Arkansas K-12 Library Media Standards**

The *2019 Arkansas Library Media Standards* are profoundly influenced by the *American Association of School Librarians' National Standards Framework for Learners*. These national standards form the basis for the grade level benchmark documents.

The *2019 Arkansas School Library Standards for Learners* have removed repetitive skills from the previous framework in order to streamline the documents. This allows for a progression of learning in which learners can enter at their personalized point of need. The revised standards provide flexibility in order for each school librarian to develop curriculum that is tailored to fit the needs of their learners.

These standards are **not** a scope and sequence progression or curriculum. These standards are competencies; describing behaviors of learner engagement for expansion of skills, knowledge and understanding. The fluidity of the standards framework provides opportunity for instructional partnerships and personalized learning. This framework presents a future-ready approach to learning that will serve beyond formal education. Learners are encouraged to inquire and engage both independently and collaboratively, within and beyond their school community.

**Based on the American Association of School Librarians *National Standards Framework for Learners*

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Arkansas Department of Education
Division of Elementary and Secondary Education
2019

Standard I. Inquire: Learners will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

I can think by displaying curiosity and initiative:

1. I.T.1 Formulate questions about a personal interest or a curricular topic.

What it looks like by the end of: Grade 2	What it looks like by the end of: Grade 5	What it looks like by the end of: Grade 8	What it looks like by the end of: Grade 10	What it looks like by the end of: Grade 12
• Form simple, factual level questions and begin to explore ways to answer them. • Ask "I wonder" questions about topic, question, or problem.	• Ask "why" questions. • With guidance, formulate a question about a topic.	• Write questions independently based on key ideas or areas of focus. • Refine questions based on the type of information needed. • Pose questions that focus on "How do we know what we know?"	• Refine questions to provide a framework for an inquiry and to fulfill the purpose of the research. • Design questions that systematically test a hypothesis or validate a thesis statement. • Develop questions that require making connections between ideas and events.	• Formulate essential questions through reading, constructing hypotheses, research questions, and thesis statements.

1. I.T.2 Recall prior and background knowledge as a context for new meaning.

What it looks like by the end of: Grade 2	What it looks like by the end of: Grade 5	What it looks like by the end of: Grade 8	What it looks like by the end of: Grade 10	What it looks like by the end of: Grade 12
• Connect ideas to one's own interests. • Add details from personal experience and research to support new ideas.	• Use appropriate sources to gain background knowledge. • Predict answers to questions based on prior knowledge. • Make connections	• State what is known about a topic, problem, or question and make connections to prior knowledge. • Identify keywords	• Read background information to identify key components of the problem or question. • Identify keywords or synonyms to use in research.	• Examine prior knowledge to establish a base understanding about a topic and combine with additional information to construct new meaning.

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	between what is known and formulating a new question to broaden or narrow a topic with guidance.	about a topic, problem, or question to use as search terms. • Gather background information from a variety of sources.	• Develop strategies for expressing the big idea and the relationships among supporting ideas in topics of interest. • Develop questions that require making connections between ideas and events.	• Develop questions that challenge previous thinking.

I can create by engaging with new knowledge by following a process:

1. I.C.1 Use evidence to investigate questions.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• Explore ways to answer questions. • With guidance, find facts to answer questions from more than one source.	• From a list, access a variety of information resources to answer questions. • Identify facts and details that support a main idea.	• Analyze what is already known, or what is observed or experienced, to predict answers to inquiry questions. • Determine what information is needed to support an investigation and answer questions. • Evaluate and select information based on established criteria.	• Identify and prioritize possible sources of information to answer questions. • Evaluate sources based on established criteria. • Recognize that the manner in which information is organized can influence how it is presented and use this understanding to access information effectively.	• Select and evaluate sources appropriate for information needs.

1. I.C.2 Devise and implement a plan to fill knowledge gaps.				
What it looks like by the end of: Grade 2 • With guidance, preview resources to decide which best meet information needs. • With guidance, note similarities and differences in information from different sources.	*What it looks like by the end of:* Grade 5 • Activate prior knowledge by generating a list of key words to use in searching. • With support, preview resources to decide which best meet information needs. • With support, note similarities and differences in information from different sources.	*What it looks like by the end of:* Grade 8 • Determine what information is needed to support an investigation and answer questions. • Make changes to original focus and questions based on information collected. • Identify alternate strategies to find needed information. • Generate additional questions and use additional resources to deepen knowledge.	*What it looks like by the end of:* Grade 10 • Read background information to identify key components of the problem or question. • Identify keywords or synonyms to use in research. • Develop strategies for expressing the big idea and the relationships among supporting ideas in topics of interest. • Develop questions that require making connections between ideas and events.	*What it looks like by the end of:* Grade 12 • Develop a detailed plan and self-monitor progress in completing an inquiry project. • Independently modify inquiry focus, questions, and search strategies as needed. • Describe criteria used to make resource decisions and choices.
1. I.C.3 Generate products that illustrate learning.				
What it looks like by the end of: Grade 2 • Individually or in groups, express ideas and opinions that demonstrate new knowledge through simple products and different formats.	*What it looks like by the end of:* Grade 5 • Present information clearly and accurately. • Create a simple product using information gathered during the inquiry process.	*What it looks like by the end of:* Grade 8 • Create products that incorporate writing, visuals, and other forms of media to convey message and main points. • Follow legal and ethical guidelines	*What it looks like by the end of:* Grade 10 • Produce ideas and projects that can be applied in real situations. • Produce projects that connect with relevant issues in the local, national, and global	*What it looks like by the end of:* Grade 12 • Use the most appropriate format to clearly communicate ideas. • Use details and language that show authority and knowledge of the topic.

	• Use a variety of tools to illustrate concepts and convey ideas. • Create products that demonstrate knowledge based on established criteria appropriate to format and audience.	when creating products and presentations.	communities. • Follow copyright guidelines in generating products and presentations. • Present information accurately.	• Generate products (e.g., research papers, presentations, speeches, art exhibits, multimedia) appropriate for a specific audience other than teacher.

I can share by adapting, communicating, and exchanging learning products with others in a cycle:

1. I.S.1 Interact with content presented by others.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• Share knowledge and ideas with others through discussion and listening. • Formulate questions related to content presented by others. • Use simple note-taking strategies about presented content as modeled by school librarian.	• Use simple note-taking strategies about presented content. • Post a relevant comment or question on a shared document or respond to content presented in other media. • Recognize that people have different opinions.	• Offer information and opinions at appropriate times in group discussions. • Explain the effect of different perspectives on the information. • Listen respectfully, contribute to the discussion, and ask clarifying questions.	• Take notes using one or more note-taking strategies, including reflecting on the information. • Categorize information; add new categories as necessary. • Interpret information presented in various formats. • Take the lead in encouraging others to share their ideas and opinions.	• Integrate new information presented in various formats with previous information or knowledge. • Analyze initial synthesis of the findings of others and construct new hypotheses or generalizations if warranted.

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1. I.S.2 Provide constructive feedback.				
What it looks like by the end of: Grade 2 • When appropriate, offer information and positive opinions in group discussions.	*What it looks like by the end of:* Grade 5 • Show respect and respond to the ideas and products of others in a variety of formats.	*What it looks like by the end of:* Grade 8 • Offer information and opinion at appropriate times in group discussions. • Encourage team members to share ideas and opinions.	*What it looks like by the end of:* Grade 10 • Analyze alternative perspectives and allow differing points of view. • Listen respectfully and objectively; offer constructive feedback. • Contribute ideas, opinions, and questions in a responsible manner.	*What it looks like by the end of:* Grade 12 • Provide timely feedback with an opportunity for peer review.
1. I.S.3 Act on feedback to improve.				
What it looks like by the end of: Grade 2 • Use simple rubrics to assess work. • Revise work with peer or teacher guidance.	*What it looks like by the end of:* Grade 5 • Rely on feedback to improve process and product. • Apply revision suggestions to research and fill gaps in the knowledge product.	*What it looks like by the end of:* Grade 8 • Ask questions of others in a group to elicit their information and opinions. • Ask for help in revising and editing products when needed.	*What it looks like by the end of:* Grade 10 • Compare new ideas to previous understandings and make changes to a mental framework when appropriate. • Revise work based on feedback from teachers and peers.	*What it looks like by the end of:* Grade 12 • Respectfully evaluate and incorporate feedback from instructors and peers.

1. I.S.4 Share products with an authentic audience.				
What it looks like by the end of: Grade 2 • With guidance, produce ideas and projects that can be applied in real situations.	*What it looks like by the end of:* Grade 5 • Identify the audience and purpose before selecting a format for the product. • Share products in formal and informal settings. • Share information products with members of the learning community outside of the classroom.	*What it looks like by the end of:* Grade 8 • Select presentation form based on audience and purpose. • Present solutions to problems using modeled examples.	*What it looks like by the end of:* Grade 10 • Present information clearly so that main points are evident. • Use information appropriate to task and audience. • Identify and evaluate the important features needed for a good product. • Investigate and present solutions to real problems.	*What it looks like by the end of:* Grade 12 • Use a format that clearly communicates ideas to targeted audiences. • Design and implement projects that include participation from diverse groups. • Use technology tools to collaborate, publish, and interact with peers, experts, and other real-world audiences. • Respond to audience questions that demonstrate authority and knowledge of topic.

