASL 1.1.6; CC R.4; CC R(I).5 CC R(I).6; CC RH.1; CC RST.1; CC RH.2; CC RST.2; CC RH.4; CC RST.4; CC RH.5; CC RST.5; CC RH.7; CC RST.7; CC RH.9; CC RST.9; CC RH.10; CC RST.10</p> |
| Seeks to understand the meaning of what is read | <p>Demonstrates comprehension of stories read independently and stories read aloud.</p> <p>Reads and restates ideas from text presented digitally and in print.</p> | <p>Understands literal meanings and can identify the main points and supporting details.</p> <p>Reads beyond the first screen of Web sites to gather relevant information.</p> | <p>Understands literal and implied meanings, and can place the meaning in a conceptual framework.</p> <p>Reads and analyzes all information presented digitally to draw conclusions about topics of personal and academic interest.</p> | <p>Understands text on both a literal and an abstract level.</p> <p>Uses context and graphic clues to aid understanding.</p> <p>Connects the meaning from one digital text to another to gain a comprehensive understanding about a topic of interest.</p> <p>Considers alternative perspectives and evaluates differing points-of-view.</p> | <p>AASL 1.1.6</p> <p>ISTE NETS-S 3b</p> <p>CC R(I).6; CC R(I).7 CC RH.2; CC RST.2; CC RH.4; CC RST.4; CC RH.5; CC RST.5; CC RH.6; CC RST.6; CC RH.7; CC RST.7; CC RH.10; CC RST.10</p> |

| MOTIVATED, INDEPENDENT LEARNING | | | | | |
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| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Uses technology to find information related to academic and personal interests | Uses simple databases and pre-selected Web sites to locate information to satisfy personal and academic interests. | <p>Uses online catalog strategies to locate information about personal interest topics in school library.</p> <p>Develops basic search skills for online and database searching related to personal interests.</p> <p>Uses navigation strategies to locate information within a Web site.</p> | <p>Uses search strategies to locate information on personal and academic interests in online catalogs, databases, and Web sites.</p> <p>Develops more advanced search skills and applies evaluative criteria to online information related to personal interests.</p> <p>Uses navigation and linking strategies to expand the search for information to additional appropriate Web sites.</p> | <p>Varies the search strategies and key words used to locate information on academic and personal interests by the type of technology being used.</p> <p>Critically evaluates all information accessed to maintain a balance between expanding the search to obtain alternative viewpoints and additional information and narrowing the search to include only the highest quality, most relevant information.</p> | <p>AASL 4.1.4</p> <p>ISTE NETS-S 6a, b, c, d</p> <p>CC R.7</p> <p>CC R(I).5</p> <p>CC RH.7</p> <p>CC RST.7</p> <p>CC SL.5</p> <p>CC WST.6</p> <p>CC WST.8</p> |

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY → "I am a citizen."

An independent learner contributes to the learning community by seeking multiple perspectives, sharing his or her understandings with others, and using information and resources ethically.

| IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY | | | | | |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
| Seeks multiple points of view and a global perspective | <p>Listens to/reads multicultural texts from various genres.</p> <p>Compares folktales or stories from different cultures.</p> | <p>Considers multiple viewpoints and cultural perspectives.</p> <p>Seeks more than one perspective on an issue.</p> <p>Uses more than one resource when seeking information.</p> | <p>Considers culturally divergent and opposing viewpoints on topics.</p> <p>Compares online resources to seek global perspectives.</p> | <p>Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally biased topics.</p> <p>Uses multiple resources as a general rule to seek a balanced and global perspective.</p> | <p>AASL 1.3.2; AASL 3.3.1; AASL 3.3.2</p> <p>ISTE NETS-S 2c; ISTE NETS-S 4d; ISTE NETS-S 5d</p> <p>CC R.7; CC R.9; CC R(I).9; CC RH.7; CC RST.7; CC RH.9; CC RST.9; CC SL.1; CC SL.2; CC SL.3</p> |
| Respects the principle of equitable access to information | <p>Begins to associate use of the library with respect for rules and procedures.</p> <p>Returns materials when they are due so that others have access.</p> | <p>Respects the guidelines for using information resources.</p> <p>Demonstrates responsibility and awareness that library resources are to be shared among the entire school community.</p> | <p>Maintains respectful use of information resources, both in own library and in other institutions.</p> | <p>Seeks alternative sources of information and respects the guidelines for access in all environments (public libraries, museums, cultural institutions, agencies).</p> | <p>AASL 3.3.6</p> <p>ISTE NETS-S 5a, d</p> <p>CC R.7</p> |
| Understands that democracy is built on intellectual freedom | <p>Respects the ideas of others.</p> <p>Recognizes the right to express own opinion in an appropriate manner.</p> | <p>Explores the idea of freedom of expression.</p> <p>Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others.</p> | <p>Understands the concept of freedom of expression and the role that it plays in democracy.</p> <p>Demonstrates tolerance for different opinions.</p> | <p>Can explain First Amendment rights and knows the process available to defend those rights.</p> <p>Promotes and defends the rights of others.</p> | <p>AASL 3.3.6; AASL 3.3.7</p> <p>ISTE NETS-S 5a, d</p> |

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

“I Participate in Groups to Pursue and Generate Information”

| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
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| Uses multimedia tools to collaborate with others to develop creative projects and share them with an authentic audience | <p>Uses online tools to read, send, or post electronic messages to peers, experts, and family members with guidance.</p> <p>Works collaboratively with a small group using technology for research to meet information needs.</p> <p>Contributes to a group media project to communicate ideas to classmates, families, and others.</p> | <p>Uses online tools efficiently and effectively to read, send, or post electronic messages to peers, experts, and family members.</p> <p>Works collaboratively using technology for research to meet information needs.</p> <p>Uses a variety of developmentally appropriate media to communicate ideas relevant to the curriculum, classmates, families, and others.</p> | <p>Uses interactive multimedia tools to exchange data collected and to learn curricular concepts by communicating with peers, experts, and other audiences.</p> <p>Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences.</p> | <p>Uses online tools to collaborate, publish, and interact with peers, experts, and other audiences.</p> <p>Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences.</p> | <p>AASL 3.1.4; AASL 4.3.1</p> <p>ISTE NETS-S 1b; ISTE NETS-S 2a, b, d; ISTE NETS-S 6b</p> <p>CC SL.1 CC SL.4 CC SL.5</p> <p>CC W.6</p> |
| Respects and acknowledges ideas and contributions of all group members | <p>Respects the ideas of others.</p> <p>Practices giving positive feedback and compliments.</p> | <p>Shows respect for and responds to the ideas of others.</p> <p>Restates ideas of others accurately and adds own perspective.</p> | <p>Encourages team members to share ideas and opinions.</p> <p>Asks questions of others in a group to elicit their information and opinions.</p> | <p>Seeks ideas and opinions from others, including experts in the field.</p> <p>Respects and helps group members to find and incorporate diverse ideas.</p> | <p>AASL 1.3.4; AASL 3.1.2; AASL 3.2.2</p> <p>CC SL.1</p> |
| Collaborates with others to use information effectively and solve problems | <p>Works in groups to create and interpret charts of information gathered through research.</p> <p>Uses feedback from others to create individual and collaborative projects.</p> | <p>Expresses own ideas appropriately and effectively while working in groups to identify and resolve information problems, such as fact checking.</p> <p>Creates individual and small-group collaborative projects to share with others.</p> | <p>Participates in problem solving process with group to distinguish what is important and select relevant information to meet needs.</p> <p>Works collaboratively with peers to use technology for research to meet information needs.</p> <p>Helps to organize and integrate contributions of all group members into projects.</p> | <p>Participates in discussion with others to analyze information problems and to suggest solutions.</p> <p>Collaborates locally and remotely with peers, experts, and others to collect, produce, and share information.</p> <p>Works with others to create and evaluate projects that communicate complex information and ideas and respectfully integrate the contributions of all group members.</p> | <p>AASL 3.1.2; AASL 3.2.2; AASL 3.2.3; AASL 3.3.3; AASL 3.3.5</p> <p>ISTE NETS-S 1b; ISTE NETS-S 2a, d</p> <p>CC SL.1; CC SL.4; CC SL.5; CC SL.6</p> |

