

	Know	Do (1-2)	Do (3-6)	Do (7-8)	Do (9-12)	AASL	ISTE	Standards (Core)	
Intellectual property is owned by its creator and must be properly used and attributed	The author's intent should be considered when using sources.	I can learn about an author to discover why they write.	I can learn about an author to discover why they write.	I can research a source's author and/or publisher to analyze for point of view and purpose (to sell? to entertain?).	I can research a source's author and/publisher to analyze for point of view and purpose and I can represent this clearly.	VI.A.1 VI.A.2 VI.B.1 VI.B.2 VI.C.2	2c		
	Copyright impacts a student's use of a variety of information. Artists, musicians, authors, and researchers deserve credit for and maintain the rights to their work.	I can fill in the author and title of a book I know.	I can use a tool to cite sources according to a standard format.	I can use a tool to cite sources according to a standard format.	I can use a tool to cite sources according to a standard format.	I can use a tool to cite sources according to a standard format.	VI.A.1 VI.A.2 VI.B.1 VI.B.2 VI.C.2	2c	CCSS.ELA-LITERACY.RI.K.5 Identify the front cover, back cover, and title page of a book.
		I can tell the author and/or illustrator, artist, or band to give credit.	I can locate the necessary information to create a citation.	I can locate citation information and use a tool to fully cite in a standard format.	I can locate citation information and use a tool to fully cite in a standard format.	I can locate citation information and use a tool to fully cite in a standard format.	VI.B.2	2c	21.9–12.TL.3-6, CCSS.ELA-LITERACY.RI.K.6
		I can give myself credit for things I made.	I can give myself credit on my original work.	I can give myself credit on my original work.	I can give myself credit on my original work.	I can give myself credit on my original work.	VI.B.2 VI.B.3 II.D.3	2c	
		I can tell someone what books or websites I use.	I can create a list of sources used.	I can create a list of sources used.	I can create a properly formatted bibliography or works cited page.	I can create a properly formatted bibliography or works cited page.	VI.B.2	2c	
			I can locate and use materials appropriately under the guidelines of Fair Use and Creative Commons, etc.	I can locate and use materials appropriately under the guidelines of Fair Use and Creative Commons, etc.	I can locate and use materials appropriately under the guidelines of Fair Use and Creative Commons, etc.	I can locate and use materials appropriately under the guidelines of Fair Use and Creative Commons, etc.	VI.A.1 VI.B.1 VI.C.1 VI.D.1	2c	
	Putting information in one's own words is an important part of comprehending text, helping to build personal knowledge, and working to prevent plagiarism.	I can point to a place in a text that relates to an idea.	I can quote an author accurately.	I can use quotes and reference sources in thoughtful ways that represent the author's intent.	I can use quotes and reference sources in thoughtful ways that represent the author's intent.	I can use quotes and reference sources in thoughtful ways that represent the author's intent.	VI.A.1 VI.B.1 VI.C.1 VI.D.1	2b	
		I can create a list of important words from a story or information.	I can use strategies like highlighting, bullet points, and synonyms to take notes in own words.	I can use strategies like highlighting, bullet points, and synonyms to take notes in own words.	I can use strategies like highlighting, bullet points, and synonyms to take notes in own words.	I can use strategies like highlighting, bullet points, and synonyms to take notes in own words.	VI.A.1 VI.B.1 VI.C.1 VI.D.1	2c 6b 6d	W.8.8 .