I can grow by participating in an ongoing inquiry-based process:

1. I.G.1 Continually seek knowledge.				
What it looks like by the end of: Grade 2 • Seek continual assistance in selecting resources and information. • Read regularly for personal enjoyment and growth.	*What it looks like by the end of:* Grade 5 • Connect ideas or topics to one's own interests • Read regularly for personal enjoyment and growth.	*What it looks like by the end of:* Grade 8 • Select a variety of credible resources in different formats relevant to personal interests and academic	*What it looks like by the end of:* Grade 10 • Select print, non-print and digital resources representing a variety of perspectives for academic, personal,	*What it looks like by the end of:* Grade 12 • Make connections between real life and information gathered through research. • Use what has been learned to make decisions or deal with

• With guidance, understand that reading is a learning tool and actively participate in the reading and learning community.	• Actively participate in reading and learning communities. • Brainstorm new ways of searching for information when the existing strategy doesn't work.	needs. • Read a variety of fiction and nonfiction for personal interest and growth.	and real-world purposes. • Select resources on topics of interest at both comfortable and challenging levels of comprehension • Read a variety of fiction and nonfiction, including international works and authors outside one's own culture. • Apply strategies for making personal and real-world connections with information.	situations in their personal lives. • Read a variety of fiction and nonfiction for personal and academic purposes. • Find information about personal interest independently using the same criteria and strategies used to seek academic information.

1. I.G.2 Engaging in sustained inquiry.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• With guidance, follow an inquiry experience, compare what was known at the beginning of the inquiry with new learning and ideas as a result of research.	• With support, find new ways to search for information when the existing strategy fails. • Generate additional questions and resources to deepen inquiry. • Continue the inquiry process with new investigations.	• Analyze different points of view discovered in various sources. • Determine patterns and discrepancies by comparing and combining information from different sources. • Assess the importance of ideas by comparing	• Read, listen to, and view information in a variety of formats to explore new ideas, form opinions, and solve problems. • Seek and locate information about personal interests, applying the same criteria and strategies used when seeking academic information.	• Use ranges of resources to broaden or deepen perspectives on inquiries. • Display continuing curiosity through self-generated investigation of inquiries.

		treatment in multiple sources. • Interpret information and ideas by using organizational patterns to draw conclusions. • Form opinions and judgements backed by supporting evidence.		
1. I.G.3 Enact new understanding through real-world connections.				
What it looks like by the end of: Grade 2 • Identify how a topic or question relates to a real-world problem. • With guidance, consider evidence and other people's views on a particular topic in developing personal opinions.	*What it looks like by the end of:* Grade 5 • Identify how a topic relates to the real world. • Apply new knowledge to situations and people in the larger community. • With guidance, create products with real-world contexts.	*What it looks like by the end of:* Grade 8 • Use real-world examples to establish authenticity.	*What it looks like by the end of:* Grade 10 • Apply or adapt conclusions or decisions to new situations. • Draw on understandings to make personal decisions. • Make connections between real life and information gathered through research. • Actively seek valid alternative perspectives when seeking information. • Investigate authors and evaluate points of view of all information sources.	*What it looks like by the end of:* Grade 12 • Independently and systematically use an inquiry-based process to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.

1. I.G.4 Use reflection to guide informed decisions.				
What it looks like by the end of: Grade 2 • Explain personal criteria for selecting a particular resource.	*What it looks like by the end of:* Grade 5 • Reflect on research to formulate an opinion and find evidence to support it. • Reflect on how understandings apply to new situations. • Reflect at conclusion of research in order to determine new ideas to pursue.	*What it looks like by the end of:* Grade 8 • Evaluate information before using it to make decisions. • Reflect on what was learned about the process itself in order to identify areas of improvement. • Reflect at the end of an inquiry process to identify additional areas of personal interest for pursuit in the future.	*What it looks like by the end of:* Grade 10 • Modify inquiry focus based on data collected. • Revise questions based on new information. • Modify search strategies to deal with emerging findings. • Determine process for making products and presentations as effective as possible.	*What it looks like by the end of:* Grade 12 • Review the initial information need to clarify, revise, or refine the questions. • Employ various strategies for revising and reviewing work.

Standard 2. Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

I can think by contributing a balanced perspective when participating in a learning community:

2. IN.T.1 Articulate an awareness of the contributions of a range of learners.

| *What it looks like by the end of:*
Grade 2
• Listen respectfully and, when appropriate, offer information and opinions in group discussions. | *What it looks like by the end of:*
Grade 5
• Ask peers for guidance on a project.
• Offer guidance to peers on a project. | *What it looks like by the end of:*
Grade 8
• Offer information and opinions at appropriate times in group discussions.
• Encourage others to share ideas and opinions. | *What it looks like by the end of:*
Grade 10
• Share relevant information to contribute to the learning of others through discussions and presentations.
• Contribute opinions and supporting evidence to | *What it looks like by the end of:*
Grade 12
• Identify the value of and differences among potential resources and differing points of view.
• Actively seek the opinions of others and contribute positively to an environment in |

		• Accurately describe or summarize the ideas of others.	group deliberations. • Listen to opinions and evidence of others. • Ask and respond to questions in group exchanges of ideas.	which all participants' ideas are shared and valued. • When appropriate, defend information brought by others to a group discussion.
2. IN.T.2 Adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.				
What it looks like by the end of: Grade 2 • With guidance, recognize the difference between fact and opinion. • With guidance and discussion, identify the author's opinion or perspective.	*What it looks like by the end of:* Grade 5 • Distinguish between fact and opinion. • Identify the author's opinion or perspective • With guidance, look for relevance in information sources. • Recognize when facts conflict in different sources and seek additional sources to verify accuracy. • Recognize one's own misconceptions when new information conflicts with previously held opinions.	*What it look like by the end of:* Grade 8 • Recognize that information has a point of view. • Evaluate and select information based on its usefulness, accuracy, currency, authority, and point of view. • Form opinions and judgements backed up by supporting evidence.	*What it looks like by the end of:* Grade 10 • Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority, and point of view. • Recognize that knowledge can be organized into disciplines that influence the way information is presented. • Critically examine and analyze relevant information from a variety of sources to discover relationships and patterns among ideas.	*What it looks like by the end of:* Grade 12 • Explain the impact of context on interpreting information. • Challenge ideas represented and make notes of questions to pursue in additional sources. • Compensate for the effect of point of view and bias by seeking alternative perspectives.

2. IN.T.3 Describe their understanding of cultural relevancy and placement within the global learning community.				
What it looks like by the end of: Grade 2 • Listen to diverse texts in various genres to find out about self and the surrounding world. • Through guidance and discussion, connect content with one's own personal culture and experience.	*What it looks like by the end of:* Grade 5 • Articulate and identify one's own place in the cultural fabric of the global community and respect others' cultural identities. • With guidance, seek sources written by authors from other parts of the world.	*What it looks like by the end of:* Grade 8 • Recognize that information can have a social or cultural context. • Curate information that represents different points of view about a research topic. • Connect ideas reflected in various resources to one's own life experiences. • Seek sources written by authors from other parts of the world.	*What it looks like by the end of:* Grade 10 • Produce projects that connect with relevant issues in the local, national, and global communities. • Read a variety of fiction and nonfiction outside of the student's own culture. • Read books that connect to real-world issues. • Actively seek valid alternative perspectives when seeking information.	*What it looks like by the end of:* Grade 12 • Recognize the social, cultural, or other context within which information was created. • Explain the impact of context on interpreting information. • Investigate and evaluate multiple sides of issues, particularly on controversial or culturally based topics.

I can create by adjusting my awareness of the global learning community:

2. IN.C.1 Interact with learners who reflect a range of perspectives.				
What it looks like by the end of: Grade 2 • Share ideas and opinions comfortably in both informal and formal settings.	*What it looks like by the end of:* Grade 5 • Share ideas and opinions in a variety of groups. • With support, seek diverse opinions and points of view.	*What it looks like by the end of:* Grade 8 • Encourage group members to share ideas and opinions. • Ask questions of others in a group to elicit information and opinions.	*What it looks like by the end of:* Grade 10 • Seek ideas and opinions from others. • Respect and help groups find and incorporate diverse ideas. • Describe ideas of others accurately.	*What it looks like by the end of:* Grade 12 • Model social skills and character traits that advance a team's ability to identify issues and problems and to work together on solutions and products. • Design and implement projects that include

			• Help to organize and integrate contributions of all group members into products.	participation from diverse groups.

2. IN.C.2 Evaluate a variety of perspectives during learning activities.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• With guidance and support, understand that considering others' ideas can lead to new or deeper knowledge.	• Show respect for differing points of view by listening intently and considering others' ideas during discussions. • Accurately describe or restate ideas of others.	• Analyze different points of view from different sources and other learners. • Select a variety of credible sources in different formats relevant to research needs. • Seek alternative perspectives before making decisions or drawing conclusions.	• Recognize the benefits of differing points of view to expand understanding. • Identify the presence of bias and explain its effect on the information presented. • Pursue a balanced perspective by countering the effect of bias on the accuracy and reliability of information presented.	• Describe criteria used to make decisions and choices about resources. • Ask leading questions that draw out the interests and experiences of others. • Analyze information for prejudice, deception, or manipulation. • Critically examine the soundness and relevance of information.

