School Library Media State Curriculum
PreK-8
Accepted by the Maryland State Board of Education - 26 October 2010

Division of Instruction, Instructional Technology & School Library Media Program
Rationale for Format and Content of
School Library Media State Curriculum
Accepted by the Maryland State Board of Education - 26 October 2010

Given the current realities of the teaching/learning environment in schools and the need to develop college and career ready high school graduates, it is more important than ever that students be grounded in information literacy. This should be viewed as a responsibility shared by all members of the learning community; i.e., media specialists, content area teachers, support staff, administrators, parents and students.

The challenge in creating an information literacy curriculum is to create a document that does the following:

- Uses language that communicates to educators beyond just school library media specialists
- Uses the format of the content area curriculum documents
- Can be applied to instruction at all grade levels Pre K – 12
- Captures the process of information literacy
- Incorporates the previous content of Information Power, Maryland School Library Media Learning Outcomes, and the American Association of School Librarians Standards for the 21st Century Learner (see attached matrix)
- Incorporates use of technology as presented in the Maryland Technology Literacy Standards for Student

The language used in the curriculum document addresses the component processes associated with becoming information literate. General applications, rather than technology or content specific ones, have been identified in order to facilitate integration across content areas and grade levels. For clarity, and to facilitate assessment, each goal is comprised of a single facet of the overall process. While this gives the appearance of steps to be followed in a linear sequence, it should be viewed more as a cyclical process, with facets being revisited as many times as necessary to successfully master a given task.

The format and terminology used in this document; (i.e., content standard, topic, indicator and objective) is patterned after the Maryland content area curriculum documents. By using the same format and generic expectations, indicators and objectives, it is intended to enhance the likelihood of the Information Literacy Curriculum being integrated into a wide range of content area instruction. An objective such as “Express different ways to organize information” or “Identify point of view or bias” has potential for application in all content area units of study. Specific instructional supports for the online instructional toolkit will serve as suggestions for how the related objectives might be accomplished.

Many of the content specific curriculum documents address discreet content to be covered at one specific grade level. In contrast the School Library Media Curriculum must address age appropriate applications of identical content for all grade levels Pre K – 12. The process of
interacting with information (locating, collecting, organizing, interpreting and sharing) remains constant whether students are in primary grades or high school. What does change is the level of expectation and the sophistication of resources used to produce final products. For this reason the curriculum is structured with shared Content standards, Topics and Indicators across grade levels and then paired with appropriate Objectives demonstrating increasing levels of expectation and independence as students progress through the grades.

The intent of the progression from PreK-12 is to move the students from guided instruction to independent information literacy. It is recognized that younger students need more guidance and that, as students mature, they are able to perform certain components of the information literacy process on their own. Since every student has different needs and a different learning path, the indicator in the curriculum of “with guidance” is a general guideline, and each library media specialist will provide the appropriate amount of guidance for each student.

Information Power, the Maryland School Library Media Learning Outcomes and the AASL Standards for the 21st Century Learner are largely parallel documents providing guidelines for teaching students to interact with information in efficient and effective ways. The responsibility of School Library Media Specialists is three fold: 1) to develop students’ appreciation of literature and reading; 2) to develop students’ ability to use information efficiently and effectively to understand and communicate ideas; and 3) to develop students’ ability to use technology as a tool for interacting with data, text and digital/sound files. The focus is on providing the necessary skills and strategies to design and implement assignments in the content areas that require students to interact with and use information in meaningful ways.

In the context of the School Library Media Curriculum, technology is viewed as a tool for interacting with information. References to specific programs, resources, formats or navigational skills are omitted in favor of more general statements related to developing the ability to evaluate, interpret, and generate information displayed in a variety of formats, both print and nonprint. There are obvious opportunities to integrate use of technology while locating, collecting, organizing, interpreting and sharing information. Listing specific examples of technologies will tend to limit rather than expand the potential integration of technology across the grades and content areas — the inference is that no list will contain all potential links. It is important that the School Library Media Curriculum communicates the role of technology as a tool for interacting with (locating, collecting, organizing, interpreting and sharing) information in order to understand and communicate ideas rather than technology being viewed as an end in and of itself. As fast as technology changes identification of specific technologies, hardware or software, will soon become dated.

(Revised – IT&SLM, MSDE, 2010)
Maryland State Curriculum  
School Library Media  
Grades PK-8

1.0 Define and Refine Problem or Question: Students will be able to follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need. (AASL 21st 1)

A. Follow an Inquiry Process

<table>
<thead>
<tr>
<th></th>
<th>PK-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Follow an inquiry process and connect the process to real life.</strong>  (CC.K.R.1.1); (CC.K.W.8); (CC.1.R.1.1); (CC.1.W.8)</td>
<td><strong>1. Follow an inquiry process and connect the process to real life.</strong>  (CC.2.W.7); (CC.3.W.1.a); (CC.3.W.1.b); (CC.3.W.1.d); (CC.3.W.4); (CC.3.W.5); (CC.3.W.6); (CC.3.W.7); (CC.3.W.10)</td>
<td><strong>1. Follow an inquiry process and connect the process to real life.</strong>  (CC.5.W.7)</td>
<td><strong>1. Follow an inquiry process and connect the process to real life.</strong>  (CC.6.SL.1); (CC.6.W.7); (CC.7.SL.1); (CC.7.SL.1.a); (CC.7.W.7); (CC.8.SL.a); (CC.8.W.7)</td>
<td></td>
</tr>
<tr>
<td>a. With guidance, identify inquiry as a process.</td>
<td>a. With guidance, identify the inquiry process used in the school. (CC.4.W.7); (CC.4.W.8)</td>
<td>a. Identify the inquiry process used in the school.</td>
<td>a. Identify the inquiry process used in the school. (CC.6.SL.1); (CC.6.W.7); (CC.7.SL.1); (CC.7.SL.1.a); (CC.7.W.7); (CC.8.SL.a); (CC.8.W.7)</td>
<td></td>
</tr>
<tr>
<td>b. With guidance, provide examples of how the process can be used in real life.</td>
<td>b. With guidance, provide examples of how the process can be used in real life. (CC.4.W.7); (CC.4.W.8)</td>
<td>b. Explain how the process can be used to solve a personal information need.</td>
<td>b. Explain how the process can be used to solve a personal information need.</td>
<td></td>
</tr>
<tr>
<td>c. With guidance, follow the inquiry process used in the school for an assigned information need. (CC.K.W.7); (CC.1.W.7)</td>
<td>c. With guidance, follow the inquiry process used in the school for an assigned information need. (CC.4.W.1.b); (CC.4.W.1.d) (CC.4.W.4); (CC.4.W.9)</td>
<td>c. Follow the inquiry process used in the school for an assigned information need.</td>
<td>c. Follow the inquiry process used in the school for an assigned information need.</td>
<td></td>
</tr>
</tbody>
</table>

