



Strand	Substrand	Standard – Students will:	Benchmark – Students will:	Resources and Comments
Inquiry, Research, and Problem Solving: The student will learn a continuous cycle of questioning, gathering, synthesizing, evaluating, and using information individually and collaboratively to create new knowledge and apply it to real world situations.	<i>I. Question</i>	A. Continually develop and revise meaningful questions as information needs change.	1. Generate questions based on interests, observations, information or stories.	
		B. Develop a plan to manage project activities and resources.	1. Follow a schedule and task list created by the teacher.	
	<i>II. Gather</i>	A. Understand the various ways that information is organized and be able to find a wide range of information sources needed to respond to defined questions and needs.	1. With teacher assistance, choose multiple sources that meet their needs. Understand how books are arranged on the shelves and how to use a shelf marker. 2. Locate designated areas in a library such as computer lab, circulation desk, book return, etc.	- Choose from a pre-selected group of books or websites.
		B. Access information from organizations within and outside of the school or local community environment.	1. Identify and describe different places to access information.	- Public libraries - Other schools - Museums - Experts
		C. Evaluate the validity of information resources including source, bias, accuracy, relevance, completeness, and purpose.	1. Identify the difference between fiction and non-fiction. 2. Identify the difference between fact and opinion.	
		D. Seek and consider diverse perspectives while gathering information, collaborating with others, and participating as a member of the community.	1. Work in a group or with a partner effectively. 2. Respect the opinions and ideas of other members in their group.	
		E. Record information using a variety of methods.	1. Use text, charts, graphic representations, voice recording, video recording, etc. to record information.	



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	<p><i>III. Draw conclusions and offer solutions</i></p>	<p>A. Synthesize information and recognize categories, trends and themes across multiple sources, data sets, and conclusions.</p>	<p>1. Find the common main idea in more than one source. 2. Manage information with graphic organizers.</p>	
		<p>B. Analyze and interpret surveys, interviews, focus groups, artifacts, experiments, or documents.</p>	<p>1. Using a variety of sources, draw conclusions about their topic with teacher assistance.</p>	
		<p>C. Determine if evidence supports clear and appropriate conclusions.</p>	<p>1. Engage in classroom discussion of questions answered, discrepancies found, and questions remaining.</p>	
		<p>D. Constantly explore, evaluate, and integrate new information sources independently.</p>	<p>1. With teacher assistance, transfer prior knowledge of organization of information to new resources.</p>	
		<p>E. Organize information or arguments using critical thinking, problem solving, and decision-making to determine patterns, compare and contrast, and determine cause and effect.</p>	<p>1. With teacher assistance, order information based on specified criteria..</p>	<ul style="list-style-type: none"> - Make a chart with teacher assistance - Most important to least important - Order of events
	<p><i>IV. Communicate</i></p>	<p>A. Recognize the needs of the audience and tailor message accordingly.</p>	<p>1. With teacher assistance, identify the target audience. 2. Develop the message in the form appropriate to the audience.</p>	
		<p>B. Use the writing process, media and visual literacy and technology skill to create products that express new understanding to an audience.</p>	<p>1. Present their learning through oral, written, or audio/visual methods. 2. Present their learning to a group other than their own classroom.</p>	<ul style="list-style-type: none"> - Retell a story - Explain a drawing - Describe an object - Create a graph or diagram.



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		C. Work individually and collaboratively to share knowledge.	<ol style="list-style-type: none"> 1. Share the responsibility of creating and presenting the material. 2. Recognize their individual responsibility and understand the importance of collaboration. 	
	V. Evaluate	A. Evaluate the process and the product.	<ol style="list-style-type: none"> 1. Discuss the product with the teacher. 2. Describe ways the research process could be more effective. 3. Use a teacher-created self-assessment tool to evaluate the work and the process. 	
		B. Continuously reflect on literacy skills and grow as learners.	<ol style="list-style-type: none"> 1. Participate in teacher-led discussions expanding ongoing learning projects in the classroom. 	
Expanding Literacies: Read, view, listen and communicate in any format for a variety of purposes.	<i>I. Foundational Knowledge/Skills</i>	A. Read, view and listen for pleasure and personal growth, exploration, or interest.	<ol style="list-style-type: none"> 1. Actively listen when books are read aloud. 2. Select and read or listen to a variety of high quality literary works. 3. Read for pleasure every day. 4. Demonstrate understanding of text and other media by asking and answering appropriate questions about what is read, heard, or viewed. 5. Identify topics, facts and supporting details in non-fiction material. 6. Summarize ideas from the material in their own words. 	- Select books and other materials on an interest or topic appropriate to their reading level.