2. IN.C.3 Represent diverse perspectives during learning activities.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• With guidance and support, select and discuss works that offer a variety of perspectives.	• Actively seek a variety of perspectives to deepen understanding of a topic.	• Identify misconceptions when new information conflicts with previously held opinions.	• Validate the authority and authenticity of diverse points of view before using evidence to draw	• Seek and respond to the different interests and perspectives of group members. • Explore problems or questions for which

	• With support, recognize misconceptions when new information conflicts with previously held opinions.	• Utilize and embed different perspectives and points of view in discussions and products.	conclusions. • Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.	there are multiple answers or no "best" answer. • Compensate for the effect of point of view and bias by seeking alternative perspectives.
I can share by exhibiting empathy with and tolerance for diverse ideas:				
2. IN.S.1 Engage in informed conversation and active debate.				
What it looks like by the end of: Grade 2 • Share ideas and opinions comfortably in both informal and formal settings.	*What it looks like by the end of:* Grade 5 • Respect others' opinions through active listening and questioning • Express ideas appropriately and effectively while working in groups. • In group discussions, offer opinions with supporting evidence to group discussions.	*What it looks like by the end of:* Grade 8 • Consider evidence and point of view of others when forming personal opinions. • Present conclusions that are clearly articulated and supported by evidence. • Practice responsible and ethical use of information sources. • Participate in a problem-solving process in a group.	*What it looks like by the end of:* Grade 10 • Participate in discussions to analyze information problems and suggest solutions. • Explain how a topic or question relates to issues in the real world. • Demonstrate understanding of intellectual freedom and First Amendment rights. • Solicit and respect diverse perspectives while searching for information, collaborating with others, and	*What it looks like by the end of:* Grade 12 • Investigate multiple sides of issues and evaluate them carefully, particularly on controversial or culturally based topics. • Participate in the social interchange of ideas through discussions, interest groups, and online sharing.

			participating as a member of a community.	
2. IN.S.2 Contribute to discussions in which multiple points of view on a topic are expressed.				
What it looks like by the end of: Grade 2 • Show respect for the ideas of others. • Give positive feedback.	*What it looks like by the end of:* Grade 5 • With guidance, actively engage with others by using appropriate discussion techniques. • Contribute opinions, ideas, and questions in a responsible manner. • Offer appropriate information to help groups deliberate and reach decisions together.	*What it looks like by the end of:* Grade 8 • Actively engage with others by using appropriate discussion techniques. • Offer relevant information and opinions at appropriate times in group discussions. • Make sure that underrepresented points of view are heard.	*What it looks like by the end of:* Grade 10 • Engage with others in discussions and debates around important issues. • Seek valid and accurate information on current issues to be able to contribute to group discussions. • Solicit and listen respectfully to ideas and opinions of others. • Build on ideas of others in discussions. • State own opinions respectfully, using evidence. • Seek common ground in discussions. • Create safe zones without fear of disrespect.	*What it looks like by the end of:* Grade 12 • Engage in conversations and debate by offering relevant information. • Present complex ideas with clarity and authority. • Listen respectfully, contribute and ask clarifying questions, and take the lead in encouraging others to share their ideas and opinions.

I can grow by demonstrating empathy and equity in knowledge building within the global learning community:				
2. IN.G.1 Seek interactions with a range of learners.				
What it looks like by the end of: Grade 2 • With direction, actively seek a variety of perspectives.	*What it looks like by the end of:* Grade 5 • Make connections with others outside of one's own school, city, state, country, and world. • Use social tools to share information and communicate with others. • Act responsibly and respectfully while communicating with others.	*What it looks like by the end of:* Grade 8 • Seek more than one point of view by using diverse sources. • Explain the effect of different points of view on information gathered. • Use interactive tools to exchange data collected and collaborate to solve problems. • Responsibly and safely, use social networking tools to share ideas and information and collaborate with others.	*What it looks like by the end of:* Grade 10 • Organize and integrate contributions of all group members into information products. • Recognize the benefits of differing points of view for expanding understanding. • Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. • Engage in safe and ethical use of social networking applications to construct and share ideas and products.	*What it looks like by the end of:* Grade 12 • Collaborate locally and remotely with peers, experts, and others to collect, produce, and share information. • Work with others to solve problems and make decisions on issues, topics, and themes being investigated.

2. IN.G.2 Demonstrate interest in other perspectives during learning activities.				
What it looks like by the end of: Grade 2 • Recognize people in a group have may have differing perspectives and points of view. • With guidance, ask questions, comment, and respectfully challenge when perspectives differ.	What it looks like by the end of: Grade 5 • Consider point view when drawing conclusions. • Explore the benefits of differing points of view for expanding understanding. • Build on ideas of others in group conversations and discussions. • Ask questions, when appropriate, comment thoughtfully, and challenge ideas when perspectives differ.	*What it looks like by the end of:* Grade 8 • Read with purpose to explore new ideas. • Use a variety of keyword search strategies, search engines and databases to pursue multiple perspectives. • Seek diverse opinions and points of view while investigating a topic of personal interest.	*What it looks like by the end of:* Grade 10 • Seek more than one point of view by using diverse sources. • Develop personal views on a topic or issue by taking into account documented evidence and views expressed by others. • Use a range of resources and formats to present information. • Encourage others to share their ideas and opinions.	*What it looks like by the end of:* Grade 12 • Investigate multiple sides of issues and evaluate them carefully, particularly on controversial or culturally based topics. • Encourage others to share their ideas and opinions. • Challenge the thinking of groups to move them toward better decision making.
2. IN.G.3 Reflect on one's place within the global learning community.				
What it looks like by the end of: Grade 2 • With guidance and discussion, reflect on the question "Where do I fit within my community?" • With guidance, reflect on the question "How can I include others in my learning?"	*What it looks like by the end of:* Grade 5 • Through guidance and discussion, reflect on the question "Where do I fit within the learning community?" • Through guidance and discussion, reflect on the	*What it looks like by the end of:* Grade 8 • Through discussion and self-assessment, reflect on the question "Where do I fit within this learning community?" • Through discussion and self-assessment, reflect on the	*What it looks like by the end of:* Grade 10 • Reflect on the question "Where do I fit within this learning community?" • Reflect on the question "What is my role now that I have an informed point of view?"	*What it looks like by the end of:* Grade 12 • Reflect on the questions, "How has my own thinking changed or improved from my interaction with others and their differing opinions and insights?"

	question "How has my thinking changed from my interaction with others who have different opinions and insights?"	question "Who can offer a new perspective on this concept or idea?"		

Standard 3. Collaborate: Work effectively with others to broaden perspectives and work toward common goals.

I can think by identifying collaborative opportunities:

3. C.T.1 Demonstrate a desire to broaden and deepen understandings.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• Request, choose, and share a variety of materials from various genres related to personal interests or curricular need. • Understand that listening to others' ideas can lead to new or deeper knowledge.	• Reflect at the end of the inquiry process and identify new or related ideas that would be interesting to pursue. • Explore print, digital, and other resources to find information on a topic of personal interest. • Work in teams to produce original works or solve problems.	• Ask questions of others in a group to elicit their information and opinions. • Seek more than one point of view by using diverse sources. • Read with purpose to investigate new ideas for classroom learning and personal exploration.	• Seek ideas and opinions from others. • Describe ideas of others accurately. • Participate in discussions to analyze information problems to suggest solutions. • Work with others to select, organize, and integrate information and ideas from a variety of sources and formats. • Apply conclusions or decisions to new situations.	• Offer and defend information brought to the group. • Seek consensus from a group, when appropriate, to achieve a stronger product. • Model social skills that advance a team's ability to identify issues and problems and work on solutions. • Work with others to solve problems and make decisions on issues, topics, and themes being investigated. • Use what has been learned to make decisions or deal with

				situations in personal life.
3. C.T.2 Develop new understandings through engagement in a learning group.				
What it looks like by the end of: Grade 2 • Acknowledge the opinions of others on a particular topic or issue. • With prompting, guidance, and support, use others' ideas to create new understandings.	What it looks like by the end of: Grade 5 • Show respect for ideas of others by actively listening and questioning in order to connect ideas. • Modify point of view or conclusion based on new information presented.	What it looks like by the end of: Grade 8 • Work in self-managed teams to understand concepts and solve problems. • Formulate a solution with whole-group participation.	What it looks like by the end of: Grade 10 • Help groups find and incorporate diverse ideas. • Work with others to select, organize, and integrate information and ideas from a variety of sources and formats.	What it looks like by the end of: Grade 12 • Organize and integrate contributions of all group members into products. • Interact with diverse groups on a variety of projects.
3. C.T.3 Decide to solve problems informed by group interaction.				
What it looks like by the end of: Grade 2 • With prompting, guidance and support, use others' ideas to make decisions and/or to solve problems. • With guidance, create collaborative products.	*What it looks like by the end of:* Grade 5 • Encourage team members to share ideas and opinions. • Encourage a group consensus after all members have shared ideas. • Work in teams to produce original works or solve problems.	*What it looks like by the end of:* Grade 8 • Work in self-managed teams to understand concepts and solve problems. • Formulate a solution with the whole group participation. • Use interactive tools and websites to solve problems with peers.	*What it looks like by the end of:* Grade 10 • Organize and integrate contributions of all group members into products. • Participate in discussions to analyze information problems to suggest solutions.	*What it looks like by the end of:* Grade 12 • Respond to the different interests and perspectives of members of a group. • Recognize changes of opinion that result from exposure to different ideas of others in the group.