B. Define a Problem, Formulate Questions, and Refine a Problem and/or Question

<table>
<thead>
<tr>
<th></th>
<th>PK-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Identify an assigned or personal information need.</strong>  (CC.K.W.7); (CC.K.W.8); (CC.1.W.7); (CC.1.W.8)</td>
<td><strong>1. Identify an assigned or personal information need.</strong>  (CC.2.W.7); (CC.3.W.7)</td>
<td><strong>1. Identify an assigned or personal information need.</strong>  (CC.4.W.8); (CC.5.W.7)</td>
<td><strong>1. Identify an assigned or personal information need.</strong>  (CC.6.W.7); (CC.7.W.7); (CC.8.W.7)</td>
<td></td>
</tr>
<tr>
<td>b. With guidance, identify a personal information need. (PK-1)</td>
<td>b. Identify a personal information need.</td>
<td>b. Identify a personal information need. (CC.4.W.9)</td>
<td>b. Identify a personal information need.</td>
<td></td>
</tr>
<tr>
<td>2. Determine the scope of the information need.</td>
<td>2. Determine the scope of the information need.</td>
<td>2. Determine the scope of the information need.</td>
<td>2. Determine the scope of the information need.</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>a. With guidance, use criteria to determine the scope of an information need. (K,1) (CC.K.W.8); (CC.1.W.8)</td>
<td>a. With guidance, use criteria to determine the scope of an information need. (CC.2.W.7); (CC.3.W.7)</td>
<td>a. With guidance, collaboratively create, refine, and use criteria to determine the scope of an information need. (CC.4.W.9); (CC.5.W.4); (CC.5.W.7)</td>
<td>a. Create, refine, and use criteria to determine the scope of an information need. (CC.6.W.7); (CC.7.W.7); (CC.8.W.7)</td>
<td></td>
</tr>
<tr>
<td>3. Formulate and refine questions to meet an information need.</td>
<td>3. Formulate and refine questions to meet an information need.</td>
<td>3. Formulate and refine questions to meet an information need.</td>
<td>3. Formulate and refine questions to meet an information need.</td>
<td></td>
</tr>
<tr>
<td>a. With guidance, use prior knowledge to formulate and refine questions to meet an information need. (K,1) (CC.K.L.1.d); (CC.K.R.I.1); (CC.K.SL.3); (CC.K.W.8); (CC.1.L.4); (CC.1.R.I.1); (CC.1.SL.3); (CC.1.W.8)</td>
<td>(CC.2.W.8); (CC.3.W.8)</td>
<td>(CC.4.W.7); (CC.4.W.8); (CC.5.SL.1.c)</td>
<td>(CC.6.W.7); (CC.7.W.7); (CC.8.W.7)</td>
<td></td>
</tr>
<tr>
<td>b. With guidance, identify which formulated questions are researchable.</td>
<td>a. With guidance, use prior knowledge to individually formulate and refine questions to meet an information need. (CC.2.R.I.1); (CC.2.R.L.1); (CC.2.SL.3)</td>
<td>b. Collaboratively, identify which formulated questions are researchable. (CC.4.W.7)</td>
<td>a. Use prior knowledge to individually formulate and refine questions to meet an information need.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Use background information to refine researchable questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.0 Locate and Evaluate Resources and Sources: Students will be able to follow an inquiry process to identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner. (AASL 21st 1)

### A. Locate and Evaluate Resources

<table>
<thead>
<tr>
<th>PK-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
</tr>
</thead>
</table>
| **1. Identify resources to meet the information need.** (CC.K.RI.8); (CC.K.W.8); (CC.1.RI.8); (CC.1.W.8)  
  a. With guidance, explore and identify human, print, online, and multimedia resources. (K,1)  
  b. With guidance, decide which resources best match an identified information need. (K,1) | **1. Identify resources to meet the information need.** (CC.2.RI.2.e); (CC.2.W.8); (CC.3.W.8)  
  a. With guidance, explore and identify human, print, online, and multimedia resources.  
  b. With guidance, decide which resources best match an identified information need.  
  c. With guidance, refine or revise researchable questions based on access to and availability of resources. (CC.2.W.5); (CC.3.W.5) | **1. Identify resources to meet the information need.** (CC.5.R.I.7); (CC.5.W.8)  
  a. With guidance, explore and identify human, print, online, and multimedia resources.  
  b. With guidance, decide which resources best match an identified information need.  
  c. With guidance, refine or revise researchable questions based on access to and availability of resources. (CC.4.W.7); (CC.5.R.L.7); (CC.5.W.9); (CC.5.W.9.b) | **1. Identify resources to meet the information need.** (CC.6.W.1.a); (CC.6.W.2.b); (CC.6.W.7); (CC.7.W.2); (CC.7.W.7); (CC.6.W.8); (CC.8.W.1.a); (CC.8.W.2.b); (CC.8.W.7); (CC.8.W.8)  
  a. With guidance, explore and identify human, print, online, and multimedia resources.  
  b. With guidance, select resources based on subject, advantages and disadvantages of various formats, availability and ease of access, and the information need.  
  c. With guidance, refine or revise researchable questions based on access to and availability of resources. |
| **2. Use safe practices when online.** (CC.K.RI.8); (CC.K.W.6); (CC.K.W.8); (CC.1.RI.8); (CC.1.W.6); (CC.1.W.8)  
  a. Identify, review, and follow the district’s Acceptable Use Policy and school-based computer use rules.  
  b. With guidance, identify safe and unsafe online practices. | **2. Use safe practices when online.** (CC.2.RI.6); (CC.2.W.8); (CC.3.W.8)  
  a. Identify, review, and follow the district’s Acceptable Use Policy and school-based computer use rules.  
  b. With guidance, identify safe and unsafe online practices. | **2. Use safe practices when online.** (CC.4.R.I.8); (CC.4.W.6); (CC.5.R.I.7); (CC.5.W.8)  
  a. Identify, review, and follow the district’s Acceptable Use Policy and school-based computer use rules.  
  b. With guidance, identify safe and unsafe online practices. | **2. Use safe practices when online.** (CC.6.W.6); (CC.6.W.7); (CC.6.W.8); (CC.7.W.6); (CC.7.W.8); (CC.8.W.6)  
  a. Identify, review, and follow the district’s Acceptable Use Policy and school-based computer use rules.  
  b. Apply safe practices for both assignment-related and personal online searches. |

---

SLM SC Final – Accepted by the Maryland State Board of Education - 26 October 2010  (Common Core Connection by Allegany County Public Schools - May 2013)
### B. Locate and Evaluate Sources

<table>
<thead>
<tr>
<th>PK-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
</tr>
</thead>
</table>
| **1. Locate and select sources to meet the information need.** (CC.K.W.7); (CC.K.W.8); (CC.1.W.7); (CC.1.W.8)  
   a. With guidance, identify the sections of the media center and the attributes of the sources located within each section. (PK-1)  
   b. With guidance, use the media center’s catalog to locate sources to meet the information need. (1)  
   c. (Begins Grade 2-3, can be introduced with guidance)  
   d. With guidance, select print, online, and multimedia sources. (PK-1) | **1. Locate and select sources to meet the information need.** (CC.2.L.2.e); (CC.2.L.4.e); (CC.2.W.7); (CC.2.W.8); (CC.3.W.7); (CC.3.W.8)  
   a. With guidance, identify the sections of the media center and the attributes of the sources located within each section.  
   b. With guidance, use the media center’s catalog to locate sources to meet the information need.  
   c. With guidance, apply knowledge of search strategies to locate relevant sources. (CC.3.W.7)  
   d. With guidance, select print, online, and multimedia sources. | **1. Locate and select sources to meet the information need.** (CC.4.W.6); (CC.5.RI.9); (CC.5.W.7); (CC.5.W.8); (CC.5.W.9)  
   a. Identify the sections of the media center and the attributes of the sources located within each section.  
   b. Use the media center’s catalog to locate sources to meet the information need. (CC.4.W.7); (CC.4.W.8)  
   c. Apply knowledge of search strategies to locate relevant sources. (CC.4.W.7)  
   d. Select print, online, and multimedia sources. (CC.4.W.8); (CC.5.RL.7) | **1. Locate and select sources to meet the information need in an ethical manner.** (CC.6.W.2.b); (CC.6.W.7); (CC.7.W.7); (CC.8.W.2.b); (CC.8.W.7)  
   a. With guidance, apply knowledge of catalogs, call numbers, pathfinders, links, and organizational structures (search strategies unique to various search engines and databases) to locate relevant sources.  
   b. Choose a citation style appropriate to the subject for a preliminary source list. (CC.6.W.1.b); (CC.8.W.1.b)  
   c. Select and record potential sources of print, online and multimedia resources and their locations. (CC.6.W.8); (CC.7.W.8); (CC.8.W.8) |
| **2. Evaluate sources to meet the information need.**  
   a. (Begins Grade 2-3, can be introduced with guidance)  
   b. With guidance, use text features effectively to select sources that meet the information need. (K,1) (CC.1.RI.5); (CC.K.RI.7); (CC.K.RI.8); (CC.K.RI.9); (CC.1.RI.5); (CC.1.RI.7); (CC.1.RI.8); (CC.1.RI.9)  
   c. With guidance, defend selected sources. | **2. Evaluate sources to meet the information need.** (CC.2.L.2.e); (CC.2.W.7); (CC.3.W.7)  
   a. With guidance, evaluate sources based on currency, authority, and relevance to select sources that best meet the information need.  
   b. With guidance, use text features effectively to select sources that meet the information need. (CC.2.RI.5)  
   c. With guidance, defend selected sources. | **2. Evaluate sources to meet the information need.** (CC.5.W.7); (CC.5.W.9)  
   a. With guidance, evaluate sources based on currency, authority, bias, and relevance to select sources that best meet the information need. (CC.4.W.8); (CC.5.RI.7)  
   b. With guidance, use text features effectively to select sources that meet the information need. (CC.4.W.7)  
   c. With guidance, defend selected sources. (CC.4.W.8) | **2. Independently and collaboratively evaluate sources to meet the information need in an ethical manner.** (CC.6.W.7); (CC.7.W.7); (CC.8.W.7)  
   a. Evaluate sources based on currency, authority, reliability, bias, point of view and relevance to select sources that best meet the information need. (CC.6.RI.6); (CC.6.RI.9); (CC.6.W.1.b); (CC.6.W.8); (CC.7.W.8); (CC.8.W.1.b)  
   b. Use text features effectively to select sources that meet the information need.  
   c. Defend selected sources. |
3.0 Find, Generate, Record, and Organize Data/Information: Students will be able to follow an inquiry process to find, generate, record, and organize information relevant to the information need in an ethical manner. (AASL 21st 1)