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		B. Use tools for locating print and electronic materials appropriate for their needs.	<ol style="list-style-type: none"> 1. Identify the purpose of searching for materials in an online catalog. 2. Use the online catalog to search for material by title or subject. 3. Access preselected online resources. 	
		C. Comprehend information gathered from a variety of diverse sources, using different skills required by specific methods of delivery and formats.	<ol style="list-style-type: none"> 1. Locate information in a variety of sources. 2. Retell a story in correct sequence from beginning to middle to end. 3. Demonstrate comprehension by sharing their learning. 	<ul style="list-style-type: none"> - Print - Digital media - Online content - Audio and video materials
		D. Understand and interact with materials from a variety of genres and forms representing America’s multicultural experience as well as global perspectives.	<ol style="list-style-type: none"> 1. Express appreciation for qualities found in literature. 2. Recognize other cultures and their unique perspectives. 3. Compare and contrast elements found in a variety of literature. 4. Recognize the differences between the roles of authors and illustrators. 5. Recognize that criteria-based local, state, national, and international awards for print, non-print, and multi-media indicate quality works. 	<ul style="list-style-type: none"> - Appreciate various illustration styles and how they enhance the material. - Appreciate particular authors, subjects, and genres - Compare and contrast the same story presented by different authors. - Compare and contrast folktales of various cultures.
	<i>II. Collaboration</i>	A. Reflect, share ideas, and/or interact with others in response to books and other media.	<ol style="list-style-type: none"> 1. Participate in read-aloud, storytelling, and silent reading experiences. 2. Actively participate in class discussions and small group activities related to the material. 	



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		B. Work individually and collaboratively to share knowledge.	<ol style="list-style-type: none"> 1. Perform a specified role within the group. 2. Communicate ideas effectively using a variety of media and formats. 	<ul style="list-style-type: none"> - Written report - Slide show - Poster board
	III. Creativity	A. Create a product which communicates learning and ideas for a local and global audience, both formally and informally.	<ol style="list-style-type: none"> 1. Create a product following a teacher’s direction and framework. 	<ul style="list-style-type: none"> - Book journal - Poster - Multimedia presentation
		B. Use the writing process and technology skills to create products that express new understandings to an audience.	<ol style="list-style-type: none"> 1. Follow steps of the writing process modeled by teacher. 2. Tell a story using an audio or video recording tool. 	
	IV. Reflection/ Evaluation	A. Read, view and listen widely, with fluency, to make connections with self, the world and previous information.	<ol style="list-style-type: none"> 1. Compare and contrast their personal experience with the experiences of literary figures. 	
		B. Evaluate materials with regard to quality, accuracy, currency, bias, purpose, message and audience.	<ol style="list-style-type: none"> 1. Listen to selected stories and identify bias and discrimination that takes place in the story. 	<ul style="list-style-type: none"> - Dr. Seuss books - <u>The Butter Battle Book</u> - <u>The Sneetches</u>
		C. Reflect on literacy skills and grow as learners, adapting to changes in information formats	<ol style="list-style-type: none"> 1. Identify new formats in information. 2. Apply literacy skills across multiple formats. 	<ul style="list-style-type: none"> - Compare text to online encyclopedias
Technology Use and Concepts: Explore multiple technologies, evaluate their suitability for the desired educational or personal task, and apply the tools needed.	<i>I. Use of Technology</i>	A. Understand and use technology equipment.	<ol style="list-style-type: none"> 1. Use all equipment correctly, ensuring that it can be used by others who follow them. 2. Show respect for community property through proper use. 3. Follow the established rules for the use of equipment. 	



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	<p><i>I. Use of Technology</i></p>	<p>A. Understand and use technology equipment.</p>	<p>4. Communicate about technology using developmentally appropriate and accurate terminology.</p>	
<p>B. Perform basic operations of computer and network use.</p>		<p>1. Log in using a username and password as directed by the teacher. 2. Use the keyboard, mouse or other peripheral device as directed by the teacher. 3. Perform basic software operations. 4. Open, name, save to appropriate locations, and print documents with direction. 5. Follow the classroom procedures for all technology equipment use.</p>	<ul style="list-style-type: none"> - Specific actions such as keyboarding, software terminology, etc. to be directed by district curriculum - Students know how to use headphones and microphones. 	
<p>C. Select and use applications effectively and productively.</p>		<p>1. Select from a teacher-approved list to address content-related tasks and problems.</p>		
<p>D. Strategically solve information and technology issues.</p>		<p>1. Identify and solve common problems that occur during everyday use. 2. Seek teacher guidance for technology issues, unless otherwise instructed by their teacher.</p>	<ul style="list-style-type: none"> - Raise or lower volume - Navigate to desired page - Brighten screen image - Restart computer or monitor - Undo/ redo 	
<p>E. Effectively use available tools and applications for collaboration, organization, and communication.</p>		<p>1. Collaborate with other students using age-appropriate digital media to share information and works with teachers, other students, and family members.</p>	<ul style="list-style-type: none"> - Skype, create podcasts or videos with instruction - Partner work to illustrate and present using graphic organizers 	