I can create by participating in personal, social, and intellectual networks:

3. C.C.1 Use a variety of communication tools and resources.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• With guidance, experiment with a variety of oral, written, nonverbal, and digital communication tools and resources. • With guidance, experiment with a variety of web resources to locate information including online encyclopedias and databases. • Recognize the purpose of the online catalog to locate materials. • Use word- processing and drawing tools to create simple products and communicate ideas.	• With guidance, use a variety of selected oral, written, nonverbal, and digital communication tools and resources. • Search an online catalog to locate materials. • Use word processing, drawing, presentation, graphing, and other productivity tools to illustrate concepts and ideas. • With guidance, use social networking tools to create and share information.	• Select and use grade-level appropriate electronic reference materials and teacher-selected websites to answer questions. • Use interactive tools to participate as a group in analyzing and organizing information. • Identify and apply common productivity tools and features to plan, create, and edit a variety of documents and presentations. • Use interactive tools to collaboratively design products and solve problems with peers, experts, and other audiences. • Responsibly and safely use social networking tools to share information and ideas. • With guidance, use	• Identify and apply common utilities (e.g., spellcheck, thesaurus, formulas, video clips, sound clips) to enhance communication while complying with all copyright provisions. • Use online environments or other collaborative tools to facilitate the design and development of materials, models, publications, and presentations. • Use interactive tools and websites to collaboratively design products and solve problems.	• Collaborate locally and remotely with peers, experts, and others to collect, produce, and share information. • Use technology tools to collaborate, publish, and interact with peers and real-world audiences. • Prepare and deliver a professional presentation to audiences outside of school. • Serve as a mentor for others who want to use information technology. • Responsibly and safely participate in social networks using appropriate tools to collaborate and share ideas.

		social networking tools to create and share information.		

3. C.C.2 Establish connections with other learners to build on their own prior knowledge and create new knowledge.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• Share information and ideas through discussion with a friend, teacher, or parent.	• Offer appropriate information to help groups deliberate and reach decisions together. • Connect beyond the classroom to collaborate, discuss or celebrate a common event.	• Observe and analyze an experience or demonstration which introduces a topic, problem, or question to gather background information. • Participate in a problem-solving process with a group.	• Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. • Demonstrate teamwork by working productively with others.	• Model social skills that advance a team's ability to identify issues and problems and to work together on solutions and products. • Collaborate locally and remotely with peers, experts, and others to collect, produce, and share information.

I can share by working productively with others to solve problems:

3. C.S.1 Solicit and respond to feedback from others.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• With guidance, solicit and listen respectfully to ideas and opinions of others. • With guidance and support, seek common ground in discussions.	• Solicit and listen respectfully to ideas and opinions of others. • Seek common ground in discussions. • Rely on feedback to improve products and processes.	• Follow a plan of work but seek feedback for improving the process. • Ask the question "How can I get feedback on my process and final product to use in my next inquiry project?"	• Set clear standards for work and develop criteria for self-assessment or use established criteria (e.g., rubrics, checklists). • Revise work based on ongoing self-assessment and	• Employ various strategies for revising and reviewing work. • Identify strengths, assess inquiry processes and products, and set goals for improvement.

		• Offer information and opinions in group discussions, when appropriate. • Consider the views and opinions of others in developing or modifying personal opinions on a particular topic or issue.	feedback from teachers and peers.	
3. C.S.2 Involve diverse perspectives in their own inquiry processes.				
What it looks like by the end of: Grade 2 • Through modeling and support, listen to the opinions of others and modify one's own opinions when appropriate.	*What it looks like by the end of:* Grade 5 • Connect beyond the classroom to seek information from multiple sources. • Identify "expert" peers to assist in a problem-solving process.	*What it looks like by the end of:* Grade 8 • Seek more than one point of view by using multiple sources. • Explain the effect of different points of view on information gathered.	*What it looks like by the end of:* Grade 10 • Find and incorporate diverse ideas when working in groups. • Accurately describe or summarize ideas of others and respond appropriately. • Counter the effect of bias on the accuracy and reliability of information.	*What it looks like by the end of:* Grade 12 • Analyze information for prejudice, deception, or manipulation. • Compensate for the effect of point of view and bias by seeking alternative perspectives.
I can grow by actively participating with others in learning situations:				
3. C.G.1 Actively contribute to group discussions.				
What it looks like by the end of: Grade 2 • Share what is known about a topic,	*What it looks like by the end of:* Grade 5 • Respect others' opinions through	*What it looks like by the end of:* Grade 8 • Listen attentively and share ideas/opinions	*What it looks like by the end of:* Grade 10 • Seek ideas and opinions from others.	*What it looks like by the end of:* Grade 12 • Offer and defend information brought to

problem, or question. • Show respect for the ideas of others. • Give positive feedback.	active listening and questioning. • Formulate relevant, informed, and thoughtful responses to others during discussion times.	in group discussions. • Ask questions of others in a group to elicit information and opinions. • Encourage others to share ideas and opinions and ensure underrepresented points of view are heard. • Engage in conversations and debate by offering relevant information. • Ensure that in group discussions shared ideas are investigated thoroughly.	• Describe the ideas of others accurately. • Participate in discussions in order to analyze information problems to suggest solutions. • Share reading, viewing, and listening experiences in a variety of ways and formats (e.g., book clubs, interest groups.)	the group. • Work with others to solve problems and make decisions on issues and topics being investigated. • Help to organize and integrate contributions of all group members. • Seek consensus from a group, when appropriate, to achieve a stronger product. • Participate in the social interchange of ideas (e.g., book discussions, interest groups, online sharing).

3. C.G.2. Recognize learning as a social responsibility.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• Share knowledge and ideas with others through various learning activities. • With guidance and support, practice mutual respect, active listening, and academic honesty. • Demonstrate personal	• Respect others' opinions through active listening and questioning. • Formulate relevant, informed, and thoughtful responses to others during discussions.	• Work in self-managed teams to designate roles in a group project. • Articulate the importance of intellectual freedom. • Differentiate clearly between information gathered from sources and original	• Recognize that equitable access to information depends on student responsibility. • Respect guidelines and comply with policies for access in different information environments.	• Responsibly and safely participate in social networks using appropriate tools to collaborate and share ideas and knowledge. • Create products that have the quality and applicability to be used in the real world.

responsibility by completing products to express learning.		thinking.	• Listen respectfully and when appropriate, offer information and opinions in group discussions.	• Apply group decision making to situations of larger democratic values, such as equity, freedom, and responsibility.

Standard 4. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

I can think by acting on an information need:

4. CU.T.1 Determine the need to gather information.

What it looks like by the end of : Grade 2	*What it looks like by the end of :* Grade 5	*What it looks like by the end of :* Grade 8	*What it looks like by the end of :* Grade 10	*What it looks like by the end of :* Grade 12
• With guidance and support, generate questions about a topic and select a focal question to explore.	• Generate questions about a topic and select a focal question to explore.	• Determine what information is needed to support an investigation and answer questions. • Refine questions depending on the type of information needed (e.g., overview, big idea, specific detail, cause and effect, comparison). • Seek opportunities to explore personal interests and questions.	• Generate specific questions to focus the purpose of the research. • Refine questions to provide a framework for the inquiry and to fulfill the purpose of the research. • Independently pursue answers to self-generated questions.	• Explore problems or questions for which there are multiple answers. • Review the initial information need to clarify, revise, or refine the questions. • Recognize that the purpose of an inquiry determines the type of questions and thinking required (e.g., defend a position in an historical context, design questions to test a hypothesis).

4. CU.T.2 Identify possible sources of information.				
What it looks like by the end of: Grade 2 • Recognize that information can come from human, print, and electronic sources. • Recognize the purpose of the online catalog to locate print and digital materials. • Recognize various electronic information sources. • Explain personal criteria for selecting a particular resource.	*What it looks like by the end of:* Grade 5 • Make a list of all the possible sources of information that will help answer the questions or an information need. • Use text features and illustrations to decide which resources are best to use and why.	*What it looks like by the end of:* Grade 8 • Locate appropriate nonfiction resources by using the library's classification scheme. • Recognize the organization and use of special sections in the library (e.g., reference, reserve books, special collections). • Use an expanding range of resources and formats.	*What it looks like by the end of:* Grade 10 • Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats. • Use specialized reference materials to find specific and in-depth information. • Use both primary and secondary sources.	*What it looks like by the end of:* Grade 12 • Identify and prioritize possible sources of information based on specific information needs and strengths of different information formats. • Use both primary and secondary sources.
4. CU.T.3. Make critical choices about information sources to use.				
What it looks like by the end of: Grade 2 • Recognize and use facts that answer specific questions. • With guidance and support, determine whether text contains appropriate evidence to answer a question.	*What it looks like by the end of:* Grade 5 • Use text features and illustrations to decide which resources are best to use and why. • With guidance, evaluate a source based on a specific set of criteria (e.g., relevance, timeliness, authority, text features) to select	*What it looks like by the end of:* Grade 8 • Evaluate sources based on criteria such as copyright date, authority of author or publisher, comprehensiveness, readability, and alignment to determine usefulness in meeting research needs.	*What it looks like by the end of:* Grade 10 • Evaluate sources based on criteria such copyright date, authority of author or publisher, depth of coverage, and relevance to research questions. • Identify and prioritize possible sources of information based on	*What it looks like by the end of:* Grade 12 • Identify the value of and differences among potential resources in a variety of formats. • Use various search systems to retrieve information in a variety of formats. • Explain criteria used to make resource decisions and choices.

	and use most appropriate resource(s) for the information need.		specific information needs and strengths of different information formats.	• Use consciously-selected criteria to determine whether the information contradicts or verifies information from other sources.