A. Find Data/Information within a Variety of Sources

<table>
<thead>
<tr>
<th>PK-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Use specific sources to find information.</strong></td>
<td><strong>1. Use specific sources to find information.</strong></td>
<td><strong>1. Use specific sources to find information.</strong></td>
<td><strong>1. Use specific sources to find information.</strong></td>
</tr>
<tr>
<td>a. With guidance, use keywords and text features to find information within a specific source. (K,1) (CC.K.RF.1); (CC.K.RI.1); (CC.K.RI.4); (CC.K.RL.4); (CC.1.RF.1); (CC.1.RI.1); (CC.1.RI.4); (CC.1.RL.5); (CC.1.RL.4)</td>
<td>a. With guidance, use keywords and text features to help find information within a specific source. (CC.2.RI.1); (CC.2.RI.5); (CC.2.RL.1); (CC.2.SL.3); (CC.3.RI.1); (CC.3.RI.7)</td>
<td>a. Use keywords and text features that help find information within a specific source. (CC.4.RI.1); (CC.5.RI.1); (CC.4.W.7); (CC.5.RI.1); (CC.5.RL.1)</td>
<td>a. Use keywords and text features to find information within a specific source. (CC.6.W.7); (CC.6.W.8); (CC.7.W.7); (CC.8.W.7); (CC.8.W.8)</td>
</tr>
<tr>
<td>b. With guidance, identify strategies (keywords, text features) that are used to find information within a specific source. (1) (CC.K.RI.5); (CC.1.RF.1); (CC.1.RI.5)</td>
<td>b. With guidance, explain which strategies (keywords, text features) are used to find information within a specific source. (CC.2.RI.5); (CC.2.SL.5)</td>
<td>b. Explain which strategies (keywords, text features) are used to find information within a specific source. (CC.4.RI.2); (CC.5.RI.1); (CC.5.RL.1)</td>
<td>b. Explain which strategies (keywords, text features) are used to find information within a specific source and why. (CC.7.W.8)</td>
</tr>
<tr>
<td>c. With guidance, use technology tools to find data/information within a specific source. (K,1) (CC.K.W.6); (CC.1.W.6)</td>
<td>c. With guidance, use technology tools to find data/information within a specific source. (CC.2.W.6)</td>
<td>c. With guidance, use technology tools to find data/information within a specific source. (CC.4.RI.7); (CC.4.W.7); (CC.5.W.6)</td>
<td>c. With guidance, use technology tools to find data/information within a specific source. (CC.6.W.6); (CC.8.W.6)</td>
</tr>
</tbody>
</table>

| **2. Evaluate the relevance of information within a specific source to meet the information need.** | **2. Evaluate the relevance of information within a specific source to meet the information need.** | **2. Evaluate the relevance of information within a specific source to meet the information need.** | **2. Evaluate the relevance of information within a specific source to meet the information need.** |
| a. With guidance, differentiate between fact and opinion within a specific source. (1) (CC.K.W.1); (CC.K.W.2); (CC.1.W.1); (CC.1.W.2) | a. With guidance, differentiate between fact and opinion within a specific source. (CC.2.W.1); (CC.2.W.2) | a. Differentiate between fact and opinion within a specific source. (CC.4.W.2.b); (CC.5.W.1); (CC.5.W.2) | a. Differentiate between fact and opinion within a specific source. (CC.6.W.7); (CC.7.W.7); (CC.8.W.7); (CC.8.W.8) |
| b. With guidance, confirm that the information found within a specific source matches the information need. (K,1) (CC.K.SL.2); (CC.K.SL.3); (CC.K.W.8); (CC.1.SL.2); (CC.1.SL.3); (CC.1.W.8) | b. With guidance, confirm that the information found within a specific source matches the information need. (CC.2.L.2.e); (CC.2.L.4.e); (CC.3.W.1.d) | b. Confirm that the information found within a specific source matches the information need. (CC.4.W.1.b); (CC.4.W.1.d); (CC.4.W.2.e); (CC.5.RI.7); (CC.5.W.9) | b. Confirm that the information found within a specific source matches the information need. (CC.6.W.8); (CC.7.W.8) |
B. Generate New Data/Information in an Ethical Manner.

<table>
<thead>
<tr>
<th>PK-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
</tr>
</thead>
</table>
| **1. Generate new data/information from interviews and/or surveys.**  
   a. With guidance, generate appropriate questions to meet the information need. (CC.K.SL.1); (CC.K.SL.2); (CC.1.SL.1); (CC.1.SL.2) | **1. Generate new data/information from interviews and/or surveys**  
   a. With guidance, generate appropriate questions to meet the information need. (CC.2.W.8); (CC.3.W.8)  
   b. With guidance, generate information in an appropriate format (e.g., video or audio recording, notes, graphic organizer, table). (CC.2.W.6); (CC.3.W.6)  
   c. With guidance, exhibit ethical behavior in generating information. (CC2.SL.5); (CC.2.W.6); (CC.2.W.7); (CC.2.W.8); (CC.3.W.6); (CC.3.W.7); (CC.3.W.8) | **1. Generate new data/information from interviews and/or surveys.**  
   a. With guidance, generate appropriate questions to meet the information need. (CC.4.SL.1.c); (CC.5.SL.1.c); (CC.5.W.7)  
   b. With guidance, generate information in an appropriate format (e.g., video or audio recording, notes, table, graphic organizer). (CC.4.SL.5); (CC.5.SL.5); (CC.5.W.6)  
   c. With guidance, exhibit ethical behavior in generating information. (CC.4.W.1.b); (CC.4.W.6); (CC.4.W.7) (CC.5.RI.1); (CC.5.RL.1) | **1. Generate new data/information from observations, interviews, and/or surveys.** (CC.6.W.7); (CC.7.W.7); (CC.8.W.7)  
   a. With guidance, generate effective criteria for observations and questions for interviews and surveys.  
   b. Generate information in an appropriate format (video or audio recording, notes, table, spreadsheet, graphic organizer).  
   c. Exhibit intellectual integrity and ethical behavior in generating information. |
C. Record and Organize Data/Information