		I can retell a story or information.	I can summarize a main idea in my own words.	I can summarize ideas from texts in students own words.	I can summarize ideas from texts in students own words.	I can summarize ideas from texts in students own words.	VI.B.1 VI.D.1 VI.A.1	2c 6b 6d	
	Information sources are diverse in use, purpose, and reliability.	Systems exist to help learners evaluate information.	I can think about what I read and listen to and why the author made it.	I can think about what I read and listen to and why the author made it.	I can apply the CRAAP Test to evaluate sources.	I can apply the CRAAP Test to evaluate sources.	II.A.2 IV.A.2 IV.A.3 IV.B.3	3b	W. K-12. 7 W. K-12. 8 W. K-12. 9
I can use websites and apps that are reliable and safe.			I can use websites and apps that are reliable and safe.	I can tell why is it important to use websites and apps that are reliable and safe.	I can intentionally use sites and links that are reliable and safe.	II.A.2 IV.A.2 IV.A.3 IV.B.3	3b	W. K-12. 7 W. K-12. 8 W. K-12. 9	
I can choose a source from a list made by a teacher.			I can select sources from lists suggested by teachers.	I can select sources that pass the CRAAP Test, discards those that are irrelevant, unreadable, or unreliable.	I can select sources that pass the CRAAP Test, discards those that are irrelevant, unreadable, or unreliable.	II.A.2 IV.A.2 IV.A.3 IV.B.3	3b	W. K-12. 7 W. K-12. 8 W. K-12. 9	

	Know	Do (1-2)	Do (3-6)	Do (7-8)	Do (9-12)	AASL	ISTE	Standards (Core)
	Using multiple perspectives and sources builds a strong argument	I can think about different versions of the same story. (MAYBE???)	I can recognize the difference between a primary and secondary source.	I can recognize the purpose of primary and secondary sources.	I can recognize the purpose of primary and secondary sources.	II.A.2 IV.A.2 IV. A.3	3b	W. K-12. 7 W. K-12. 9
		I can tell when a website has information or is just a game.	I can choose a source that has information instead of entertainment.	I can understand the difference between information from a general website and from a database and select the right sources for the task.	I can understand the difference between information from a general website and from a database and select the right sources for the task.	II.A.2 IV.A.2 IV. A.3	3b	
		I can read two sources on the same topic to learn more.	I can choose two or more sources to help me learn about the same topic.	I can choose the best sources for the research at hand, including multiple perspectives.	I can consider contribution of each source and intentional seek multiple perspectives.	II.A.2 IV.A.2 IV. A.3 II.B.2 II.D.2 V. A.1	3b	W. K-12. 7 W. K-12. 9
	All people have biases which influence their ideas.	I can tell facts from opinions.	I can recognize bias and how it influences information.	I can investigate an author to seek possible biases.	I can recognize purpose and bias and decide how to represent this in use of an information source.	V.A.2	3b	W. K-12. 7 W. K-12. 9
		I can disagree or agree with other people's opinions.	I can disagree or agree with opinions I read about.	I can consider my own biases when reading new information.	I can consider my own biases when reading new information.	II.D.3 II.B.2 II.A. 1 II.A.3 V.A.2		
Information is organized and accessed using a variety of methods.	Systems exist to make information easier to locate	I can use the library catalog and signs to find materials.	I can use the library catalog to locate materials by call number, title, subject, or author.	I can use the library catalog to locate materials by call number, title, subject, or author.	I can use the library catalog to locate materials by call number, title, subject, or author.	IV.B.4	1b 3c	21.912.TL3 Apply digital tools to gather, evaluate, and use information.
		I can use text features to find information in a source.	I can use text features (headings, bold words, hashtags, subject headings, etc) to locate information in a source.	I can use text features (headings, bold words, hashtags, subject headings, etc) to locate information in a source.	I can use text features (headings, bold words, hashtags, subject headings, etc) to locate information in a source.	IV.A.2 IV.B.4	1a	21.912TL.6 Demonstrate a sound understanding of technology concepts, systems, and operations.
		I can use a library system to find materials.	I can use a library system to find materials.	I can use the system of any library (Dewey, LOC, genre, etc.) to locate materials.	I can use the system of any library (Dewey, LOC, genre, etc.) to locate materials.	IV.B.4 (sort of?)	1c	
		I can use assistive tools like audio to help me understand.	I can use assistive tools like audio to help me understand.	I can use assistive tools like audio to help me understand.	I can use assistive tools like audio to help me understand.	VI.D.1	1a	
		I can use databases to locate sources.	I can use databases to locate sources.	I can use database search tools to locate the most relevant and useful sources.	I can use database search tools to locate the most relevant and useful sources.	IV.A.2 IV.A.3		
	A learner's first research attempt may not be successful	I can scroll beyond first page of results in a Search Engine.	I can scroll beyond first page of results in a Search Engine.	I can use advanced search techniques to do a deeper, more relevant search beyond the first page of results.	I can use advanced search techniques to do a deeper, more relevant search beyond the first page of results.	IV.B.4 IV.A.3	3a	