I can create by gathering information appropriate to the task:

4. CU.C.1 Seek a variety of sources.

What it looks like by the end of : Grade 2	*What it looks like by the end of :* Grade 5	*What it looks like by the end of :* Grade 8	*What it looks like by the end of :* Grade 10	*What it looks like by the end of :* Grade 12
• Understand that the library has an organizational scheme. • Select and use appropriate sources to answer questions (e.g., picture dictionaries, beginning encyclopedias, database articles, maps). • With guidance and support, identify sources from multiple perspectives, cultures, and formats to answer questions.	• Understand the library's organizational scheme and what main topics are included in each section. • Select and use appropriate sources to answer questions (e.g., specialized reference sources, specialized databases). • Use different types of sources from multiple perspectives, cultures, and formats.	• Locate appropriate nonfiction resources by using the library's classification system. • Select a variety of credible sources in different formats relevant to research needs. • Read from or listen to a variety of increasingly complex informational, literacy, and multicultural texts.	• Use specialized reference materials to find specific and in-depth information. • Use both primary and secondary sources. • Prioritize possible sources of information based on information needs and strengths of different formats.	• Describe criteria used to make resource decisions. • Use various search systems to retrieve information in a variety of formats. • Seek and use a variety of specialized resources available from libraries, the web, and the community.

4. CU.C.2. Collect information representing diverse perspectives.				
What it looks like by the end of: Grade 2 • With guidance, select resources from the various sections of the library. • Recognize that diverse perspectives come from using a variety of sources (e.g., human, print, digital).	*What it looks like by the end of:* Grade 5 • Use sources that convey a large range of differing perspectives. • Find information to support one point of view, but acknowledge that another point of view exists. • Seek additional sources to verify accuracy.	*What it looks like by the end of:* Grade 8 • Recognize that information has a social or cultural context based in currency, accuracy, authority, and point of view. • Seek information from different sources to get balanced points of view. • Explain the effect of different perspectives (points of view) on the information.	*What it looks like by the end of:* Grade 10 • Identify presence of bias and explain the effect on the information presented. • Counter the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective.	*What it looks like by the end of:* Grade 12 • Challenge ideas represented and make notes of questions to pursue in additional sources. • Analyze information for prejudice, deception, or manipulation. • Investigate different points of view encountered, and determine whether and how to incorporate or reject these points of view.
4. CU.C.3 Systematically question and assess the validity and accuracy of information.				
What it looks like by the end of: Grade 2 • With guidance and support, explore works that contain both fact and opinion and distinguish one from the other. • Note similarities and differences in information from different sources.	*What it looks like by the end of:* Grade 5 • With guidance, evaluate a source based on a specific criteria (e.g., relevance, timeliness, authority). • Modify personal view based on analysis of new information and evidence. • Read widely from	*What it looks like by the end of:* Grade 8 • Identify main ideas and find supporting examples, definitions, and details. • Use additional resources to verify conflicting information. • Identify misleading information and gaps	*What it looks like by the end of:* Grade 10 • Design questions that systematically test a hypothesis or validate a thesis statement. • Identify the presence of bias and explain the effect on the information presented. • Critically examine relevant information from a variety of	*What it looks like by the end of:* Grade 12 • Identify the value of and differences among potential resources in a variety of formats. • Use various search systems to retrieve information in a variety of formats. • Explain criteria used to make resource decisions and choices.

	varied sources to pinpoint inaccurate information.	in information that lead to inaccurate conclusions.	sources to discover relationships and patterns among ideas. • Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority, and point of view.	• Use consciously selected criteria to determine whether the information contradicts or verifies information from other sources.

4. CU.C.4 Organize information by priority, topic, or other systematic scheme.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• Demonstrate simple organizational skills such as sorting, categorizing, and sequencing. • With guidance, organize information into different formats (e.g., charts, drawings, graphic organizer, notes).	• Use common organizational patterns (e.g., chronological order, main idea with supporting ideas) to make sense of information. • Organize information into different formats.	• Combine and categorize information by using a variety of formats (e.g., outline, mind map) to show connections among ideas. • Use common organizational patterns to organize information and draw conclusions.	• Categorize information in a variety of formats and add new categories as necessary. • Experiment with devising organizational structures to make sense of information.	• Organize information independently, deciding the structure based on the relationships among ideas and general patterns discovered.

I can share by exchanging information resources within and beyond my learning community:

4. CU.S.1 Access and evaluate collaboratively constructed information sites.

What it looks like by the end of : Grade 2	*What it looks like by the end of :* Grade 5	*What it looks like by the end of :* Grade 8	*What it looks like by the end of :* Grade 10	*What it looks like by the end of :* Grade 12
• With guidance,	• Access information	• Use grade-level	• Choose	• Identify the value of

explore collaboratively constructed information sites (e.g., selected websites, Google Classroom). • With guidance, interpret information represented in pictures, illustrations, and simple charts. • With guidance, discuss the validity and accuracy of information.	from a provided list of collaboratively constructed information sites for specific research. • Interpret information taken from maps, graphs, charts, and other visuals. • Discuss the validity and accuracy of information.	appropriate collaboratively constructed information sites to answer questions. • Evaluate and select information from collaboratively constructed sites based on provided criteria (e.g., usefulness, currency, accuracy, authority, point of view).	collaboratively constructed information sites appropriate to the research need. • Evaluate and select information from collaboratively constructed sites based on established criteria (e.g., copyright, depth of coverage, bias, context, relevance to research questions).	and differences among potential collaboratively constructed information sites. • Use consciously-selected criteria to determine whether information from collaboratively constructed sites contradicts or verifies information from other sources.

4. CU.S.2 Contribute to collaboratively constructed information sites by ethically using and reproducing others' work.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• Rephrase rather than copy whole sentences. • Identify and name resources used in the process of gathering information. • Credit sources by citing author and title. • Through modeling and with guidance, follow copyright guidelines for text, visuals, and music in generating products	• With guidance, cite sources used when presenting information. • Use quotation marks for all material taken directly from a source. • With guidance, follow legal guidelines in using information by using only excerpts and crediting the author or creator.	• Document quotations and cite sources using correct bibliographic format. • Follow copyright guidelines by using only excerpts and crediting the source of all text, visuals, and music. • Follow ethical guidelines by presenting only accurate and valid information.	• Understand what constitutes plagiarism and refrain from representing others' works as one's own. • Demonstrate understanding of intellectual property rights by giving credit for all quotes, and by citing them properly in notes and bibliography. • Abide by copyright guidelines for use of	• Responsibly and ethically use programs, websites, and social networks. • Analyze the costs and consequences of unethical use of information and identify ways of addressing those risks. • Present information ethically by distinguishing between cited information and original thinking.

			materials not in public domain. • Legally obtain, store, and disseminate text, data, visuals, or sounds. • Engage in safe and ethical use of social networking applications to construct and share ideas and products.	
		• Responsibly and safely use social networking tools to share information and ideas.		
and presentations.				

4. CU.C.3 Join with others to compare and contrast information derived from collaboratively constructed information sites.				
What it looks like by the end of: Grade 2 • With guidance and support, compare and contrast information on a given topic while working in a group. • With guidance and support, note similarities and differences in information from different sources while working in groups. • Compare new ideas with what was known at the beginning of an inquiry.	*What it looks like by the end of:* Grade 5 • With support, collect information from a variety of sources, and compare the information for relevance, validity, and accuracy. • Recognize when facts from two different sources conflict and seek additional sources to verify accuracy. • Compare and contrast ideas in various types of resources to experiences in real life. • Use simple graphic	*What it looks like by the end of:* Grade 8 • Compare and contrast points of view on a topic and discuss what effects the different perspectives have on the information. • Determine patterns and discrepancies by comparing and contrasting information found in different sources. • Compare and contrast two literary texts (e.g., story elements, writing styles, genres).	*What it looks like by the end of:* Grade 10 • Recognize similarities and differences among authors writing on the same theme or topic. • Use appropriate organizational patterns to capture point of view and draw conclusions (e.g., cause and effect, compare and contrast). • Compare new ideas to previous understandings and make changes to mental framework where appropriate.	*What it looks like by the end of:* Grade 12 • Derive multiple perspectives on the same themes by comparing and contrasting different literary and informational texts. • Identify universal themes in various forms of creative expressions and identify similarities and differences in cultural approaches to those themes. • Develop graphic organizers and hierarchical classifications to compare and contrast

	organizers and technology tools to capture the main ideas and their relationships to each other.			big ideas and related details.