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				or story-building software.
	<i>II. Technology Concepts</i>	A. Transfer knowledge and adapt strategies from one technology to another.	<ol style="list-style-type: none"> 1. Recognize common terminology, icons, and symbols related to current technology and apply to new technologies. 2. Apply search commands from one resource to another. 	<ul style="list-style-type: none"> - For example - play, rewind, pause, paint tools, file commands, etc - For example, keywords, home, breadcrumbs, etc.
		B. Explore, evaluate, and integrate new technologies independently.	<ol style="list-style-type: none"> 1. Have age appropriate opportunities for open-ended exploration of applications and technologies. 2. Explain what they have learned from their exploration. 3. Navigate in virtual environments with assistance as needed. 	<ul style="list-style-type: none"> - Websites - Electronic books
		C. Reflect on and adapt to the ever-changing nature of technology to solve information needs.	<ol style="list-style-type: none"> 1. Apply basic concepts and learning to new technologies. 	
Ethical Participation in a Global Society: The student will participate productively in the global learning community and demonstrate safe, ethical, legal and responsible behavior in the use of information and technology.	<i>I. Foundational Knowledge/Skills</i>	A. Understand and follow acceptable use policies and laws regulating use of information.	<ol style="list-style-type: none"> 1. Follow the school rules for computer and equipment use. 	
		B. Use facilities and equipment respectfully and independently	<ol style="list-style-type: none"> 1. Return borrowed materials on time. 2. Leave shared space in the same condition as it was found. 3. Treat shared materials and equipment with care. 	
		C. Avoid plagiarism and respect concepts of intellectual property.	<ol style="list-style-type: none"> 1. Not copy the work of others into their own projects. 2. Give credit to the original creator of the work referenced. 	



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		D. Protect individual privacy, respect the privacy of others, and navigate safely when using technology.	<ol style="list-style-type: none"> 1. Identify the important private data that they should never share without teacher permission. 2. Close out of their browser and tell an adult whenever they come across inappropriate material on the Internet. 3. Use only those websites approved by their teacher or school, unless otherwise instructed. 	
		E. Model ethical behavior, exhibit leadership and personal responsibility, and will not use technology to bully, intimidate, malign or otherwise harass others.	<ol style="list-style-type: none"> 1. Refrain from using technology to be hurtful to others. 2. Tell an adult immediately when they encounter hurtful behavior towards themselves or others. 3. Stop interacting with those who are using hurtful behavior. 	
	<i>II. Collaboration</i>	A. Build global awareness and cultural understanding by respectfully engaging with resources and learners of diverse cultures.	<ol style="list-style-type: none"> 1. Respect the opinions and perspectives of others in their group, class, or beyond. 2. Use courteous language to respond to diverse perspectives. 	
	<i>III. Creativity</i>	A. Safeguard personal intellectual property, privacy, and other rights when sharing or publishing information	<ol style="list-style-type: none"> 1. Omit personal information in their work when it is shared online. 	
	<i>IV. Reflection /Evaluation</i>	A. Demonstrate when and where it is appropriate to use technology and observe social norms for etiquette in communication depending on the audience and purpose.	<ol style="list-style-type: none"> 1. Follow classroom rules instructing when technology use is acceptable. 2. Consider how their own technology use may affect those around them. 	<ul style="list-style-type: none"> - Using computers or other equipment only when activity is allowed. - For example, volume level, etc.
		B. Identify the physical and	<ol style="list-style-type: none"> 1. Follow instructions about 	-



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		psychological impacts of technology on individuals and the environment and make choices that minimize negative impacts.	correct posture to minimize physical stress 2. Limit printing, following teacher direction. 3. Respect that students may use different technological tools for their specific needs. 4. Demonstrate balance between media-time and active-time in their lives.	- adaptive and assistive technologies