<table>
<thead>
<tr>
<th>PK-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Record data/information in a variety of formats.</strong> (CC.K.W.8); (CC.1.W.8)</td>
<td>1. Record data/information in a variety of formats. (CC.2.W.7); (CC.2.W.8); (CC.3.W.8)</td>
<td>1. Record data/information in a variety of formats. (CC.5.W.7); (CC.5.W.8)</td>
<td>1. Record data/information in a variety of appropriate formats. (CC.6.SL.1); (CC.6.W.7); (CC.6.W.8); (CC.7.W.7); (CC.7.W.8); (CC.7.SL.1.a); (CC.8.SL.1.a); (CC.8.W.7); (CC.8.W.8)</td>
</tr>
<tr>
<td>a. With guidance, explain why it is necessary to record data/information to meet the information need. (K,1)</td>
<td>a. Explain why it is necessary to record data/information to meet the information need. (CC.3.W.4)</td>
<td>a. Explain why a specific format is being used to record data/information to meet the information need. (CC.4.W.4); (CC.5.RL.7)</td>
<td>a. Explain why a specific format is being used to record data/information to meet the information need.</td>
</tr>
<tr>
<td>b. With guidance, express different ways to organize information. (e.g., alphabetically; numerical order; part to whole; compare and contrast; categorize). (1)</td>
<td>b. Express different ways to organize information. (e.g., alphabetically; numerical order; parts to whole; compare and contrast; categorize). (CC.2.RI.7); (CC.2.RI.9); (CC.2.RL.9); (CC.3.W.8)</td>
<td>b. Identify significant characteristics of various organizational formats (e.g., alphabetical; chronological; part to whole; general to specific; main idea and supporting details; compare/contrast; cause and effect; categorizing). (CC.4.W.1.a); (CC.5.RL.9); (CC.5.S.W.4)</td>
<td>b. Select and use an appropriate format (e.g., alphabetical, chronological, part to whole, general to specific, main idea and supporting details, compare/contrast, cause and effect, categorizing, data table) to record and organize data/information.</td>
</tr>
<tr>
<td>d. With guidance, use keywords to identify relevant information. (K,1) (CC.K.W.6); (CC.1.W.6)</td>
<td>d. With guidance, use keywords to identify relevant information. (CC.2.RI.5)</td>
<td>d. Use keywords to identify relevant information. (CC.4.RI.1); (CC.5.RI.1); (CC.5.RL.1); (CC.5.SL.1.d); (CC.5.SL.2); (CC.5.SL.3)</td>
<td>d. Use keywords to identify relevant information.</td>
</tr>
<tr>
<td>e. With guidance, avoid plagiarism by correctly recording information word for word and keeping track of the source. (1)</td>
<td>e. With guidance, avoid plagiarism by correctly recording information word for word and keeping track of the source. (CC.3.W.8)</td>
<td>e. Avoid plagiarism by correctly recording information word for word and keeping track of the source. (CC.4.W.1.b); (CC.5.RI.1); (CC.5.RL.1)</td>
<td>e. Avoid plagiarism by correctly recording information word for word and keeping track of the source.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>g. Use technology to record and organize data/information.</td>
</tr>
<tr>
<td>PK-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6-8</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
</tbody>
</table>
| **2. Use an appropriate and accepted citation style to create a source list.**  
(CC.K.W.8); (CC.1.W.8)  
a. With guidance, explain the idea of giving credit to sources of information. (K,1)  
b. With guidance, identify the roles and responsibilities of authors, illustrators, and publishers. (K,1)  
(CC.K.RI.6); (CC.K.RL.6); (CC.1.RI.6); (CC.1.RL.6)  
c. With guidance, create a modified class source list. (K,1) | **2. Use an appropriate and accepted citation style to create a source list.**  
(CC.2.W.8); (CC.3.W.8)  
a. Explain the purpose of giving credit to sources of information.  
b. With guidance, identify the elements of a citation, given the type of source (book; print encyclopedia; online encyclopedia; Web site; database; periodicals). (CC.3.W.8)  
c. With guidance, create a modified source list. | **2. Use an appropriate and accepted citation style to create a source list.**  
(CC.4.W.8); (CC.5.W.8)  
a. Explain the purpose of giving credit to sources of information.  
b. Identify and define the components of a citation given the type of source (book; print encyclopedia; online encyclopedia; Web site; database; periodicals).  
c. Create a source list using an accepted citation style.  
d. With guidance, use technology to create a source list in an accepted citation style. | **2. Use an appropriate and accepted citation style to create a source list.**  
(CC.6.SL.1); (CC.6.W.7); (CC.6.W.8); (CC.7.W.7); (CC.7.W.8); (CC.8.SL.1.a); (CC.8.W.7); (CC.8.W.8)  
a. Explain the purpose of giving credit to sources of information.  
b. Identify and define the components of a citation given the type of source (book; print encyclopedia; online encyclopedia; Web site; database; periodicals).  
c. Create a source list using an accepted citation style.  
d. Use technology to create a source list in an accepted citation style. |

**3. Revisit the information need.**  
(CC.K.SL.2); (CC.K.W.5); (CC.1.SL.2); (CC.1.W.5)  
a. Reflect upon the need to revise research questions and, with guidance, refine research questions based on new information discovered in the inquiry process. (CC.2.W.5); (CC.3.W.5) | **3. Revisit the information need.**  
(a. Reflect upon the need to revise research questions and, with guidance, refine research questions based on new information discovered in the inquiry process. (CC.2.W.5); (CC.3.W.5) | **3. Revisit the information need.**  
(a. Reflect upon the need to revise research questions and, with guidance, refine research questions based on new information discovered in the inquiry process. (CC.4.W.5); (CC.5.W.5) | **3. Revisit the information need.**  
(a. Reflect on and refine research questions, theses, hypotheses, or positions based on new information discovered in the inquiry process. (CC.8.W.10)  
(CC.6.SL.1); (CC.6.W.7); (CC.6.W.10); (CC.7.W.7); (CC.7.W.10); (CC.7.SL.1.a); (CC.7.SL.1.c); (CC.8.SL.1.a); (CC.8.W.7) |
4.0 Interpret Recorded Data/Information: Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner. (AASL 21st 2)