I can grow by selecting and organizing information for a variety of audiences:

4. CU.G.1 Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

What it looks like by the end of : Grade 2	*What it looks like by the end of :* Grade 5	*What it looks like by the end of :* Grade 8	*What it looks like by the end of :* Grade 10	*What it looks like by the end of :* Grade 12
• With guidance, use a rubric to evaluate a variety of provided resources.	• With guidance, select the most credible, relevant, and useful sources from a given list.	• Create products that incorporate writing, visuals, and other forms of media to convey message. • Use interactive tools to participate as a group in analyzing and organizing information.	• Evaluate every source to determine whether the author's point of view has skewed the accuracy of the information presented. • Differentiate between information gathered from sources and original thinking. • Evaluate sources based on criteria (e.g., copyright date, authority of author or publisher, depth of coverage, and relevance). • Evaluate information from a variety of social or cultural contexts, based on currency, accuracy, authority, and point of view.	• Find information that credibly represents all relevant perspectives on a research topic. • Recognize the social, cultural, or other context within which the information was created and explain the impact of context on interpreting the information. • Evaluate historical information for validity of interpretation, and scientific information for accuracy and reliability of data.

4. CU.G.2 Integrate and depict in a conceptual knowledge network their understanding gained from resources.				
What it looks like by the end of: Grade 2 • With guidance, use simple note-taking strategies. • Identify the main idea and supporting details. • Summarize or retell key points. • Note similarities and differences in information from different sources.	*What it looks like by the end of:* Grade 5 • Use various note-taking strategies (e.g., outlining, highlighting, graphic organizers). • Paraphrase or summarize information in various formats. • Draw conclusions based on facts and premises. • Recognize misconceptions when new information conflicts with previously held opinions. • With guidance, make inferences.	*What it looks like by the end of:* Grade 8 • Evaluate, paraphrase, and summarize information using various note-taking strategies. • Use both facts and opinions responsibly by identifying and verifying them. • Interpret information and ideas by defining, classifying, and inferring from information gathered. • Use appropriate media and formats to design and develop products that clearly and coherently display new understanding.	*What it looks like by the end of:* Grade 10 • Take notes using one or more note-taking strategies, including reflecting on the information. • Categorize information and add new categories as necessary. • Critically examine and analyze relevant information to discover relationships and patterns among ideas. • Identify main, supporting, and conflicting information using multiple sources to support one's own interpretation or point of view.	*What it looks like by the end of:* Grade 12 • Integrate new information presented in various formats with previously obtained information. • Build a conceptual framework by synthesizing ideas gathered from multiple sources. • Analyze initial findings and construct new hypotheses if needed. • Create a system to organize information. • Analyze the structure and logic of supporting arguments.
4. CU.G.3 Openly communicate curation processes for others to use, interpret, and validate.				
What it looks like by the end of: Grade 2. • Explain the basic organizational structure of a book and how it enables	*What it looks like by the end of:* Grade 5 • Explain how text features and illustrations can be used to determine	*What it looks like by the end of:* Grade 8 • Explain the library's classification system and demonstrate how it can be used to	*What it looks like by the end of:* Grade 10 • Explain process for locating and choosing resources for a specific topic.	*What it looks like by the end of:* Grade 12 • Create electronic learning spaces by collecting and organizing links to

one to locate specific information. • Describe the organizational scheme of a library and how it functions in the location of information. • With guidance and support, explain personal criteria for selecting a particular resource. • Use word-processing and drawing tools to organize and share ideas.	which resources are best to use and why. • Explain basic strategies (e.g., author, title, subject) to locate information using the library's online catalog. • Explain personal criteria for selecting a particular resource. • Use a variety of technology tools to retrieve and organize information. • Share list of resources as a collaborative document.	locate appropriate resources. • Describe keyword search strategies used to locate resources on a specific topic. • Participate in a group to develop a set of criteria for selecting resources. • Demonstrate proper citation format appropriate for the topic (e.g., MLA, APA, Chicago, etc.). • Explain choices of technology tools to retrieve and organize information.	• Demonstrate keyword search strategies used to locate resources on a specific topic. • Develop criteria for resource choices appropriate to a specific purpose and explain to a peer. • Use proper citation format appropriate for the topic. • Use social media tools to share resources.	information resources, working collaboratively, and sharing new ideas and understanding with others. • Create a plan of action for a research project and share with peers in order to receive feedback and refine the plan.

Standard 5. Explore: Discover and innovate in a growth mindset developed through experience and reflection.

I can think by developing and satisfying personal curiosity:

5. E.T.1 Read widely and deeply in multiple formats and write and create for a variety of purposes.

What it looks like by the end of : Grade 2	*What it looks like by the end of :* Grade 5	*What it looks like by the end of :* Grade 8	*What it looks like by the end of :* Grade 10	*What it looks like by the end of :* Grade 12
• Routinely select picture, fiction, and information books. • Explore new genres. • Begin to recognize that different genres require different	• Read, listen to, and view a range of resources for a variety of purposes (e.g., live the experiences of a character, answer	• Read, listen to, and view an increasingly wide range of genres and formats for recreation and information. • Independently locate	• Select print, non-print, and digital materials based on personal interests and knowledge of authors. • Read, listen to, and view information in a	• Routinely read, view, and listen for personal enjoyment, in order to learn, solve problems, and explore different ideas. • Read widely to develop

reading, listening, or viewing strategies. • Make connections between literature and personal experiences. • Select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment. • Express feelings about a story through pictures and words. • Express ideas through simple products in different formats.	questions, learn something new, explore personal interests). • Recognize features of various genres and use different reading strategies for understanding. • Connect personal feelings to emotions, characters, and events portrayed in a literary work. • Set reading goals. • Demonstrate knowledge of favorite authors and genres. • Create learning products for a variety of audiences and purposes. • Use technology tools for independent and collaborative publishing activities.	and select information for personal, hobby, or vocational interests. • Respond to images and feelings evoked by a literary work. • Create products that incorporate writing, visuals, and other forms of media to convey message and main points. • Experiment with various types of technology tools for artistic and personal expression. • Share reading, listening, and viewing experiences in a variety of ways and formats.	variety of formats to explore new ideas, form opinions, solve problems, and to connect to real-world issues. • Assess emotional impact of specific works on the reader or viewer. • Express ideas through creative products in multiple formats using a variety of technology tools. • Select presentation format to effectively communicate and support a purpose, argument, point of view, or interpretation.	a global perspective and understand different cultural contexts. • Connect universal themes and ideas presented in various formats to the human experience. • Create original products using a variety of technology tools to express personal learning. • Use the most appropriate format to clearly communicate ideas to targeted audiences.

5. E.T.2 Reflect and question assumptions and possible misconceptions.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• With guidance and support, recognize when facts from two different sources conflict and seek	• With support, recognize when facts from two different sources conflict and seek additional	• Seek more than one point of view by using diverse sources.	• Develop questions that challenge previous thinking. • Identify misleading information and	• Analyze the structure and logic of supporting arguments. • Analyze information for prejudice, deception, or

additional sources to verify accuracy • With guidance and support, recognize when new information conflicts with previously held opinions.	sources to verify accuracy • With support, recognize own misconceptions when new information conflicts with previously held opinions.	• Explain the effect of different perspectives on the information collected.	gaps in information that lead to inaccurate conclusions. • Identify the presence of bias and explain the effect on the information presented.	manipulation. • Determine whether and how to incorporate or reject different points of view encountered.

5. E.T.3 Engage in inquiry-based processes for personal growth.				
What it looks like by the end of: Grade 2 • With guidance, select resources of particular interest for browsing and enjoyment. • Identify personal criteria for selecting resources to meet personal learning needs. • Participate in reading opportunities to pursue a personal interest.	*What it looks like by the end of:* Grade 5 • Independently select resources appropriate to one's individual level of comprehension. • Explain personal criteria for selecting resources to meet personal learning needs. • Seek inquiry-based reading opportunities prompted by personal interest.	*What it looks like by the end of:* Grade 8 • Seek out resources to answer personal questions. • Use personal criteria for selecting resources to meet personal learning needs. • With support, devise, complete, and share independent, un-assigned projects.	*What it looks like by the end of:* Grade 10 • Seek and locate information about personal interests. • With support, adapt personal criteria for selecting resources dependent on the personal learning need. • Devise, complete and share independent, un-assigned projects.	*What it looks like by the end of:* Grade 12 • Read, view, and listen to solve problems and explore ideas of personal interest. • Adapt personal criteria for selecting resources dependent on the personal learning need. • Independently devise, complete, and share personal learning projects.

I can create by constructing new knowledge:				
5. E.C.1 Problem solve through cycles of design, implementation, and reflection.				
What it looks like by the end of : Grade 2 • With guidance and	*What it looks like by the end of :* Grade 5 • With support, follow	*What it looks like by the end of :* Grade 8 • Follow an inquiry-	*What it looks like by the end of :* Grade 10 • Follow an inquiry-based	*What it looks like by the end of :* Grade 12 • Independently, follow

support, follow an inquiry-based process in seeking knowledge to solve a problem. • With guidance and support, revise questions based on new information. • With guidance and support, modify search strategies to deal with emerging findings. • With guidance and support, identify when more information is needed. • With guidance and support, reflect on the process of inquiry and identify areas for improvement. • With guidance and support, participate in hands-on activities to solve problems.	an inquiry-based process in seeking knowledge to solve a problem. • With support, practice different ways to locate and evaluate sources for needed information. • With support, revise questions based on new information. • With support, modify search strategies to deal with emerging findings. • With support, apply new skills and deepen understanding of new information.	based process to ask questions, investigate answers, and develop new understandings for personal or academic learning activities. • Refine questions based on type of information needed (e.g., overview, specific detail, big idea, comparison, cause and effect). • Modify search strategies to accommodate new information or gaps. • Participate in hands-on activities to solve problems.	process to expand content knowledge, connect academic knowledge to the real world, and pursue personal interests. • Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary. • Monitor gathered information, and assess for gaps or weaknesses. • With support, participate in opportunities to solve problems through design thinking and system thinking.	an inquiry-based process to investigate to deepen content knowledge, and pursue personal interests. • Recognize that the purpose of the inquiry determines the type of questions and the type of thinking required. • Review the initial information need to clarify, revise, or refine the questions. • Explore problems for which there are multiple answers or no "best" answer. • Actively pursue and participate in opportunities to solve problems through design thinking and system thinking.

