

Standard 2: Evaluate and select sources based on predetermined criteria (e.g., relevancy, currency, credibility).**K** With guidance, investigate and select possible information sources based on criteria.**1-2** With guidance, investigate and select possible information sources based on criteria.**3-4** Analyze, investigate, and select possible information sources based on criteria.**5** Investigate, select, and evaluate possible information sources based on criteria.**STRAND 6: Locating sources and accessing information.****Standard 1: Locate identified sources.****a. Demonstrate how to navigate library catalogs, the Internet, and databases.****K** Understand the concept of finding information sources through various tools (e.g., signage, catalogs).**1-2** Understand and demonstrate the concept of finding information sources through various tools (e.g., signage, catalogs).**3-4** Demonstrate use of the library catalog, databases, and web browsers using selected keyword, subject, author, title, and series terms.**5** Investigate sources using library catalogs, databases, and web browsers. Find possible sources using Boolean indicators and other search strategies.**b. Apply effective location skills, asking for help as needed.****K****1-2** Observe someone modeling locating sources from search results.**3-4** Locate selected sources from the search results or download/save/print source. Locate people or places of possible information.**5** Locate selected sources from the search results or download/save/print source. Locate people or places of possible information.**c. Revise and focus search as necessary to yield more effective results.****K****1-2****3-4** Refine search terms to yield adequate and relevant results.**5** Refine search terms to yield adequate and relevant results.**Standard 2: Access information within sources by applying relevant tools (e.g., table of contents, indexes, keyword searches, sidebars, related subjects).****K** Identify title page, illustrations, and text in print resources.**1-2** Identify, define, and demonstrate use of table of contents and indexes in print resources.**3-4** Demonstrate use of table of contents, indexes, headings, and guide words in print resources. Identify, define, and demonstrate use of sidebars, menu tabs, keywords searches, and other digital finding tools.**5** Demonstrate use of table of contents, indexes, headings, and guide words in print resources. Demonstrate use of sidebars, menu tabs, keywords searches, and other digital finding tools.**STRAND 7: Engaging with and extracting information****Standard 1: Engage with information by reading, listening, and viewing sources in a variety of formats.****a. Use questions to guide reading, listening, and viewing of sources while building connections between prior knowledge and new information.****K** Investigate teacher-selected sources, guided by questions and prior knowledge.**1-2** Investigate teacher-selected or self-selected sources, guided by questions and prior knowledge.**3-4** Engage with information using reading, listening, and viewing strategies, guided by questions and prior knowledge.**5** Engage with information using reading, listening, and viewing strategies, guided by questions and prior knowledge.

<p>b. Analyze and make sense of information (e.g., identifying main ideas, supporting details, bias, point of view, misconceptions, conflicting information).</p>	<p>K Retell main ideas and key points.</p>	<p>1-2 Retell and summarize main ideas and supporting details.</p>	<p>3-4 Summarize and identify main ideas and supporting details, conflicting information, and point of view.</p>	<p>5 Summarize main ideas and supporting details, identifying conflicting information, points of view, and bias. Recognize own misconceptions that conflict with new information and previous background knowledge.</p>
--	---	---	---	--

Standard 2: Select, extract, and record information that addresses a problem, answers guiding questions, and meets evaluation criteria.

<p>a. Apply critical thinking skills to evaluate and select information in terms of relevancy, currency, and credibility including fact and opinion, bias, prejudice, and propaganda.</p>	<p>K With guidance, identify relevant information that answers information questions from text, illustrations, and charts, interviews, etc.</p>	<p>1-2 Identify relevant facts that answer questions. Recognize differences between fact and opinion.</p>	<p>3-4 Identify facts and details that support main ideas. Evaluate information for credibility and currency.</p>	<p>5 Identify facts and details that support main ideas. Evaluate information for credibility, authority, currency, and bias. Identify propaganda.</p>
<p>b. Validate and compare information in sources, noting differences, contradictions, and types of data or research.</p>	<p>K</p>	<p>1-2</p>	<p>3-4 Compare and verify information from various sources.</p>	<p>5 Compare and validate conflicting information using additional sources.</p>
<p>c. Use a variety of note-taking strategies, including summarizing and paraphrasing, while noting sources.</p>	<p>K Record information and sources in various formats by writing, drawing, retelling, etc.</p>	<p>1-2 Record information and sources in various formats by writing, drawing, retelling, etc.</p>	<p>3-4 Develop note-taking skills, including paraphrasing and summarizing. Utilize graphic organizers and highlighting. Appropriately cite sources.</p>	<p>5 Use various note-taking strategies independently to summarize information. Utilize graphic organizers and highlighting. Appropriately cite sources.</p>
<p>d. Monitor gathered information for gaps and weaknesses and modify questions, sources, or strategies as needed to elicit adequate information.</p>	<p>K</p>	<p>1-2 Reflect on original and additional questions and the adequacy of information.</p>	<p>3-4 Modify questions, sources, or strategies as needed to elicit adequate information to accomplish the research task successfully.</p>	<p>5 Modify questions, sources, or strategies as needed to elicit adequate information to accomplish the research task successfully.</p>

STRAND 8: Organizing, synthesizing, and presenting information

Standard 1: Organize information from multiple sources.

<p>a. Organize, evaluate, and synthesize selected information to support conclusions.</p>	<p>K With guidance, organize information using sequencing, webbing, graphic organizers, storyboarding, etc. Draw conclusions.</p>	<p>1-2 With guidance, organize information using sequencing, webbing, graphic organizers, etc. Draw conclusions.</p>	<p>3-4 Outline, organize, and synthesize information to draw conclusions about information questions. Support conclusions with evidence.</p>	<p>5 Outline, organize, and synthesize information to draw conclusions about information questions. Support conclusions with evidence.</p>
--	--	---	---	---