|  |  |  |
| --- | --- | --- |
| **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. |

|  |  |  |
| --- | --- | --- |
| **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. |

|  |  |  |
| --- | --- | --- |
| **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. |