5. E.C.2 Persist through self-directed pursuits by tinkering and making.

What it looks like by the end of: Grade 2 • With encouragement, pursue information or solve a problem	*What it looks like by the end of:* Grade 5 • Continue to pursue information or solve a problem when	*What it looks like by the end of:* Grade 8 • Continue to pursue information or solve a problem despite	*What it looks like by the end of:* Grade 10 • Independently pursue information or solve a problem despite	*What it looks like by the end of:* Grade 12 • Demonstrate willingness to pursue information or solve a

when confronted with roadblocks. • With encouragement, try different tools, materials, or strategies when the first solution does not work.	confronted with roadblocks. • Try different tools, materials, or strategies when the first solution does not work. • With support, describe how challenges and obstacles can add to the learning experience.	challenges. • Try different tools, materials, or strategies to identify alternate solutions to problems. • Articulate how struggling to meet challenges and overcoming obstacles can deepen the learning experience.	challenges. • Explore how different tools, materials, or strategies used to solve problems can affect the outcome. • Reflect on how struggling to meet a challenge or overcoming an obstacle can influence willingness to take risks in the future.	problem despite challenges or obstacles. • Demonstrate how different tools, materials, or strategies used to solve problems can affect the outcome. • Reflect on how challenges or obstacles encountered will affect future learning experiences.

I can share by engaging with the learning community:

5. E.S.1 Express curiosity about a topic of personal interest or curricular relevance.

What it looks like by the end of : Grade 2	*What it looks like by the end of :* Grade 5	*What it looks like by the end of :* Grade 8	*What it looks like by the end of :* Grade 10	*What it looks like by the end of :* Grade 12
• With guidance and support, explore and share favorite literature, both fiction and nonfiction. • With support, pursue answers to self-generated questions. • Satisfy personal information needs using limited resources.	• Explore and share favorite literature, both fiction and nonfiction. • Pursue answers to self-generated questions using an increasing range of print and digital resources. • Demonstrate an interest in reading, viewing, or listening to meet personal needs.	• Read voluntarily for pleasure. • With support, explore various genres. • With support, seek diverse opinions and points of view while critically investigating a topic of personal interest. • With support, select and use a range of familiar and new print and	• Read voluntarily for pleasure and independently explore various genres. • Seek diverse opinions and points of view while critically investigating a topic of personal interest. • Select and use a range of familiar and new print and digital resources based on personal interests and academic needs.	• Read voluntarily for pleasure in a range of genres maintaining personal reading logs. • Explore various information formats and literary genres to meet personal needs. • Satisfy personal information needs using a range of resources. • Demonstrate evidence of seeking different views and opinions on topics of interest.

		digital resources based on personal interests and academic needs.		

5. E.S.2 Co-construct innovative means of investigation.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• With guidance and support, perform assigned role within a group. • With guidance and support, work with a partner or in a group to explore a variety of investigative strategies.	• With support, assign and perform roles within a group based on personal strengths. • With support, collaboratively develop a plan to progress through an inquiry process or to solve a problem. • With support, reflect on success of plan to complete investigation or solve a problem.	• Assign and perform roles within a group based on personal strengths. • Collaboratively develop a plan to progress through an inquiry process or to solve a problem. • Collaboratively carry out an investigation following an inquiry plan. • Reflect as a group on success of plan to complete investigation or solve a problem.	• Assume different roles within a group to plan and complete an investigation or solve a problem. • Reflect on the process, and assess for completeness of investigation. • Contribute to a toolkit of strategies and skills for use in future investigations.	• Assume a leadership role within a group to plan and complete an investigation or solve a problem. • Reflect on the process, assess for completeness of investigation, and identify areas for improvement. • Utilize a collaboratively developed toolkit of strategies and tools for use in future investigations.

5. E.S.3 Collaboratively identify innovative solutions to a challenge or problem.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• With guidance and support, brainstorm	• With guidance, working a group	• With support, generate and test	• Generate and test multiple solutions to	• Model social skills and character traits that

multiple solutions to a problem and hypothesize the best solution within a group.	identify, brainstorm, and test multiple solutions to a problem.	multiple solutions to real-world challenges generated by self-selected groups.	real-world challenges generated by self-selected groups.	advance a team's ability to identify and work together to create multiple solutions to real-world issues and problems.

I can grow by developing through experience and reflections:

5. E.G.1 Iteratively respond to challenges.

What it looks like by the end of : Grade 2	*What it looks like by the end of :* Grade 5	*What it looks like by the end of :* Grade 8	*What it looks like by the end of :* Grade 10	*What it looks like by the end of :* Grade 12
• With guidance and support, identify new pathways to knowledge when confronted with an obstacle or problem. • With guidance and support, practice basic strategies to solve simple problems. • With guidance and support, examine why some strategies work better than others when solving problems.	• With support, identify new pathways to knowledge when confronted with an obstacle or problem. • With support, practice a variety of strategies to solve simple problems. • With support, examine the success or failure of the strategies used to solve problems.	• Identify multiple pathways to knowledge when confronted with an obstacle or problem. • Apply a variety of strategies to solve problems. • Examine the success or failure of strategies used to solve problems in order to determine which strategies might be more effective in solving future problems.	• Apply a variety of strategies to solve complex problems. • Assess the success or failure of various strategies used to solve complex problems.	• Analyze complex problems in order to determine what strategies to use. • Assess the usefulness of various strategies used to solve complex problems.

5. E.G.2 Recognize capabilities and skills that can be developed, improved, and expanded.				
What it looks like by the end of: Grade 2 • Seek appropriate help when needed. • With guidance, self-assess with a simple rubric and identify areas for self-improvement. • With guidance, provide constructive feedback on the skills of others that need improvement.	*What it looks like by the end of:* Grade 5 • Seek appropriate help when needed. • With support, self-assess with a simple rubric and identify areas for self-improvement. • With support, provide constructive feedback on the skills of others that need improvement.	*What it looks like by the end of:* Grade 8 • Reflect upon personal learning experiences and identify areas for self-improvement. • With support, participate in learning opportunities to improve and expand skills. • With support, provide and accept constructive feedback.	*What it looks like by the end of:* Grade 10 • Reflect upon personal learning experiences, identify areas of weakness, and create a plan for self-improvement. • Participate in learning opportunities to improve and expand skills. • Provide and accept constructive feedback.	*What it looks like by the end of:* Grade 12 • Develop a detailed plan and self-monitor progress in completing high-quality work in a timely manner. • Actively seek learning opportunities to improve and expand skills. • Independently, provide and accept constructive feedback.
5. E.G.3 Open-mindedly accept feedback for positive and constructive growth.				
What it looks like by the end of: Grade 2 • Use interaction with and feedback from teacher and peers to guide inquiry process.	*What it looks like by the end of:* Grade 5 • Identify characteristics of constructive feedback. • With support, apply teacher or peer feedback when revising an inquiry product.	*What it looks like by the end of:* Grade 8 • Practice providing appropriate constructive feedback. • Recognize that feedback is about a product and/or process, and internalize suggestions for growth.	*What it looks like by the end of:* Grade 10 • Demonstrate the characteristics of appropriate constructive feedback. • Acknowledge that feedback is about a product and/or process, but take a critical stance on what will be accepted and what will be	*What it looks like by the end of:* Grade 12 • Provide appropriate constructive feedback when asked. • Acknowledge constructive feedback but take a critical stance on what will be accepted and what will be rejected. • Adapt a plan for inquiry or solving a problem based on feedback for

		Follow a plan of work but seek feedback for improving the process.	rejected. • Follow a plan but seek feedback for improving the process or product.	improving the process or product.

Standard 6. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

I can think by following ethical and legal guidelines for gathering and using information:

6. EN.T.1 Responsibly apply information, technology, and media to learning.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• With guidance and support, acknowledge the work of others by citing sources. • With guidance and support, maintain safe behavior when accessing websites.	• With guidance and support, use technology appropriately by avoiding plagiarism and citing information. • Articulate personal consequences of inappropriate use of information, technology, and media. • With support, use digital tools responsibly by protecting personal information and respecting the privacy of others.	• With support, provide reference citations for all direct quotations and cite sources. • With support, select and use digital tools and websites appropriately. • Avoid plagiarism by rephrasing information in one's own words.	• Follow copyright guidelines for text, visuals, and music in generating products and presentations. • Practice responsible use of technology and describe personal consequences of inappropriate use. • Actively preserve the rights of self and others to express ideas freely and pursue the right to read, view and listen.	• Demonstrate understanding of plagiarism by paraphrasing information or noting direct quotes. • Credit all sources properly. • Respect privacy of others.