A. Interpret Recorded Data/Information

<table>
<thead>
<tr>
<th>PK-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
</tr>
</thead>
</table>
| **1. Evaluate and analyze the quality of recorded data/information to meet the information need.**  
 a. With guidance, identify the main idea of the recorded information. (K,1)  
 (CC.K.RI.1); (CC.1.RI.1)  
 b. With guidance, compare recorded information to prior knowledge and make personal connections. (1)  
 (CC.K.RI.4); (CC.1.RI.4)  
 c. With guidance, evaluate recorded information for relevance and completeness. (1)  
 (CC.1.W.5)  
 d. With guidance, check recorded data/information to ensure the information product will contain data/information from multiple sources.  
 (CC.2.W.8)  
 e. Find and record missing or additional data/information.  
 | **1. Evaluate and analyze the quality of recorded data/information to meet the information need.**  
 (CC.2.W.7); (CC.3.W.7)  
 a. With guidance, identify the main idea of the recorded information.  
 (CC.2.RI.2); (CC.2.RI.3); (CC.2.RI.6); (CC.2.SL.2); (CC.3.SL.2)  
 b. With guidance, compare recorded information to prior knowledge and make personal connections.  
 (CC.2.RI.9); (CC.2.RL.3); (CC.2.RL.9); (CC.2.W.3); (CC.3.SL.1)  
 c. Evaluate recorded information for relevance and completeness.  
 (CC.2.W.1); (CC.2.W.2); (CC.2.W.3); (CC.2.W.5); (CC.3.SL.3); (CC.3.W.1.b)  
 d. With guidance, check recorded data/information to ensure the information product will contain data/information from multiple sources.  
 (CC.2.W.8)  
 e. Find and record missing or additional data/information.  
 | **1. Evaluate and analyze the quality of recorded data/information to meet the information need.**  
 (CC.4.W.7); (CC.4.RI.1-3); (CC.5.W.7)  
 a. Identify the main idea of the recorded information.  
 (CC.5.RI.1); (CC.5.RI.9); (CC.5.RL.1); (CC.5.RL.2); (CC.5.SL.2)  
 b. Compare recorded information to prior knowledge and make personal connections.  
 (CC.4.RI.5); (CC.4.RI.9); (CC.4.W.8); (CC.5.RI.3); (CC.5.RI.6); (CC.5.RI.9); (CC.5.RL.2); (CC.5.RL.9); (CC.5.W.9); (CC.5.W.9.b)  
 c. Evaluate recorded information for relevance, completeness, and, with guidance, accuracy and discrepancies.  
 (CC.4.W.1.b); (CC.5.RI.9); (CC.5.W.1); (CC.5.W.2); (CC.5.W.4); (CC.5.W.5); (CC.5.W.9); (CC.5.W.9.b)  
 d. Check recorded information to ensure the information product will contain data/information from multiple sources.  
 (CC.4.W.8); (CC.5.RI.7); (CC.5.RI.9); (CC.5.S.8)  
 e. Find and record missing or additional data/information.  
 (CC.4.W.8); (CC.5.RL.2)  
 | **1. Evaluate and analyze the quality of recorded data/information to meet the information need.**  
 (CC.6.R.I.3); (CC.6.R.I.7); (CC.6.R.I.8); (CC.6.R.I.9); (CC.6.SL.5); (CC.6.W.1.d); (CC.6.W.2.b); (CC.6.W.8); (CC.7.R.I.1); (CC.7.R.I.3); (CC.7.R.I.8); (CC.7.R.I.9); (CC.8.R.I.7); (CC.8.R.I.8); (CC.8.R.I.9); (CC.8.W.2.b); (CC.7.W.8)  
 a. Identify the main idea of the recorded information.  
 (CC.6.RL.2); (CC.8.RL.2)  
 b. Compare recorded information to prior knowledge and make personal connections.  
 (CC.6.RL.2); (CC.8.RL.2)  
 c. Evaluate and analyze recorded information for relevance, completeness, accuracy, and discrepancies.  
 (CC.6.RL.2); (CC.8.RL.2)  
 d. Analyze recorded data/information to ensure the information product will contain data/information from multiple sources.  
 (CC.6.RL.2); (CC.8.RL.2)  
 e. Find and record missing or additional data/information.  
 (CC.6.RL.2); (CC.8.RL.2) |
<table>
<thead>
<tr>
<th>PK-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.</strong> (CC.K.RF.4); (CC.1.RF.4)  a. With guidance, determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need. (1) (CC.1.W.1); (CC.1.W.2)</td>
<td><strong>2. Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.</strong> (CC.4.RF.10); (CC.5.W.9.b)  a. Determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need. (CC.5.W.1); (CC.5.W.2)</td>
<td><strong>2. Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.</strong> (CC.4.RI.10); (CC.5.W.9.b)  a. Determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need. (CC.5.W.1); (CC.5.W.2)</td>
<td><strong>2. Apply critical thinking and problem-solving strategies to the recorded data/information to meet the information need.</strong> (CC.6.RI.7); (CC.6.RI.8); (CC.6.RI.9); (CC.6.RL.9); (CC.6.SL.1.a); (CC.6.SL.1.c); (CC.6.SL.2); (CC.6.SL.5); (CC.7.RI.1); (CC.7.RI.8); (CC.8.RI.3); (CC.8.RI.7); (CC.8.RI.8); (CC.8.RI.9); (CC.8.SL.1.c); (CC.8.SL.2)  a. Determine whether the recorded data/information is fact or opinion and use it appropriately to meet an information need. (CC.8.SL.3)</td>
</tr>
<tr>
<td>b. With guidance, summarize the recorded data/information. (K,1) (CC.K.RI.2); (CC.1.RI.2)</td>
<td>b. <strong>Apply critical thinking skills and support critical thinking skills and the recorded data/information.</strong> (K,1) (CC.K.RI.3); (CC.1.RI.2)</td>
<td><strong>Apply critical thinking skills and support critical thinking skills and the recorded data/information.</strong> (K,1) (CC.K.RI.3); (CC.1.RI.2)</td>
<td><strong>Apply critical thinking skills and support critical thinking skills and the recorded data/information.</strong> (K,1) (CC.K.RI.3); (CC.1.RI.2)</td>
</tr>
<tr>
<td>c. With guidance, identify point of view within the recorded data/information. (K,1) (CC.K.RI.3); (CC.1.RI.3)</td>
<td>c. With guidance, identify point of view within the recorded data/information. (CC.2.RI.2); (CC.2.RI.3); (CC.2.RI.6); (CC.2.RL.6); (CC.3.SL.4)</td>
<td>c. With guidance, identify point of view within the recorded data/information. (CC.5.RI.1); (CC.5.RI.2); (CC.5.RI.6)</td>
<td>c. With guidance, identify point of view within the recorded data/information. (CC.5.RI.1); (CC.5.RI.2); (CC.5.RI.6)</td>
</tr>
<tr>
<td>d. With guidance, identify patterns within the recorded data/information to create categories. (K,1) (CC.K.RI.3); (CC.1.RI.3)</td>
<td>d. With guidance, identify patterns within the recorded data/information to create categories. (CC.2.RL.4); (CC.3.RI.3)</td>
<td>d. With guidance, identify and analyze patterns within the recorded data/information to create categories. (CC.4.RI.3); (CC.5.RI.6)</td>
<td>d. With guidance, identify and analyze patterns within the recorded data/information to create categories. (CC.4.RI.3); (CC.5.RI.6)</td>
</tr>
<tr>
<td>e. With guidance, make connections and inferences using prior knowledge and the recorded data/information. (K,1) (CC.K.L.4) (CC.K.RI.3); (CC.1.RI.3)</td>
<td>e. With guidance, make connections and inferences using prior knowledge and the recorded data/information. (CC.2.RF.4.a); (CC.2.RI.1); (CC.2.RL.1); (CC.2.RL.2); (CC.2.RL.9); (CC.2.SL.2); (CC.2.W.1); (CC.2.W.2); (CC.3.SL.1.a)</td>
<td>e. With guidance, make connections and inferences using prior knowledge and the recorded data/information. (CC.4.SL.1.a); (CC.4.RI.7); (CC.5.RI.1); (CC.5.RI.3); (CC.5.RI.6); (CC.5.RI.8); (CC.5.RI.9); (CC.5.Rl.1); (CC.5.RL.9); (CC.5.SL.2); (CC.5.W.1); (CC.5.W.2); (CC.5.W.9)</td>
<td>e. With guidance, make connections and inferences using prior knowledge and the recorded data/information. (CC.6.W.1.b); (CC.6.W.2.c); (CC.8.W.1.b); (CC.8.W.2.c)</td>
</tr>
<tr>
<td>f. With guidance, use technology to support critical thinking skills and problem-solving strategies to meet the information need. (CC.2.W.6); (CC.3.W.8)</td>
<td>f. With guidance, use technology to support critical thinking skills and problem-solving strategies to meet the information need. (CC.5.W.6)</td>
<td>f. With guidance, use technology to support critical thinking skills and problem-solving strategies to meet the information need. (CC.5.W.6)</td>
<td>f. With guidance, use technology to support critical thinking skills and problem-solving strategies to meet the information need. (CC.6.W.1.b);</td>
</tr>
</tbody>
</table>
3. Apply ethical practices to the evaluation and analysis of the recorded data/information. (CC.K.W.8); (CC.1.W.8)
   a. Express how ideas, words, images, music (all forms of data/information) are intellectual property.
   b. With guidance, avoid plagiarism by citing all summarized and paraphrased recorded data/information.