		I can pick from a list of possible results.	I can narrow search results.	I can use search limiters to refine results.	I can use search limiters to refine results.	IV.B.4 IV.A.3	3a	

	Know	Do (1-2)	Do (3-6)	Do (7-8)	Do (9-12)	AASL	ISTE	Standards (Core)
		I can come up with words for a search.	I can identify effective keywords and synonyms for searching.	I can identify and adjust keywords for search based on results.	I can identify and adjust keywords for search based on results.	IV.B.4 IV.A.3	3a	
		I can use a search engine like Google with guidance.	I can use a search engine to find results.	I can use boolean search terms in a Search Engine, or not, as appropriate.	I can use boolean search terms in a Search Engine, or not, as appropriate.	IV.B.4 IV.A.3	3a	
	Sources should be tracked and notes taken to keep information organized	I can use tools to bookmark, save, and curate information sources.	I can use tools to bookmark, save, and curate information sources.	I can use tools to bookmark, save, and curate information sources.	I can use tools to bookmark, save, and curate information sources.	IV.B.4 VI.D.1	3c 1b	
		I can use outlines, graphic organizers, etc to synthesize information collect information from various sources.	I can use outlines, graphic organizers, etc to synthesize information collect information from various sources.	I can use outlines, graphic organizers, etc to synthesize information collect information from various sources.	I can use outlines, graphic organizers, etc to synthesize information collect information from various sources.	IV.B.4	3c	
			I can match notes to the source the information came from.	I can match notes to the source the information came from.	I can match notes to the source the information came from.	IV.B.4	2c	
Intellectual freedom is every learner's right.	Reading materials exist for a wide variety of interests and needs.	I can choose a book or topic based on my own interests at a variety of reading levels.	I can choose a book or topic based on my own interests at a variety of reading levels.	I can choose a book or topic based on my own interests at a variety of reading levels.	I can choose a book or topic based on my own interests at a variety of reading levels.	V.C.1		
		I can choose an appropriate type of source for my need.	I can choose an appropriate type of source for my need.	I can choose an appropriate type of source for my need.	I can choose an appropriate type of source for my need.	IV.A.3		
	Open access to ideas is essential to a democracy.	I can read about ideas without agreeing with them.	I can read about ideas without agreeing with them.	I can read about ideas without agreeing with them.	I can read about ideas without agreeing with them and defend others rights to share ideas.	V.A.2	7a 7b	
	Library records are confidential.	I can keep my reading history private or share it.	I can keep my reading history private or share it.	I can keep my reading history private or share it.	I can keep my reading history private or share it.	VI.A.2 VI.D.2	2d	
	Libraries believe in giving access to multiple ideas	I can choose books that represent an experience unlike my own.	I can choose books that represent an experience unlike my own.	I can choose books that represent an experience unlike my own.	I can choose books that represent an experience unlike my own.	II.D.2 II.D.3 III.A.1 V.A.1	7a 7b	
	Reading can help learners make connections to unfamiliar people, ideas, and places.	I can respond to information sources that are unfamiliar to me.	I can respond to information sources that are unfamiliar to me.	I can respond to information sources that are unfamiliar to me.	I can develop a personal learning environment by selecting a variety of information sources.	V.A.1 V.A.3 V.C.1 VI.D.1	6c 6b	
New knowledge is constructed through a cycle of inquiry.	Research should be framed as a question to be answered.	I can formulate a good research question.	I can formulate a good research question.	I can formulate a good research question.	I can formulate a good research question.		3a	21.912.3TL4 Demonstrate critical thinking skills using appropriate tools and
	Organizing information helps the researcher make new learning.	I can organize information I find with support.	I can set up an organized space for planning, questioning, and collecting evidence.	I can set up an organized space for planning, questioning, and collecting evidence.	I can set up an organized space for planning, questioning, and collecting evidence.	IV.B.4	3c	
	Research can take a learner in an unanticipated direction.	I can change my mind when picking something to learn about.	I can change my initial question based on my progress in research.	I can change my initial question or source based on my progress in research.	I can change my initial question, sources, or assumptions based on my progress in research.	I.A.1	4d	Writing Standards for Research to Build and Present Knowledge (example: W.8.7, W.9-10.7)

Know	Do (1-2)	Do (3-6)	Do (7-8)	Do (9-12)	AASL	ISTE	Standards (Core)
Using reliable sources lends credibility to research.	I can locate a reliable source with support.	I can locate a reliable source with support.	I can locate and use evidence from multiple reliable sources to support a claim.	I can locate and use evidence from multiple reliable sources to support a claim.	IV.A.2 IV.A.3 V.A.1	3c	21.12.TL.3 Apply digital tools to gather, evaluate, and use information.
