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<tr>
<td>1.1 Knows the purpose of a question</td>
<td>Understands expectations can aid in learning</td>
<td>• Understands questions are used to find answers</td>
<td>• Begins to connect questions to prior knowledge</td>
<td>Makes connections to prior knowledge (with guidance)</td>
<td>• Makes connections to prior knowledge</td>
<td>• Makes connections to prior knowledge</td>
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<td>• Makes connections to prior knowledge</td>
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<tr>
<td>1.2 Can ask a question</td>
<td>Can ask a question that relates to a given topic (with guidance)</td>
<td>Can ask a question that relates to a given topic (with guidance as needed)</td>
<td>Identifies one or the main idea(s) (with guidance)</td>
<td>Identifies key words and concepts based on research question (with guidance)</td>
<td>Identifies the main idea(s) and adds related topics of interest</td>
<td>Identifies the main idea(s) and adds related topics of interest</td>
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<tr>
<td>1.3 Identifies Intended Audience</td>
<td>Begins to learn about audience</td>
<td>Continues to learn about different audiences and choosing one for a specific product</td>
<td>Identifies the intended audience and understands how to tailor research and end product to that audience (with guidance)</td>
<td>Identifies the intended audience and understands how to tailor research and end product to that audience</td>
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<td>Identifies the intended audience and understands how to tailor research and end product to that audience</td>
<td>AASL 1.1.1, AASL 1.2.1, AASL 4.1.2, AASL 4.1.5, ISTE-NETS 4a</td>
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<td>1.4 Understands Rubric Components</td>
<td>Can understand expectations based on rubric (with guidance)</td>
<td>Can evaluate examples of strong and weak work using rubric (with guidance)</td>
<td>Can evaluate own work using rubric (with guidance)</td>
<td>Can understand expectations based on rubric</td>
<td>Can prioritize tasks based on rubric expectations and product components</td>
<td>Can understand expectations based on rubric</td>
<td>Can prioritize tasks based on rubric expectations and product components</td>
<td>AASL 1.1.2, AASL 1.1.3, AASL 1.2.2, ISTE-NETS 4a</td>
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**Step 1: Task Definition**
## PLAN

### Step 2/3: Information Seeking/Location and Access

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| 1.5 Understands the Organization of the library | • Understands and locates the everyone, fiction, and nonfiction sections (with guidance)  
• Identifies and uses the parts of the book (cover, jacket, spine, pages, title page, etc.)  
• Recognizes that fiction titles are organized by author’s last name and nonfiction titles are organized by Dewey number | • Understands and locates the everyone, fiction, and nonfiction sections (with guidance as needed)  
• Identifies and locates the parts of the book | • Easily recognizes fiction (narrative) and nonfiction (informational) sections of the library  
• Can identify and locate digital resources in the library and how best to use them to fit inquiry needs (with guidance)  
• Begins to explore possible resources available at the public library | • Easily recognizes fiction (narrative) and nonfiction (informational) sections of the library  
• Can identify and locate digital resources in the library and how best to use them to fit inquiry needs (with guidance as needed)  
• Knows which public library resources will fit their inquiry needs | • Easily recognizes fiction (narrative) and nonfiction (informational) sections of the library  
• Can identify and locate digital resources in the library and how best to use them to fit inquiry needs (with guidance)  
• Knows which public library resources will fit their inquiry needs | • Easily recognizes fiction (narrative) and nonfiction (informational) sections of the library  
• Can identify and locate digital resources in the library and how best to use them to fit inquiry needs (with guidance)  
• Knows which public library resources will fit their inquiry needs | • Easily recognizes fiction (narrative) and nonfiction (informational) sections of the library  
• Can identify and locate digital resources in the library and how best to use them to fit inquiry needs (with guidance)  
• Knows which public library resources will fit their inquiry needs |
| 2.6 Seeks Information from a Variety of Sources | • Begins to explore a variety of sources available in the library  
• Chooses possible sources of information from a teacher-generated selection (with guidance)  
• Locates materials at appropriate reading level (with guidance)  
• Recognizes the differences and similarities between sources and matches the appropriate source to the topic (with guidance) | • Chooses possible sources of information from a teacher-generated selection (with guidance)  
• Identifies different formats (i.e. books, websites, online encyclopedia, multimedia, graphs, maps, charts, and diagrams) as sources of information (with guidance)  
• Identifies the appropriate format for the source to the topic (with guidance) | • Identifies different formats (i.e. books, websites, online encyclopedia, multimedia, graphs, maps, charts, and diagrams) as sources of information (with guidance)  
• Identifies the appropriate format for the source to the topic (with guidance) | • Identifies different formats of sources of information  
• Recognizes the differences and similarities between sources and matches the appropriate source to the topic  
• Understands and seeks balanced points of view (with guidance)  
• Can distinguish between primary and secondary sources as appropriate (with guidance) | • Seeks and uses many different resources in a variety of formats  
• Seeks a variety of sources that reflect diverse opinions and balanced points of view  
• Uses both primary and secondary sources as appropriate (with guidance)  
• Seeks and uses many different resources in a variety of formats | • Seeks and uses many different resources in a variety of formats  
• Seeks a variety of sources that reflect diverse opinions and balanced points of view  
• Uses both primary and secondary sources as appropriate (with guidance)  
• Seeks and uses many different resources in a variety of formats | • Seeks and uses many different resources in a variety of formats  
• Seeks a variety of sources that reflect diverse opinions and balanced points of view  
• Uses both primary and secondary sources as appropriate (with guidance)  
• Seeks and uses many different resources in a variety of formats |