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6. EN.T.2 Understand the ethical use of information, technology, and media.				
What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• Respect rules and procedures as a responsible library user. • With guidance and support, articulate the need to give credit to the originator of a work. • With guidance and support, articulate the rights to read, view, listen, write, and express ideas freely. • With guidance an support, identify positive and negative behaviors for using computing devices (e.g., cyber bullying, protecting personal information, Internet safety).	• Demonstrate an understanding of plagiarism by paraphrasing information or noting direct quotes • Observe web safety procedures. • With guidance and support, clearly differentiate between information gathered from sources and original thinking. • With support, exercise the rights to read, view, listen, write, and express ideas freely.	• With support, clearly differentiate between information gathered from sources, original thinking, and conclusions. • With support, use digital tools, programs, and websites responsibly and ethically. • With support, follow copyright guidelines by using only excerpts and crediting the source of all information. • Follow ethical guidelines by presenting only accurate and valid information. • With support, actively preserve the rights of self and others to express ideas freely and pursue the right to read, view, and listen.	• With support, choose appropriate citation style (e.g., APA, MLA, Chicago), and use in all products and presentations. • With support, communicate accurate, complete, and unbiased picture of a topic and distinguish between cited and original thinking. • Use digital tools, programs, and websites responsibly and ethically. • Follow copyright guidelines by using only excerpts and crediting the source of all information. • With support, actively preserve the rights of self and others to express ideas freely and pursue the right to read, view, and listen.	• Choose appropriate citation style (e.g., APA, MLA, Chicago), and use in all products and presentations. • Communicate accurate, complete, and unbiased picture of a topic and clearly distinguish between cited and original thinking. • Observe web safety procedures including safeguarding personal information, displaying ethical behavior toward others, and following legal guidelines in use of materials • Actively preserve the rights of self and others to express ideas freely and pursue the right to read, view and listen.

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6. EN.T.3 Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.				
What it looks like by the end of: Grade 2 With guidance and support, evaluate the usefulness of a resource based on individual or academic need. With guidance and support, use additional sources to verify facts. With guidance and support, identify misleading information.	*What it looks like by the end of:* Grade 5 • With support, evaluate a source based on a provided set of criteria • With support, use additional sources to verify facts. • With support, distinguish between fact and opinion. • With guidance and support, identify bias and misleading information.	*What it looks like by the end of:* Grade 8 • Evaluate a source based on a provided set of criteria • With guidance and support, identify social and cultural contexts within an information source. • Use a variety of sources to verify facts. • With support, identify opinions, bias, and misleading information.	*What it looks like by the end of:* Grade 10 • With support, develop a set of criteria for the evaluation of a source of information. • With support, identify social and cultural contexts within an information source. • Identify opinion, bias, and misleading information.	*What it looks like by the end of:* Grade 12 • Develop a set of criteria for the evaluation of a source of information. • Evaluate historical information for validity of interpretation, and scientific information for accuracy and reliability of data. • Recognize the social, cultural, or other context within which the information was created, and explain the impact of context on interpreting the information.

I can create by using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge:

6. EN.C.1 Ethically use and reproduce others' work.				
What it looks like by the end of: Grade 2 • With guidance, put information into their own words. • With guidance, identify who should be given credit for	*What it looks like by the end of:* Grade 5 • With support, use simple note-taking strategies and summarize to avoid plagiarism. • With guidance and	*What it looks like by the end of:* Grade 8 • Avoid plagiarism by rephrasing information in one's own words. • With support, give appropriate credit in	*What it looks like by the end of:* Grade 10 • Understand what constitutes plagiarism and refrain from representing others' work as one's own. • Demonstrate	*What it looks like by the end of:* Grade 12 • Refrain from representing others' work as one's own. • Use appropriate formats for internal

sources used.	support, give appropriate credit in source list or simple bibliography.	source list or simple bibliography.	understanding of intellectual property rights by giving credit for all quotes. • Abide by copyright guidelines (e.g., fair use, Creative Commons) for use of materials.	citations and works cited. • Abide by copyright guidelines for use of all materials.

6. EN.C.2 Acknowledge authorship and demonstrate respect for the intellectual property of others.

What it looks like by the end of:	*What it looks like by the end of:*	*What it looks like by the end of:*	*What it looks like by the end of:*	*What it looks like by the end of:*
Grade 2 • With guidance and support, credit sources by citing author and title. • With guidance and support, identify and name resources used in the process of gathering information.	Grade 5 • With support, cite sources using simplified bibliographic format. • With support, accurately represent the information gathered.	Grade 8 • With support, document quotations and cite sources using correct bibliographic format. • Accurately represent the information gathered.	Grade 10 • Credit all sources properly. • Put information into one's own words rather than simply changing a word or two. • Use quotation marks for all material taken directly from a source.	Grade 12 • Provide credit and citations in proper bibliographic format. • Put information into one's own words, and use quotation marks for all materials taken directly from a source.

6. EN.C.3 Include elements in personal-knowledge products that allow others to credit content appropriately.

What it looks like by the end of:	*What it looks like by the end of:*	*What it looks like by the end of:*	*What it looks like by the end of:*	*What it looks like by the end of:*
Grade 2 • With guidance and support, provide appropriate information (e.g., name, date of creation, title of work)	Grade 5 • With support, provide appropriate information following a simple bibliographic format on a product allowing others to	Grade 8 • Provide appropriate information following a standard bibliographic format on a product allowing others to credit one's	Grade 10 • With guidance, provide information following a variety of citation styles on a product allowing others to credit	Grade 12 • Demonstrate understanding for the need and process of copyrighting one's own work. • Provide information

on a product so that others can credit original work.	credit one's original work.	original work.	one's original work.	following a variety of citation styles on a product allowing others to credit one's original work.

I can share by responsibly, ethically, and legally sharing new information with a global community:

6. EN.S.1 Share information resources in accordance with modification, reuse, and remix policies.

What it looks like by the end of: Grade 2 • With guidance and support, recognize that reworking and remixing multiple sources into an original product still requires acknowledging the sources of information used.	*What it looks like by the end of:* Grade 5 • With support, recognize that reworking and remixing multiple sources into an original product requires acknowledging the sources of information used.	*What it looks like by the end of:* Grade 8 • Recognize that reworking and remixing multiple sources into an original product requires acknowledging the sources of information used.	*What it looks like by the end of:* Grade 10 • Acknowledge the sources of information used when modifying, reworking, and remixing multiple sources into an original product by following correct citation formats.	*What it looks like by the end of:* Grade 12 • Independently acknowledge the sources of information used when modifying, reworking and remixing multiple sources into an original product by following correct citation formats.

6. EN.S.2 Disseminate new knowledge through means appropriate for the intended audience.

What it looks like by the end of: Grade 2 • With guidance and support, use a variety of formats to present information. (e.g., art, music, movement, oral language, written language, poetry, podcasts).	*What it looks like by the end of:* Grade 5 • With guidance, choose from a variety of products to share information.	*What it looks like by the end of:* Grade 8 • Choose from a variety of products to share information. • With guidance, consider the most appropriate format to share information based on the	*What it looks like by the end of:* Grade 10 • Choose from a variety of products to share information. • With support, consider and use the most appropriate format to share information based on the audience.	*What it looks like by the end of:* Grade 12 • Independently choose from a variety of products to share information. • Consider and use the most appropriate format to share information based on

		audience.		the audience.

I can grow by engaging with information to extend personal learning:

6. EN.G.1 Personalize use of information and information technologies.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• With guidance, follow given criteria for choosing an information source that matches interests and needs.	• With support, use a set of criteria for choosing an information source that matches interests and needs.	• With support, develop personal criteria for choosing an information source that matches interests and needs.	• Select resources for academic, personal, and real-world purposes. • Use print, non-print, and electronic information resources for information about personal needs. • Apply strategies for making personal and real world connections with information.	• Find information about personal interests independently, using the same criteria and strategies used to seek academic information.

6. EN.G.2 Reflect on the process of ethical generation of knowledge.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 5	*What it looks like by the end of:* Grade 8	*What it looks like by the end of:* Grade 10	*What it looks like by the end of:* Grade 12
• With guidance, discuss and follow school guidelines related to the acceptable use of technology. • With guidance, use a simple rubric to assess one's own	• Follow school guidelines related to the acceptable use of technology. • With guidance, develop a set of criteria to assess one's own ethical use of information.	• With support, develop a set of criteria to assess one's own ethical use of information. • Self-evaluate ethical and responsible use of programs and	• Develop criteria or use established criteria to assess one's own ethical use of information. • Reflect on one's own ethical and responsible use of information sources.	• Independently develop criteria or use established criteria to assess one's own ethical use of information. • Independently reflect on one's own ethical and responsible use of

ethical use of information.		websites.		information sources.
6. EN.G.3 Inspire others to engage in safe, responsible, ethical, and legal information behaviors.				
What it looks like by the end of: Grade 2 • With guidance and support, identify school guidelines related to the acceptable use of information.	*What it looks like by the end of:* Grade 5 • Discuss guidelines related to the acceptable use of information with peers.	*What it looks like by the end of:* Grade 8 • Practice responsible, ethical, and legal use of information resources, and when working in groups, encourage others to do the same.	*What it looks like by the end of:* Grade 10 • Practice responsible, ethical, and legal use of information resources, and when working in groups, encourage others to do the same.	*What it looks like by the end of:* Grade 12 • Model responsible, ethical, and legal use of information resources, and when working in groups, expect others to do the same.