3. Apply ethical practices to the evaluation and analysis of the recorded data/information. (CC.2.W.8); (CC.3.W.8)
   a. Explain why ideas, words, images, music (all forms of data/information) are intellectual property and must be cited in a source list.
   b. With guidance, avoid plagiarism by citing all summarized and paraphrased recorded data/information.

3. Apply ethical practices to the evaluation and analysis of the recorded data/information. (CC.4.W.8); (CC.5.W.8)
   a. Explain why ideas, words, images, music (all forms of data/information) are intellectual property and must be cited in a source list.
   b. Avoid plagiarism by citing all summarized and paraphrased recorded data/information.

3. Apply ethical practices to the evaluation and analysis of the recorded data/information. (CC.6.W.6); (CC.8.W.1.b); (CC.8.W.6)
   a. Explain why ideas, words, images, music (all forms of data/information) are intellectual property and must be cited in a source list.
   b. Avoid plagiarism by citing all summarized and paraphrased recorded data/information.
   c. Identify possible alternative interpretations applicable to the recorded data/information.
   d. Use technology to support critical thinking skills and problem-solving strategies to meet the information need.
### B. Create New Understandings and Knowledge

<table>
<thead>
<tr>
<th>PK-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.</strong> (CC.K.W.3); (CC.1.W.3)</td>
<td><strong>1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.</strong> (CC.2.W.7); (CC.2.W.8); (CC.3.W.7); (CC.3.W.8)</td>
<td><strong>1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.</strong> (CC.4.RI.7); (CC.5.RI.9); (CC.5.W.7); (CC.5.W.8)</td>
<td><strong>1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.</strong> (CC.6.RI.2); (CC.6.RI.7); (CC.6.RI.8); (CC.6.RI.9); (CC.6.SL.1.a); (CC.6.SL.1.c); (CC.6.SL.5); (CC.6.W.1); (CC.6.W.2.e); (CC.7.RI.1); (CC.7.RI.8); (CC.8.RI.3); (CC.8.RI.7); (CC.8.RI.8); (CC.8.RI.9); (CC.8.SL.1.c); (CC.8.W.1.c); (CC.8.W.3.c)</td>
</tr>
<tr>
<td>a. With guidance, synthesize the recorded data/information from multiple sources. (K,1) (CC.K.RI.7); (CC.K.RL.7); (CC.1.RI.7); (CC.1.RI.9); (CC.1.RL.7)</td>
<td>a. With guidance, synthesize the recorded data/information from multiple sources.</td>
<td>a. With guidance, synthesize the recorded data/information from multiple sources. (CC.5.RI.7); (CC.5.RL.7); (CC.5.W.9)</td>
<td>a. Synthesize recorded data/information from multiple sources.</td>
</tr>
<tr>
<td>b. With guidance, draw conclusions from the recorded data/information to create new understandings. (K,1) (CC.K.RI.3); (CC.1.RI.3)</td>
<td>b. With guidance, draw conclusions from the recorded data/information to create new understandings. (CC.2.RI.3); (CC.2.RI.8); (CC.2.RL.2); (CC.2.RL.5); (CC.2.RL.7); (CC.2.SL.2); (CC.3.W.7); (CC.3.W.8)</td>
<td>b. Draw conclusions from the recorded data/information to create new understandings. (CC.5.RI.3); (CC.5.RI.6); (CC.5.RI.8); (CC.5.RI.9); (CC.5.RL.2); (CC.5.RL.9); (CC.5.SL.2); (CC.5.W.9)</td>
<td>b. Draw conclusions from the recorded data/information to create and articulate new understandings. (CC.6.RI.3); (CC.6.W.1.e); (CC.6.W.2.f); (CC.6.W.3.e); (CC.8.RL.3); (CC.8.W.1.e); (CC.8.W.2.f); (CC.8.W.3.e)</td>
</tr>
<tr>
<td>c. Reflect and decide on the order in which to organize or present the recorded data/information</td>
<td>c. Reflect and decide on the order in which to organize or present the recorded data/information. (CC.4.RI.7); (CC.4.RI.9); (CC.5.W.7); (CC.5.W.8)</td>
<td>c. Reflect and decide on the order in which to organize or present the recorded data/information. (CC.4.W.1.a)</td>
<td>c. Reflect and decide on the order in which to organize or present the recorded data/information. (CC.6.W.2.c); (CC.8.W.2.c)</td>
</tr>
<tr>
<td>d. Explain the conclusions drawn from the recorded data/information. (CC.2.RI.3); (CC.2.RI.8); (CC.2.RL.2); (CC.2.SL.2); (CC.2.W.1); (CC.2.W.2)</td>
<td>d. Explain the conclusions drawn from the recorded data/information. (CC.5.W.7); (CC.5.W.8)</td>
<td>d. Defend the conclusions drawn from the recorded data/information. (CC.4.W.1.d); (CC.4.W.2); (CC.5.W.1); (CC.5.W.2)</td>
<td>d. Defend conclusions drawn from the recorded data/information. (CC.6.W.2.c); (CC.8.W.2.c)</td>
</tr>
</tbody>
</table>
5.0 Share Findings/Conclusions: Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the products and the processes in an ethical manner.

A. Share Findings/Conclusions

<table>
<thead>
<tr>
<th>PK-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing. (CC.K.SL.4); (CC.K.W.2); (CC.1.SL.4); (CC.1.W.2)</td>
<td>1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing. (CC.2.SL.5); (CC.2.W.6); (CC.2.W.7); (CC.3.RI.3); (CC.3.SL.4)</td>
<td>1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing. (CC.4.RI.2); (CC.4.SL.2); (CC.5.SL.5); (CC.5.W.6); (CC.5.W.7)</td>
<td>1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing. (CC.6.SL.4); (CC.6.SL.5); (CC.6.W.1); (CC.6.W.2.a); (CC.7.W.7); (CC.7.SL.5); (CC.8.SL.4); (CC.8.W.2); (CC.8.W.2.a); (CC.8.SL.3); (CC.8.W.4)</td>
</tr>
<tr>
<td>a. With guidance, organize and display findings/conclusions in a variety of formats, including the use of technology. (K,1) (CC.K.W.6); (CC.1.W.6)</td>
<td>a. With guidance, organize and display findings/conclusions in a variety of formats, including the use of technology. (CC.2.RI.7); (CC.3.SL.4); (CC.3.SL.5); (CC.3.W.1.a); (CC.3.W.1.b); (CC.3.W.1.d); (CC.3.W.4); (CC.3.W.10)</td>
<td>a. With guidance, organize and display findings/conclusions in a variety of formats, including the use of technology. (CC.4.RL.1); (CC.4.W.1.b); (CC.4.1.d); (CC.4.W.4); (CC.4.W.10); (CC.5.W.10)</td>
<td>a. Organize and display findings/conclusions in a variety of formats, including the use of technology. (CC.6.W.2.d); (CC.8.W.3.d)</td>
</tr>
<tr>
<td>b. With guidance, design layouts that communicate content effectively for intended audiences. (CC.K.SL.5); (CC.K.W.6); (CC.1.SL.5); (CC.1.W.6)</td>
<td>b. With guidance, design layouts that communicate content effectively for intended audiences. (CC.2.RI.7); (CC.3.W.1.a); (CC.3.W.10)</td>
<td>b. With guidance, design layouts that communicate content effectively for intended audiences. (CC.4.SL.1.d); (CC.4.W.2); (CC.4.W.10); (CC.5.W.4); (CC.5.W.10)</td>
<td>b. Design layouts that communicate content effectively for intended audiences.</td>
</tr>
<tr>
<td>c. (Begins Grade 2-3, can be introduced with guidance)</td>
<td>c. With guidance, apply appropriate design criteria which include universal design principles, to the content and layout of the information product. (CC.2.RI.7); (CC.3.SL.4)</td>
<td>c. With guidance, apply appropriate design criteria, which include universal design principles, to the content and layout of the information product. (CC.4.RL.1); (CC.4.SL.1.d); (CC.4.W.4); (CC.4.SL.4)</td>
<td>c. Apply appropriate design criteria, which includes universal design principles, to the content and layout of the information product.</td>
</tr>
<tr>
<td>d. With guidance, use technology to present findings/conclusions in a variety of formats. (K,1) (CC.K.W.6); (CC.1.W.6)</td>
<td>d. With guidance, use technology to present findings/conclusions in a variety of formats. (CC.3.W.6); (CC.3.W.10)</td>
<td>d. With guidance, use technology to present findings/conclusions in a variety of formats. (CC.4.SL.4); (CC.4.SL.5); (CC.4.W.6); (CC.4.W.10)</td>
<td>d. Use technology to present findings/conclusions in a variety of formats.</td>
</tr>
<tr>
<td>e. With guidance, edit/review/revise/practice the presentation of the information product. (CC.2.SL.4); (CC.2.W.5); (CC.3.W.5)</td>
<td>e. With guidance, edit/review/revise/practice the presentation of the information product. (CC.2.SL.4); (CC.2.W.5); (CC.3.W.5)</td>
<td>e. With guidance, edit/review/revise/practice the presentation of the information product. (CC.4.W.1); (CC.4.W.5); (CC.5.W.5); (CC.5.W.10)</td>
<td>e. Edit/review/revise/practice the presentation of the information product. (CC.6.SL.1.b); (CC.6.W.2.d); (CC.6.W.5); (CC.6.W.6); (CC.8.SL.1.b); (CC.8.W.3.d); (CC.8.W.5); (CC.8.W.6)</td>
</tr>
<tr>
<td>f. With guidance, discuss and apply fair use copyright laws, and Creative Commons attributions.</td>
<td>f. With guidance, discuss and apply fair use copyright laws, and Creative Commons attributions.</td>
<td>f. Discuss and apply fair use, copyright laws, and Creative Commons attributions. (CC.4.W.8); (CC.5.RL.1); (CC.5.RL.1)</td>
<td>f. Apply fair use, copyright laws, and Creative Commons attributions.</td>
</tr>
</tbody>
</table>
2. Share findings/conclusions.
   a. Contribute to a learning community.  
      (CC.K.RL.10); (CC.K.SL.1); (CC.K.SL.1.a-b); (CC.K.SL.1; (CC.1.SL.1);  
      (CC.1.SL.1.a-b); (CC.1.SL.2); (CC.1.SL.6); (CC.1.RL.10)