**Standards**

- ISTE-NETS 3b, 4c
- AASL 1.1.3
- AASL 1.1.4
- AASL 1.1.6
- ISTE-NETS 3b, 4c
- AASL 1.1.4
- AASL 1.2.2
- AASL 1.2.3
<p>| AASL 2.3.4  Uses Information Seeking Strategies to Locate Information Within a Variety of Sources | <strong>Locates materials at appropriate reading level</strong>&lt;br&gt;<strong>Understands and can identify text features such as indexes, tables of contents, headings, important vocabulary, topic sentences, and summary sentences to locate information and select main ideas (with guidance)</strong>&lt;br&gt;<strong>Uses online navigation tools, search features, and basic search strategies to find information (with guidance)</strong> | <strong>Locates materials at appropriate reading level</strong>&lt;br&gt;<strong>Understands and can identify text features such as indexes, tables of contents, headings, important vocabulary, topic sentences, and summary sentences to locate information and select main ideas</strong>&lt;br&gt;<strong>Uses online navigation tools and search features to find information (with guidance)</strong> | <strong>Understands and can identify text features such as indexes, tables of contents, headings, important vocabulary, topic sentences, and summary sentences to locate information and select main ideas</strong>&lt;br&gt;<strong>Uses online navigation tools and search features to find information (with guidance)</strong> | <strong>Understands and can identify text features such as indexes, tables of contents, headings, important vocabulary, topic sentences, and summary sentences to locate information and select main ideas</strong>&lt;br&gt;<strong>Uses online navigation tools and search features to find information (with guidance)</strong> | AASL 1.1.4&lt;br&gt;AASL 1.1.6&lt;br&gt;AASL 1.1.8&lt;br&gt;AASL 1.2.2&lt;br&gt;AASL 1.4.1&lt;br&gt;AASL 2.1.1&lt;br&gt;ISTE-NETS 3b,c |
| AASL 1.7  Evaluates Sources to Find the Most Useful Information | <strong>Begins to understand that some sources are better than others</strong>&lt;br&gt;<strong>Begins to understand that some information is real and some is made-up</strong> | <strong>Knows the difference between fact and opinion</strong>&lt;br&gt;<strong>Evaluates quality and usefulness of sources based on accuracy, relevance, currency, authority, and organization of information (with guidance)</strong> | <strong>Knows how to use both fact and opinion in research</strong>&lt;br&gt;<strong>Evaluates quality and usefulness of sources based on accuracy, relevance, currency, authority, and organization of information (with guidance as needed)</strong> | <strong>Evaluates quality and usefulness of sources based on accuracy, relevance, currency, authority, and organization of information (with guidance)</strong>&lt;br&gt;<strong>Eliminates unnecessary sources (with guidance)</strong> | AASL 1.1.4&lt;br&gt;AASL 1.1.5&lt;br&gt;AASL 1.1.7&lt;br&gt;AASL 1.2.1&lt;br&gt;ISTE-NETS 3b, c |</p>
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<td>2.1.1</td>
<td>Can identify the main idea and at least one supporting detail (with guidance)</td>
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<td>(with guidance)</td>
<td>(with guidance)</td>
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<td>(with guidance)</td>
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<td>AASL 2.1.1</td>
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<td>2.2.1</td>
<td>Determines important ideas in illustrations and text (with guidance)</td>
<td>Determines important ideas in illustrations and text (with guidance)</td>
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<td>(with guidance)</td>
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<td>(with guidance)</td>
<td>ISTE-NETS 3b, 4c</td>
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<td>2.3.1</td>
<td>Connects ideas (similarities and differences) across sources to answer inquiry question (with guidance)</td>
<td>Connects ideas (similarities and differences) across sources to answer inquiry question (with guidance)</td>
<td>Connects ideas (similarities and differences) across sources to answer inquiry question (with guidance)</td>
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<td>AASL 1.1.7, AASL 1.2.1, AASL 1.4.4, AASL 2.1.1</td>
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<td>3.1.6</td>
<td>Uses a variety of methods to organize information (i.e. note-making strategies, graphic organizers, and outlines) (with guidance)</td>
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<td>ISTE-NETS 3b, 4c</td>
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<td>3.2.1</td>
<td>Begins to understand the differences between direct quotes and paraphrases</td>
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<td>AASL 1.1.7, AASL 1.4.1, AASL 1.2.1, AASL 2.1.4, AASL 2.4.1</td>
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<tr>
<td>4.1.6</td>
<td>Creates basic MLA citations (with guidance)</td>
<td>Creates basic MLA citations (with guidance)</td>
<td>Creates basic MLA citations in a works cited page (with guidance)</td>
<td>Creates basic MLA citations in a works cited page (with guidance)</td>
<td>Creates advanced MLA citations (with guidance as needed)</td>
<td>Creates advanced MLA citations (with guidance as needed)</td>
<td>Creates advanced MLA citations (with guidance as needed)</td>
<td>AASL 1.1.7, AASL 1.4.1, AASL 1.3.1, AASL 3.1.6, ISTE-NETS 5a</td>
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<td>4.2.1</td>
<td>Understands basic copyright rules (with guidance)</td>
<td>Understands different levels of copyright (copyright, fair use, creative commons, public domain) (with guidance)</td>
<td>Understands different levels of copyright (copyright, fair use, creative commons, public domain) (with guidance)</td>
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<td>AASL 1.1.7, AASL 1.4.1, AASL 1.3.1, AASL 3.1.6, ISTE-NETS 5a</td>
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**Step 4: Use of Information**
## Step 5: Synthesis and Sharing