ETHICAL BEHAVIOR IN USE OF INFORMATION

"I Practice Ethical Behavior"

| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
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| <p>Respects intellectual property rights by attributing the sources and avoiding plagiarism</p> | <p>Understands that it is wrong to copy from an author or another student.</p> <p>Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences.</p> <p>Introduces stories crediting author and illustrator.</p> <p>By grade 2, credits sources by citing author and title.</p> | <p>Understands the basic concept of plagiarism as copying the work of others.</p> <p>Uses note-taking skills to answer research questions with words and phrases from sources, but not copying whole sentences.</p> <p>By grade 5, credits all sources properly with title, author, and page number.</p> <p>Understands the basic concept of intellectual property.</p> | <p>Understands the concept of plagiarism and the importance of paraphrasing.</p> <p>Takes notes by paraphrasing or using quotation marks when using someone else's words.</p> <p>Gathers and uses information ethically by citing all sources.</p> <p>Credits sources by using correct bibliographic format.</p> <p>Understands, respects, and observes copyright laws.</p> | <p>Understands the concept and consequences of plagiarism.</p> <p>Takes notes by paraphrasing, summarizing, or selecting short segments to quote.</p> <p>Extends respect for intellectual property rights and copyright by giving crediting sources of ideas as well as directly quoted material.</p> <p>Credits sources by using correct bibliographic format, according to the style selected by the teacher.</p> <p>Demonstrates awareness of fair use guidelines and acquires permission from creator when necessary.</p> <p>Demonstrates understanding of the process for copyrighting own work.</p> | <p>AASL 1.3.1; AASL 1.3.3; AASL 3.1.6</p> <p>ISTE NETS-S 5a, d</p> <p>CC W.8 CC WH.8 CC WST.8</p> |

ETHICAL BEHAVIOR IN USE OF INFORMATION

"I Practice Ethical Behavior"

| Indicator | K-2 | 3-5 | 6-8 | 9-12 | Related Standards |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <p>Uses information and technology safely, ethically and responsibly</p> | <p>Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to use of technology.</p> <p>Works cooperatively with peers, family members, and others when using technology in the classroom or at home.</p> | <p>Discusses responsible use and misuse of technology, as according to Acceptable Use Policy, and restates consequences of inappropriate use of information and technology.</p> <p>Observes Internet safety procedures including safeguarding personal information.</p> | <p>Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly.</p> <p>Observes Internet safety procedures including safeguarding personal information and equipment.</p> <p>Uses programs and Internet sites responsibly, efficiently, and ethically.</p> <p>Discusses privacy, security, copyright, piracy and downloading, cyberbullying and other issues related to safe and responsible use of information and communication technology.</p> | <p>Abides by the Acceptable Use Policy in all respects.</p> <p>Observes Internet safety procedures including safeguarding personal information and equipment.</p> <p>Uses programs and Internet sites responsibly, efficiently, and ethically.</p> <p>Discusses privacy, security, copyright, piracy and downloading, cyberbullying and other issues related to safe and responsible use of information and communication technology.</p> <p>Analyzes the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways of addressing these risks.</p> <p>Serves as a mentor for others who want to use information technology.</p> | <p>AASL 1.3.1; AASL 1.3.3; AASL 1.3.5; AASL 3.1.6; AASL 4.3.4</p> <p>ISTE NETS-S 5a, b, c, d</p> <p>CC WH.8 CC WST.9</p> |