2. Share findings/conclusions.
   (CC.2.W.6); (CC.2.W.7); (CC.3.W.6); (CC.3.W.7)
   a. Contribute to a learning community.  
      (CC.2.SL.1); (CC.2.SL.1.a); (CC.2.SL.1.b); (CC.2.SL.1.c); (CC.3.SL.1); (CC.3.SL.1.a);  
      (CC.3.SL.1.c); (CC.3.SL.1.d); (CC.3.SL.2); (CC.3.SL.3)
   
   b. With guidance, practice digital etiquette when sharing findings and conclusions.
   
   c. With guidance, credit sources using an appropriate citation format as part of the information product.

2. Share findings/conclusions.
   (CC.4.W.6); (CC.4.W.7); (CC.4.SL.1.c); (CC.5.W.6); (CC.5.W.7)
   a. Contribute to a learning community.  
      (CC.4.SL.1); (CC.4.SL.1.b); (CC.5.SL.1); (CC.5.SL.1.b); (CC.5.SL.1.c); (CC.5.SL.1.d)
   
   b. With guidance, practice digital etiquette when sharing findings and conclusions.
   
   c. With guidance, credit sources using an appropriate citation format as part of the information product. (CC.4.SL.3)

2. Individually, collaboratively, and responsibly share findings/conclusions.
   (CC.6.SL.5); (CC.6.SL.6); (CC.6.W.6); (CC.7.W.7); (CC.8.SL.4); (CC.8.SL.6); (CC.8.W.4)
   a. Contribute to a learning community.  
      (CC.6.SL.1.a); (CC.6.SL.1.b); (CC.8.SL.1.b)
   
   b. Practice digital etiquette when sharing findings and conclusions.  
      (CC.6.W.6); (CC.8.W.6)
   
   c. Credit sources using an appropriate citation format as part of the information product.
### B. Evaluate the Product and the Process

<table>
<thead>
<tr>
<th>PK-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
</tr>
</thead>
</table>
| **1. Evaluate the inquiry process and the information product.** (CC.K.W.5); (CC.1.W.5)  
   a. *(Begins Grade 2-3, can be introduced with guidance)*  
   b. *(Begins Grade 2-3, can be introduced with guidance)*  
   c. With guidance, reflect on the information need and new knowledge. *(K,1) (CC.K.SL.1); (CC.1.SL.1)* | **1. Evaluate the inquiry process and the information product.** (CC.2.W.5); (CC.2.W.7); (CC.3.W.5); (CC.3.W.7)  
   a. With guidance, use criteria for evaluating the information product.  
   b. With guidance, use audience feedback and/or peer review to reflect on the information product and the learning experience. *(CC.2.SL.1); (CC.2.SL.1.a); (CC.2.SL.1.b); (CC.2.SL.1.c); (CC.3.SL.1.c)*  
   c. Reflect on the information need and new knowledge. *(CC.2.SL.1); (CC.2.SL.1.b); (CC.2.SL.1.c); (CC.3.W.5)*  
   d. With guidance, respond to a directed reflection on the inquiry process and how to use it more effectively and efficiently. | **1. Evaluate the inquiry process and the information product.** (CC.4.R.1); (CC.4.R.2); (CC.4.W.5); (CC.5.W.5); (CC.5.W.7)  
   a. With guidance, create and apply criteria for evaluating the information product.  
   b. With guidance, use audience feedback and/or peer review to reflect on the information product and the learning experience. *(CC.5.SL.1); (CC.5.SL.1.b)*  
   c. Reflect on the information need, new knowledge, and the need for additional information. *(CC.5.RL.7); (CC.5.SL.1); (CC.5.SL.1.c); (CC.5.SL.1.d); (CC.5.SL.3); (CC.5.W.9); (CC.5.W.10)*  
   d. Respond to a directed reflection on the inquiry process and how to use it more effectively and efficiently. | **1. Evaluate the inquiry process and the information product.** (CC.6.SL.4); (CC.6.SL.5); (CC.7.W.7); (CC.7.SL.4); (CC.7.SL.5); (CC.8.SL.5); (CC.8.W.7)  
   a. With guidance, create and apply criteria for evaluating the information product.  
   b. Use audience feedback and/or peer review to reflect on the information product and the learning process. *(CC.6.W.5); (CC.8.W.5)*  
   c. Reflect on the information need, new knowledge, and the need for additional information. *(CC.6.W.1.e); (CC.6.W.2.f); (CC.6.W.3.e); (CC.6.W.5); (CC.8.W.1.e); (CC.8.W.2.f); (CC.8.W.3.e); (CC.8.W.5)*  
   d. Reflect on the inquiry process and how to use it more effectively and efficiently. *(CC.6.W.5); (CC.8.W.5)* |
6.0 Appreciate Literature and Life-long Learning: Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for life-long learning. (AASL 21st 4)

