

<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>
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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>
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b. Select format of the learning product for the designated audience and use technology or other tools to integrate, organize, and present information from multiple sources.	K Reflect on target audience and decide how to share information learned.	1-2 Reflect on target audience and decide how to share information learned.	3-4 Reflect on target audience and decide how to share information learned.	5 Reflect on target audience and decide how to share information learned. Use more complex product formats, including technology.
c. Follow ethical and legal guidelines in using and citing information to avoid plagiarism and copyright violations.	K With guidance, identify the source of information used.	1-2 With guidance, identify the sources of information used.	3-4 Cite sources appropriately and avoid copyright violations, including plagiarism. Summarize and quote appropriately.	5 Cite sources appropriately and avoid copyright violations, including plagiarism. Summarize and quote appropriately.
d. Apply evaluation criteria to create, revise, and finalize the learning product.	K Apply evaluation criteria to create, revise, and finalize the learning product.	1-2 With teacher input, create and revise products using previously established evaluation criteria.	3-4 Create and revise products using previously established evaluation criteria.	5 Create and revise products using previously established evaluation criteria.
e. Collaborate with others to exchange ideas, make decisions, create products, and peer edit as appropriate.	K	1-2 Collaborate with others, with teacher guidance, to exchange ideas, make decisions, and create products.	3-4 Collaborate with others to exchange ideas, make decisions, create products, and peer edit.	5 Collaborate with others to exchange ideas, make decisions, create products, and peer edit.

Standard 2: Present a learning product using a variety of presentation techniques (e.g., writing, speaking, media) to communicate new understandings.

	K Practice presentation skills, including eye contact, body language, speaking slowly and clearly, intonation, etc. Demonstrate respect for others' presentations.	1-2 Practice presentation skills, including eye contact, body language, speaking slowly and clearly, intonation, etc. Demonstrate respect for others' presentations.	3-4 Demonstrate effective presentation skills while sharing products. Demonstrate effective use of multimedia formats. Demonstrate respect for others' presentations.	5 Demonstrate effective presentation skills while sharing products. Demonstrate effective use of multimedia formats. Demonstrate respect for others' presentations.
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STRAND 9: Evaluating the process and product

Standard 1: Evaluate the execution of the product for efficacy and quality, and identify areas needing improvement to determine how to proceed in the future.

a. Assess the product based on preestablished evaluation criteria.	K Apply evaluation criteria to the research product with teacher help.	1-2 Apply evaluation criteria to the research product with teacher help.	3-4 Assess product efficacy and quality using objective evaluation criteria.	5 Assess product efficacy and quality using objective evaluation criteria.
b. Reflect upon how the product could be improved or modified.	K Discuss with the teacher what was difficult and what worked well during product creation and presentation.	1-2 Discuss with the teacher what was difficult and what worked well during product creation and presentation.	3-4 Reflect on and summarize what went well and what could be improved in future products.	5 Summarize and explain what went well, why, and what could be improved in future products.
c. Solicit, reflect, and act upon peer reviews and teacher comments about the product.	K Engage with peers and teachers about the product and practice giving feedback to others.	1-2 Engage with peers and teachers about the product and practice giving feedback to others.	3-4 Engage with peers and teachers about the product and give feedback to others.	5 Engage with peers and teachers about the product and give feedback to others.