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| **Learning Targets** | **Example of application/task** | **Standards** |
| **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.);**   * Understand what the *source*\*\*\* states explicitly and make logical inferences; * Demonstrate understanding of the source genre/format/structure; * Understand nuanced use of language when reading, viewing, listening, and speaking; * 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 (or creator’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; * Use primary/secondary sources to corroborate information; * Read charts, graphs, maps, political cartoons, pictures, paintings, artifacts, etc for evidence to make meaning; * Take organized notes to purposefully quote, summarize, and paraphrase a source. | **What students *do* to find and collect information:**   * Develop a line of inquiry including self-developed questions * Read a novel or watch a movie to explore a topic, theme, experience, etc. * Watch a video that demonstrates a process/phenomenon, explains research, or tells a story of an event * 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 * L.4 * R.4 * R.5 * R.7 * R.8 * R.9 * R.11 * R.12 * W.1 |
| \*information is relative to task and unit goals. Information may refer to observation, experience, text, digital audio or other stimulus for learning.  \*\*investigative process reefers to the steps student take to engage with the stimulus and the questions they develop, explore, and refine  \*\*\*source may be a novel read for analytic purpose with evidence coming from the text or corroborated from nonfiction/informational sources | | |
| **Report:** Students engage in an inquiry process to find and collect information from a variety of sources. | | |

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| **Learning Target** | **Example of application/task** | **Standards** |
| **Students are learning to analyze and 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. | **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 * L.6 * SL.1 * SL.2 * R.6 * R.7 * R.10 * R.11 * W.2 |
| **Report** Students analyze, evaluate, and organize evidence collected from various sources. | | |

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| **Learning Target** | **Example of application/task** | **Standards** |
| **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 or 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 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 | English Language Arts   * L.1 * L.2 * SL.3 * SL.4 * R.8 * R.9 * W.3 |
| **Report** Students select the appropriate form and format for the audience and purpose then demonstrate the norms of the selected method. | | |