Research models help to solve information problems.	I can tell when I need more information.	I can identify the need for additional sources.	I can identify the need for additional sources.	I can identify the need for additional sources.	I.B.2 IV.A.1 IV.B.3	3c	W. K-12. 7 W. K-12. 8 W. K-12. 9
	I can make a plan to find answers to my questions.	I can develop a research plan.	I can develop a research plan.	I can develop and adjust a research plan to work for my purposes.	I.D.4 III.A.1 I.B.1 I.B.2 V.B.1	3a	W. K-12. 7 W. K-12. 8 W. K-12. 9 21.9–12.TL.3
	I can find answers to questions by reading and listening.	I can use evidence to generate and investigate questions.	I can use evidence to generate questions and investigate real world problems.	I can use evidence to generate questions and investigate real world problems.	I.B.1	3d	
	I can select a topic from a list based on interest.	I can narrow a topic to a manageable size.	I can refine a topic and redirect source search to fill in gaps.	I can refine a topic and redirect source search to fill in gaps.	I.B.2	3a	W. K-12. 7 W. K-12. 8 W. K-12. 9
	I can follow the steps of a research model.	I can follow the steps of a research model.	I can follow the steps of a research model and recognize when I need to go back.	I can follow the steps of a research model and recognize when I need to adjust my plan.	I.B.2	3i	W. K-12. 7 W. K-12. 8 W. K-12. 9
Research can be individual or collaborative. Collaboration can enhance inquiry and learning.	I can share my ideas and learning in a way that can be understood by peers, teachers, or others.	I can share my ideas and learning in a way that can be understood by peers, teachers, or others.	I can share my ideas and learning in a way that can be understood by peers, teachers, or others.	I can share my ideas and learning in a way that can be understood by peers, teachers, or others.	III.A.2	6d	21.K–12.TL.2
	I can create and share collaborative source and notes documents.	I can create and share collaborative source and notes documents.	I can create and share collaborative source and notes documents.	I can create and share collaborative source and notes documents.	II.D.1	7d	21.K–12.TL.2
	I can use interaction with and feedback from teachers and peers to guide own inquiry process.	I can use interaction with and feedback from teachers and peers to guide own inquiry process.	I can use interaction with and feedback from teachers and peers to guide own inquiry process.	I can use interaction with and feedback from teachers and peers to guide own inquiry process.	III.C.1	1c	21.6–8.ES.1
Sharing research results and learning can help others to build knowledge.	I can communicate research results in a variety of ways.	I can communicate research results in a variety of ways.	I can communicate research results in a variety of ways.	I can communicate research results in a variety of ways.	III.B.2	6c 6d	21.912.TL.2 Use digital media and environments to communicate and work collaboratively, including at a distance, to support
	I can use technology to display knowledge and understanding in ways that others can view, use, and assess.	I can use technology to display knowledge and understanding in ways that others can view, use, and assess.	I can use technology to display knowledge and understanding in ways that others can view, use, and assess.	I can use technology to display knowledge and understanding in ways that others can view, use, and assess.	I.C.4	6a	21.K–12.TL.1
	I can use research language to discuss findings.	I can use research language to discuss findings.	I can use research language to discuss findings.	I can use research language to discuss findings.	VI.C.2	5d	
Synthesizing information from multiple sources builds new knowledge.	I can see how two or more texts are related.	I can identify the need for additional sources.	I can identify the need for additional sources.	I can identify the need for additional sources.	I.B.2	3c	CCSS.ELA-LITERACY.RI.2.9 Compare and contrast the most important points

Know	Do (1-2)	Do (3-6)	Do (7-8)	Do (9-12)	AASL	ISTE	Standards (Core)
	I can use background knowledge or information from a text to make a prediction.	I can use background knowledge or information from a text to make a prediction.	I can create new theories and explanations based on evidence.	I can create new theories and explanations based on evidence.	I.D.3 I.B.3	3d	W. K-12. 7 W. K-12. 8 W. K-12. 9
Research can be frustrating, but being flexible and persistent helps solve problems.	I can keep trying and get help when I hit a bump in learning.	I can persist and try a new approach when I hit a bump in research.	I can persist and try a new approach when I hit a bump in research.	I can persist and try a new approach when I hit a bump in research.	V.B.1 V.D.1 V.D.2 V.D.3 I.B.2	4d	
	I can ask for help when I get stuck.	I can recognize when I don't have evidence to support my claim and ask for support.	I can recognize when I don't have evidence to support my claim and change my plan.	I can recognize an unproductive or unprovable line of inquiry and change my research approach.	I.B.2	4d	
Reflection is an essential part of the research process. It leads to retaining knowledge and improving future research.	I can think about how I am doing while I research.	I can think about how I am doing and how to improve my research.	I can think about how I am doing and how to improve my research.	I can reflect on the research process and results to improve future work.	I.D.4	1a	
Prior knowledge provides the context and foundation for inquiry and knowledge-building.	I can connect my own life or previous learning with what I read or listen to. (text to self, text-to-text connections)	I can use what I already know to ask questions and start learning more.	I can use what I already know to choose what new sources will help me learn more.	I can determine which sources provide evidence and arguments to support the topic and build upon prior knowledge.	I.A.2	3b	W. K-12. 7 W. K-12. 8 W. K-12. 9
	I can make predictions based on what I know about cause and effect and evidence from a text.	I can make predictions based on what I know about cause and effect and evidence from a text.	I can compare what I think I know to evidence discovered in research and adjust my thinking.	I can compare what I think I know to evidence discovered through research to adjust and grow my thinking.	I.A.2	3d	W. K-12. 7 W. K-12. 8 W. K-12. 9