

Grade K

Adopted 2010

Define and Refine Problem or Question: Students will be able to follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need.

A. Follow an Inquiry Process

1. Follow an inquiry process and connect the process to real life.
 - a. With guidance, identify inquiry as a process.
 - b. With guidance, provide examples of how the process can be used in real life.
 - c. With guidance, follow the inquiry process used in the school for an assigned information need.
-

B. Define a Problem, Formulate Questions, and Refine a Problem and/or Question

1. Identify an assigned or personal information need.
 - a. With guidance, identify an assigned information need.
 - b. With guidance, identify a personal information need.
 2. Determine the scope of the information need.
 - a. With guidance, use criteria to determine the scope of an information need.
 3. Formulate and refine questions to meet an information need.
 - a. With guidance, use prior knowledge to formulate and refine questions to meet an information need.
-

Locate and Evaluate Resources and Sources: Students will be able to follow an inquiry process to identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner.

A. Locate and Evaluate Resources

1. Identify resources to meet the information need.
 - a. With guidance, explore and identify human, print, online, and multimedia resources.
 - b. With guidance, decide which resources best match an identified information need.
2. Use safe practices when online.
 - a. Identify, review, and follow the district's Acceptable Use Policy and school-based computer use rules.
 - b. With guidance, identify safe and unsafe online practices

B. Locate and Evaluate Sources

1. Locate and select sources to meet the information need.
 - a. With guidance, identify the sections of the media center and the attributes of the sources located within each section.
 - b. With guidance, use the media center's catalog to locate sources to meet the information need.
 - d. With guidance, select print, online, and multimedia sources
 2. Evaluate sources to meet the information need.
 - b. With guidance, use text features effectively to select sources that meet the information need.
-

Find, Generate, Record, and Organize Data/Information:
Students will be able to follow an inquiry process to find, generate, record, and organize information relevant to the information need in an ethical manner.

A. Find Data/Information within a Variety of Sources

1. Use specific sources to find information.
 - a. With guidance, use keywords and text features to find information within a specific source.
 - c. With guidance, use technology tools to find data/information within a specific source.
 2. Evaluate the relevance of information within a specific source to meet the information need.
 - b. With guidance, confirm that the information found within a specific source matches the information need.
-

B. Generate New Data/Information in an Ethical Manner.

1. Generate new data/information from interviews and/or surveys.
 - a. With guidance, generate appropriate questions to meet the information need.
-

C. Record and Organize Data/Information

1. Record data/information in a variety of formats.
 - a. With guidance, explain why it is necessary to record data/information to meet the information need.
 - c. With guidance, identify formats for organizing data/information.
 - d. With guidance, use keywords to identify relevant information.
 - f. With guidance, use technology to record and organize data/information.
 2. Use an appropriate and accepted citation style to create a source list.
 - a. With guidance, explain the idea of giving credit to sources of information.
 - b. With guidance, identify the roles and responsibilities of authors, illustrators, and publishers
 - c. With guidance, create a modified class source list.
-

Interpret Recorded Data/Information:
Students will be able to follow an inquiry process to interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner.

A. Interpret Recorded Data/Information

1. Evaluate and analyze the quality of recorded data/information to meet the information need.
 - a. With guidance, identify the main idea of the recorded information.
 2. Apply critical thinking skills and problem-solving strategies to the recorded data/information to meet the information need.
 - b. With guidance, summarize the recorded data/information.
 - c. With guidance, identify point of view within the recorded data/information.
 - d. With guidance, identify patterns within the recorded data/information to create categories.
 - e. With guidance, make connections and inferences using prior knowledge and the recorded data/information.
-

B. Create New Understandings and Knowledge

1. From the recorded data/information, ethically create new understandings and knowledge related to the information need.
 - a. With guidance, synthesize the recorded data/information from multiple sources.
 - b. With guidance, draw conclusions from the recorded data/information to create new understandings.
-

Share Findings/Conclusions:
Students will be able to follow an inquiry process to share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the products and the processes in an ethical manner.

A. Share Findings/Conclusions

1. Use a variety of formats to prepare the findings/conclusions of the information need for sharing.
 - a. With guidance, organize and display findings/conclusions in a variety of formats, including the use of technology.
 - b. With guidance, design layouts that communicate content effectively for intended audiences.
 - d. With guidance, use technology to present findings/conclusions in a variety of formats.
 2. Share findings/conclusions.
 - a. Contribute to a learning community.
-

B. Evaluate the Product and the Process

1. Evaluate the inquiry process and the information product.
 - c. With guidance, reflect on the information need and new knowledge.
-

Appreciate Literature and Life-long Learning: Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for life-long learning.

A. Appreciate Literature and Multimedia

1. Identify relationships between fiction and nonfiction literature and real life.
 - a. With guidance, read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences.
 - b. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections.
 - i. With guidance, summarize the main idea in literature and/or multimedia.
 - ii. With guidance, identify how various literary elements influence/inform the reader's experience of literature.
 - c. With guidance, read, listen to, view, and integrate information from nonfiction to enhance comprehension of fiction.
 - d. With guidance, use literature to answer questions or solve problems.
 - e. With guidance, use literature to evaluate personal decisions.
2. Select literature and/or multimedia from the library media center and other libraries for a personal and/or assigned need.
 - a. Follow circulation procedures and policies in the library media center.
 - b. Locate and select literature and/or multimedia in a variety of genres.

B. Demonstrate Life-long Learning Practices

1. Connect literature and multimedia to learning.
 - a. With guidance, explain the connection between reading, listening to, and viewing literature and/or multimedia and being successful in personal and academic pursuits/endeavors.
 - d. With guidance, contribute to a learning community.