A. Appreciate Literature and Multimedia

<table>
<thead>
<tr>
<th>PK-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With guidance, read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences. (PK-1) (CC.K.RL.10); (CC.K.SL.1); (CC.K.SL.1.a-b); (CC.1.RL.10); (CC.1.SL.1); (CC.1.SL.1.a-b)</td>
<td>1. Identify relationships between fiction and nonfiction literature and real life. (CC.2.RF.4.a); (CC.2.RI.3); (CC.2.RI.10); (CC.2.RI.20); (CC.3.RL.10)</td>
<td>a. With guidance, read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences. (CC.4.RL.7); (CC.5.RL.10); (CC.5.W.9.b)</td>
<td>a. Read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences. (CC.6.RL.7)</td>
</tr>
<tr>
<td>b. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections. (PK-1) (CC.1.RF.4.b); (CC.1.RI.3); (CC.1.RI.3) i. With guidance, summarize the main idea in literature and/or multimedia. (CC.K.RL.2); (CC.1.RL.2)</td>
<td>1. Identify relationships between fiction and nonfiction literature and real life. (CC.2.RF.4.a); (CC.2.RI.3); (CC.2.RI.10); (CC.2.RI.20); (CC.3.RL.10)</td>
<td>b. Make literature-to-self, literature-to-literature, literature-to-multimedia connections, and with guidance, make literature-to-world connections. (CC.4.RI.3); (CC.5.RI.3); (CC.4.RI.5); (CC.4.RL.9); (CC.5.RI.7); (CC.5.RL.7); (CC.5.RL.9); (CC.5.W.9)</td>
<td>b. Make literature-to-self, literature-to-literature, literature-to-multimedia, and literature-to-world connections. (CC.6.RL.7)</td>
</tr>
<tr>
<td>c. With guidance, read, listen to, view, and integrate information from nonfiction to enhance comprehension of fiction. (PK-1) (CC.K.RL.2); (CC.K.RL.4); (CC.K.SL.2); (CC.1.RL.2); (CC.1.RI.4); (CC.1.SL.2)</td>
<td>1. Identify relationships between fiction and nonfiction literature and real life. (CC.2.RF.4.a); (CC.2.RI.3); (CC.2.RI.10); (CC.2.RI.20); (CC.3.RL.10)</td>
<td>ii. Identify how various literary elements influence/inform the reader’s experience of literature. (CC.K.RL.3); (CC.K.RL.4); (CC.K.RL.7); (CC.1.RL.3); (CC.1.RL.7)</td>
<td>ii. Identify how various literary elements influence/inform the reader’s experience of literature. (CC.K.RL.3); (CC.K.RL.4); (CC.K.RL.7); (CC.1.RL.3); (CC.1.RL.7)</td>
</tr>
<tr>
<td>d. With guidance, use literature to answer questions or solve problems. (PK-1) (CC.K.RL.3); (CC.K.RL.1); (CC.K.RL.9); (CC.1.RL.1); (CC.1.RL.3); (CC.3.RL.1)</td>
<td>b. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and with guidance, make literature-to-world connections. (CC.4.RI.3); (CC.5.RI.3); (CC.4.RI.5); (CC.4.RL.9); (CC.5.RI.7); (CC.5.RL.7); (CC.5.RL.9); (CC.5.W.9)</td>
<td>c. Read, listen to, view, and integrate information from non-fiction to enhance comprehension of fiction. (CC.2.RF.4.a); (CC.2.RI.3); (CC.2.RI.10); (CC.2.RI.20); (CC.3.RL.10)</td>
<td>c. Read, listen to, view, and integrate information from non-fiction to enhance comprehension of fiction. (CC.6.RL.4); (CC.6.RL.5); (CC.6.RL.6); (CC.6.RL.7); (CC.6.RL.8)</td>
</tr>
<tr>
<td>e. Use literature to evaluate historical</td>
<td>c. With guidance, read, listen to, view, and integrate information from nonfiction to enhance comprehension of fiction. (CC.3.RL.1)</td>
<td>d. Use literature to answer questions or solve problems. (CC.4.RI.1); (CC.4.RI.3); (CC.4.RL.9); (CC.4.RL.10); (CC.4.SL.1.a); (CC.5.RI.1); (CC.5.RL.1); (CC.5.RL.2); (CC.5.RL.9); (CC.5.W.1); (CC.5.W.2); (CC.5.W.9)</td>
<td>d. Use literature to answer questions, make decisions, or solve problems. (CC.6.RL.1); (CC.8.RL.1)</td>
</tr>
<tr>
<td>e. Use literature to evaluate historical</td>
<td></td>
<td>e. Use literature to evaluate historical</td>
<td></td>
</tr>
<tr>
<td>PK-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6-8</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>e. With guidance, use literature to evaluate personal decisions. (PK-1) (CC.K.RL.9); (CC.1.RL.9)</td>
<td>d. Use literature to answer questions or solve problems. (CC.2.RI.1); (CC.2.RI.2); (CC.2.RI.5); (CC.2.RI.6); (CC.2.RI.7); (CC.2.RI.9); (CC.2.RL.1); (CC.2.RL.2); (CC.2.RL.3); (CC.2.RL.4); (CC.2.RL.5); (CC.2.RL.7); (CC.2.RL.9); (CC.2.SL.2); (CC.2.W.1); (CC.2.W.2); (CC.3.RI.1); (CC.3.RI.6); (CC.3.RI.7) (CC.3.RI.9); (CC.3.RL.1); (CC.3.SL.1); (CC.3.SL.1.a); (CC.3.SL.2)</td>
<td>problems, current social events, and personal decisions. (CC.4.RI.1); (CC.4.RL.9); (CC.4.RL.9); (CC.4.RL.10); (CC.5.RI.3); (CC.5.RI.9); (CC.5.W.7)</td>
<td>problems, current social events, and personal decisions.</td>
</tr>
</tbody>
</table>

2. Select literature and/or multimedia from the library media center and other libraries for a personal and/or assigned need.
   a. Follow circulation procedures and policies in the library media center. (PK-1) (CC.RL.K.10); (CC.1.RL.10)
   b. Locate and select literature and/or multimedia in a variety of genres. (PK-1) (CC.K.RF.4); (CC.1.RF.4)
B. Demonstrate Life-long Learning Practices

<table>
<thead>
<tr>
<th>PK-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
</tr>
</thead>
</table>
| 1. Connect literature and multimedia to learning.  
  a. With guidance, explain the connection between reading, listening to, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors. (PK-1) | 1. Connect literature and multimedia to learning.  
  a. With guidance, explain the connection between reading, listening to, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors. (CC.2.RF.4.a-e)  
  b. With guidance, defend literature and/or multimedia choices. (CC.2.W.1); (CC.2.W.2); (CC.3.SL.1)  
  c. With guidance, explain why intellectual freedom is important.  
  d. With guidance, contribute to a learning community. (CC.2.SL.1); (CC.2.SL.1.a); (CC.2.SL.1.b); (CC.2.W.6); (CC.3.SL.1)  
  e. With guidance, adopt new technology or methodology to expand personal and academic pursuits/endeavors. (CC.2.W.5); (CC.2.W.6); (CC.3.SL.1) | 1. Connect literature and multimedia to learning.  
  a. Explain the connection between reading, listening, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors. (CC.4.RL.2)  
  b. Defend literature and/or multimedia choices. (CC.5.W.1); (CC.5.W.2)  
  c. With guidance, explain why intellectual freedom is important and how it can be preserved.  
  d. With guidance, contribute to a learning community. (CC.5.SL.1); (CC.5.SL.1.b); (CC.5.SL.1.c); (CC.5.W.6)  
  e. With guidance, adopt new technology or methodology to expand personal and academic pursuits/endeavors. (CC.5.SL.5); (CC.5.W.5); (CC.5.W.6) | 1. Connect literature and multimedia to learning.  
  a. Explain the connection between reading, listening, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors. (CC.6.RI.9); (CC.6.W.3.e); (CC.6.W.9.a); (CC.6.W.9.b); (CC.8.RI.9); (CC.8.RI.10); (CC.8.RL.7); (CC.8.RL.10); (CC.8.W.9.a); (CC.8.W.9.b)  
  b. Defend literature and/or multimedia choices. (CC.7.RL.7)  
  c. Explain why intellectual freedom is important and how it can be preserved.  
  d. Contribute to a learning community.  
  e. Adopt new technology or methodology to expand personal and academic pursuits/endeavors. (CC.6.W.6) |