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<tr>
<td>2.4 Creates New Understandings Based on Inquiry</td>
<td>Connects new learning to prior knowledge (with guidance)</td>
<td>Connects new learning to prior knowledge (with guidance as needed)</td>
<td>Reviews ideas held at beginning of inquiry and reflects on how ideas changed during inquiry (with guidance)</td>
<td>Reviews ideas held at beginning of inquiry and reflects on how ideas changed during inquiry (with guidance as needed)</td>
<td>Reviews, revises, and applies ideas held at beginning of inquiry and reflects on how ideas changed during inquiry (with guidance as needed)</td>
<td>Reviews, revises, and applies ideas held at beginning of inquiry and reflects on how ideas changed during inquiry (with guidance as needed)</td>
<td>Reviews, revises, and applies ideas held at beginning of inquiry and reflects on how ideas changed during inquiry (with guidance as needed)</td>
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<tr>
<td>2.5 Presents New Learning to Others</td>
<td>Shares new learning (with guidance)</td>
<td>Shares new learning (with guidance as needed)</td>
<td>Communicates new ideas, opinions, and conclusions by completing a product to express learning (with guidance as needed)</td>
<td>Communicates new ideas, opinions, and conclusions by completing a product to express learning (with guidance as needed)</td>
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## Step 6: Evaluation

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| 3.1 Reflects on the Inquiry Process | Uses teacher feedback and self-evaluation to reflect on the inquiry process | Uses teacher feedback and self-evaluation to reflect on the inquiry process | • Uses teacher feedback and self-evaluation to reflect on the inquiry process  
• Records individual experience with the inquiry process—the hardest part, best part, skills learned, insights gained, etc.—with suggestions for future improvements | • Uses teacher feedback and self-evaluation to reflect on the inquiry process  
• Records individual experience with the inquiry process—the hardest part, best part, skills learned, insights gained, etc.—with suggestions for future improvements | • Uses teacher feedback and self-evaluation to reflect on the inquiry process  
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• Records individual experience with the inquiry process—the hardest part, best part, skills learned, insights gained, etc.—with suggestions for future improvements | • Uses teacher feedback and self-evaluation to reflect on the inquiry process  
• Records individual experience with the inquiry process—the hardest part, best part, skills learned, insights gained, etc.—with suggestions for future improvements | AASL 2.4.2  
AASL 2.4.4  
AASL 3.1.1  
AASL 3.4.1  
AASL 3.4.2  
AASL 3.4.3  
AASL 4.4.4  
AASL 4.4.6 |