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| **Learning Targets** | **Example of application/task** | **Standards or Practices** |
| **Students are learning to find and collect information:**  **Use an investigative process to generate questions, assess credibility, accuracy, and usefulness of a source (a source may be a print or digital text, interview, video, experience, media file, etc.);**   * Generate questions that arise from careful observation of phenomena, models or unexpected results; * Do a close reading of primary/secondary sources to understand context * Understand what the source states explicitly and make logical inferences; * Understand nuanced use of language when reading, viewing, listening, and speaking; * Ask questions that identify or clarify sufficient empirical evidence; * Evaluate a question to determine if it is testable and relevant; * Ask questions that can be investigated within the scope of a school laboratory, research facility, in the field or by a reliable, authoritative source; * Determine how the structure of language indicates the conventions for the type of writing, speaking, or showing (video/performance); * Analyze the impact of how an author’s choices influence the development of information, ideas, events, and the story; * Evaluate the effectiveness of source structures in conveying the overall meaning or purpose of the source; * Determine how authors use perspective and purpose to shape content, style, and effect. * Identify and verify word meanings; * Take organized notes to purposefully quote, summarize, and paraphrase a source. * Determine sourcing information of a primary source * Read charts, graphs, maps, political cartoons, pictures, paintings, artifacts, etc for information | **What students *do* to find information:**   * Watch a video that demonstrates a process/phenomenon, explains research, or tells a story of an event * Read a novel or watch a movie to explore a topic or theme * Conduct an experiment to test a hypothesis or theory * Read an article or listen to a podcast that explains a phenomenon * Interview an expert or person with experience * Take a field trip to observe a process or work being done | English Language Arts   * [L.3](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [L.4](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [R.4](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [R.5](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [R.7](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [R.8](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [R.9](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [R.11](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [W.1](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)   Science & Engineering Practices   * [SEP1](https://www.maine.gov/doe/learning/content/scienceandtech/standards) * [SEP2](https://www.maine.gov/doe/learning/content/scienceandtech/standards) * [SEP3](https://www.maine.gov/doe/learning/content/scienceandtech/standards)   [Social Studies](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20Learning%20Results%20for%20Social%20Studies%20-%20Revised%202019_5.pdf)   * [Civics and Government](https://www.maine.gov/doe/learning/content/socialstudies/standards/civicsgovernment) * [Geography](https://www.maine.gov/doe/learning/content/socialstudies/standards/geography) * [History](https://www.maine.gov/doe/learning/content/socialstudies/standards/history) * [Personal Finance & Economics](https://www.maine.gov/doe/learning/content/socialstudies/standards/personalfinanceeconomics) |

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| **Learning Target** | **Example of application/task** | **Standards or Practices** |
| **Students are learning to use information:**  **Critique and evaluate information to clarify meaning, deepen understanding, and determine when further investigation is needed;**   * Engage in productive talk by utilizing appropriate and sufficient evidence; * Promote civil, ethical discussion and decision-making to set clear goals; * Respond thoughtfully to diverse perspectives; * Critique claims, evidence and reasoning that compares and evaluates competing arguments; * Probe reasoning and evidence, challenging ideas and conclusions, and determine additional information necessary to resolve contradictions. * Determine the most useful evidence to support a position – determine what is not important or relevant to the topic development; * Integrate multiple sources of information presented in diverse formats; * Use ongoing feedback to produce increasingly dynamic products; * Accurately use appropriate vocabulary; * Use language for effect as appropriate to mode conventions and in the appropriate register. * Use primary/secondary sources to corroborate information * Make decisions about money * Read charts, graphs, maps, political cartoons, pictures, paintings, artifacts, etc for evidence to make meaning | **What students *do* to use information:**   * Engage in a discussion to share findings or explore contradictory perspectives or information * Investigate the sources of the information to determine likely bias * Determine what other sources of information may be needed to verify and validate findings (curate appropriate and useful sources) * Listen to another person talk about an explanation for a situation or phenomenon, then restate their views prior to asking for clarification * Clearly articulate evidence that supports a perspectives/claim and how to determine whether or not that evidence is valid and reliable | English Language Arts   * [L.5](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [L.6](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [SL.1](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [SL.2](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [R.6](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [R.7](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [R.10](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [R.11](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [W.2](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)   Science & Engineering Practices   * [SEP4](https://www.maine.gov/doe/learning/chttps:/www.maine.gov/doe/learning/content/scienceandtech/standardsontent/scienceandtech/standards) * [SEP7](https://www.maine.gov/doe/learning/chttps:/www.maine.gov/doe/learning/content/scienceandtech/standardsontent/scienceandtech/standards) * [SEP8](https://www.maine.gov/doe/learning/chttps:/www.maine.gov/doe/learning/content/scienceandtech/standardsontent/scienceandtech/standards)   [Social Studies](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20Learning%20Results%20for%20Social%20Studies%20-%20Revised%202019_5.pdf)   * [Civics and Government](https://www.maine.gov/doe/learning/content/socialstudies/standards/civicsgovernment) * [Geography](https://www.maine.gov/doe/learning/content/socialstudies/standards/geography) * [History](https://www.maine.gov/doe/learning/content/socialstudies/standards/history) * [Personal Finance & Economics](https://www.maine.gov/doe/learning/content/socialstudies/standards/personalfinanceeconomics) |

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| **Learning Target** | **Example of application/task** | **Standards or Practices** |
| **Students are learning to create and share information:**  **Produce clear and increasingly complex works that are purposefully designed to address audience, task, and purpose;**   * Construct, use, and/or present an oral and written argument or counterargument based on data and evidence; * Use a process to draft, review, and revise a product; * Compare, integrate and evaluate sources of information presented in different media formats; * Communicate scientific information or ideas about phenomena expressed in multiple formats; * Present ideas conveying clear and distinct perspectives; * Develop and support a topic with a variety of relevant techniques and purposeful details; * Make strategic use of multimedia to enhance understandings of findings, reasoning, and evidence; * Adapt speech to a variety of contexts with increasingly sophisticated, precise language and a highly developed voice and tone; * Use conventions of language accurately according to context; * Follow a standard format for citation. | **What students *do* to share information:**   * Respond to feedback that assesses   + Accuracy of information   + Accuracy of language use   + Accuracy of mode conventions * Revise to improve outcome * Use information strategically and ethically, attributing sources as directed * Prepare a written or multi-media presentation that supports a position or promotes specific improvements to a product * Share their stance on a topic/question/issue * Participate in a civil action project * Make decisions about money * Plan a trip * Propose a bill | English Language Arts   * [L.1](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [L.2](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [SL.3](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [SL.4](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [R.8](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [R.9](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx) * [W.3](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20ELA%20Standards%202020%20Progressions_1.docx)   Science & Engineering Practices   * [SEP6](https://www.maine.gov/doe/learning/content/scienceandtech/standards) * [SEP7](https://www.maine.gov/doe/learning/content/scienceandtech/standards) * [SEP8](https://www.maine.gov/doe/learning/content/scienceandtech/standards)   [Social Studies](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Maine%20Learning%20Results%20for%20Social%20Studies%20-%20Revised%202019_5.pdf)   * [Civics and Government](https://www.maine.gov/doe/learning/content/socialstudies/standards/civicsgovernment) * [Geography](https://www.maine.gov/doe/learning/content/socialstudies/standards/geography) * [History](https://www.maine.gov/doe/learning/content/socialstudies/standards/history) * [Personal Finance & Economics](https://www.maine.gov/doe/learning/content/socialstudies/standards/personalfinanceeconomics) |