

	K	1	2	3	4	5	6	7	8	9-12
<p>Reading: Windows to the world</p>	<p>Is skilled at using systems and resources available through the Learning Commons to select reading materials for personal enjoyment</p> <p>Foundational Knowledge-</p> <ul style="list-style-type: none"> ● Selects a book to share with others ● Identifies the difference between fiction and nonfiction ● Recognizes common types of text (e.g., storybooks, poems, etc) 	<p>Is skilled at using systems and resources available through the Learning Commons to locate and select reading materials for personal enjoyment</p> <p>Foundational Knowledge-</p> <p>Discriminates between fiction and nonfiction</p> <ul style="list-style-type: none"> ● Reads from online author and book sites ● Compares grade appropriate quality children’s literature 	<p>Is skilled at using systems and resources available through the Learning Commons to locate and select reading materials for personal enjoyment</p> <p>Foundational Knowledge-</p> <ul style="list-style-type: none"> ● Shares reasons for selecting a particular book (within learning commons and eBooks) ● Shares information about online author and book sites ● Compares grade appropriate quality children’s literature 	<p>Is skilled at using systems and resources available through the Learning Commons to locate and select reading materials for personal enjoyment</p> <p>Shares information about an author and/or book using various formats</p> <ul style="list-style-type: none"> ● Identifies a variety of formats for reading (books, eBooks, magazines, non-print, newspapers, etc) ● Compares grade appropriate quality children’s literature 	<p>Is skilled at using systems and resources available through the Learning Commons to locate and select reading materials for personal enjoyment</p> <ul style="list-style-type: none"> ● Shares information about an author and/or book using various formats ● Reads from a variety of formats (magazines, blogs, books, eBooks, websites, etc.) ● Compares grade appropriate quality children’s literature 	<p>Is skilled at using systems and resources available through the Learning Commons to locate and select reading materials for personal enjoyment</p> <ul style="list-style-type: none"> ● Shares information about an author and/or book using various formats ● Reads from a variety of formats (magazines, blogs, books, eBooks, websites, etc.) ● Compares grade appropriate quality children’s literature 	<p>- Is skilled at using systems and resources available through the Learning Commons to locate and select reading materials for personal enjoyment as well as to support inquiry and learning in specific topics and content areas</p> <p>*AASL 4</p>			<ul style="list-style-type: none"> ● Makes connections with others to share love of reading ● Refers to blogs, websites, best selling lists, online books clubs, and other online and print resources that help guide literature choices ● Engages in technical reading ● Analyzes grade appropriate quality literature
<p>CCSS Reading standards</p>	<p>CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>CCSS.ELA-Literacy.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.</p>	<p>CCSS.ELA-Literacy.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p>	<p>CCSS.ELA-Literacy.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>CCSS.ELA-Literacy.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>CCSS.ELA-Literacy.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>			<p>CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>
<p>Investigation: The framework of learning</p>	<p>Is skilled at asking questions about a given topic.</p> <ul style="list-style-type: none"> ● Identifies front/back 	<p>Is skilled at answering questions from provided sources</p>	<p>Understands that there is a process for research.</p> <ul style="list-style-type: none"> ● Locates publisher 	<p>Is skilled at sorting notes and information into provided categories.</p> <ul style="list-style-type: none"> ● Uses online catalog to 	<p>is skilled at selecting and categorizing information.</p> <ul style="list-style-type: none"> ● Uses advanced 	<p>Understands the need to assess the credibility of sources.</p> <ul style="list-style-type: none"> ● Uses advanced 	<p>- Is skilled at using the research process to learn about different aspects of a</p>			<p>Information Literacy</p> <ul style="list-style-type: none"> ● Apply digital tools to gather, evaluate,

<p>The United States National Forum on Information Literacy defines information literacy as " ... the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand. ...</p>	<p>cover of the book</p> <ul style="list-style-type: none"> • Identifies author, title, illustrator • Asks questions related to text • With guidance and support, uses information from provided print and digital sources to answer questions. 	<p>for shared research projects.</p> <ul style="list-style-type: none"> • Locates parts of a book including table of contents, glossary, index and hyperlinks within online text • Finds fiction and nonfiction books within the learning commons • Finds eBooks within online catalog • With guidance and support, uses information from provided print and digital sources to answer questions. 	<p>and copyright date</p> <ul style="list-style-type: none"> • Recognizes the purposes of online catalog • Locates a fiction book using the author's last name • Locates Internet links on the school site. • Uses information from provided print and digital sources to answer questions. 	<p>find materials</p> <ul style="list-style-type: none"> • Identifies importance of using search terms (keywords, title, author, and series) • With prompting and support, conducts internet searches using educational search engines and databases located on the school's website • Explores copyright and plagiarism • With support, finds images or other media which are free to use • With support, gives attribution by listing sources (not formalized bibliography) 	<p>features of online catalog</p> <ul style="list-style-type: none"> • With prompting and support, conducts internet searches using educational search engines and databases located on the school's website • Identifies different types of domain names (.com, .org, .gov, etc.) • Defines copyright and plagiarism • Explains the impact of copyright date to the usefulness of information • With support, finds images or other media which are free to use • Gives attribution by listing sources (not formalized bibliography) 	<p>features of online catalog</p> <ul style="list-style-type: none"> • Conducts Internet searches using educational search engines and databases located on the school's website • Explains how to determine the credibility of a source • Finds images or other media which are free to use • Gives attribution by listing sources (not formalized bibliography) 	<p>topic by using several sources in a short research project</p> <p>- Is skilled at locating information within a digital resource that supports the validity and credibility of that resource</p> <p>*NETS 3b/(CC.WS7-9)</p>		<p>and use information</p> <ul style="list-style-type: none"> • Utilize a working knowledge of technology or technology support services to identify problems/issue and its solution
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<p>CCSS ELA Research Standards</p>	<p>CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>		<p>CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p>Responsibility: Ethical and safe contributions, participation, and behaviors</p>	<p>Understands ways to stay safe in different places</p> <p>Digital Citizenship</p> <ul style="list-style-type: none"> • Discovers that the Internet can be used to visit far-away places and learn new things. • Compares how staying safe online is similar to staying safe in the real world. • Explains rules for traveling safely on the Internet. • Asks for help at home and at school 	<p>Understands ways to stay safe on the internet</p> <p>Digital Citizenship</p> <ul style="list-style-type: none"> • Explains why there are logins and passwords on some software, and websites • Generates safe user names • Discusses the difference between personal and private 	<p>Understands the difference between public and private information</p> <p>Understands that ideas and information belong to people</p> <p>Digital Citizenship</p> <ul style="list-style-type: none"> • Define the Key Vocabulary term credit. • List some reasons why credit is important for an artist. • Give themselves proper credit on their 	<p>Is skilled at protecting private information</p> <p>Understands why credit is given to other people's ideas and work</p> <p>Digital Citizenship</p> <ul style="list-style-type: none"> • Understand the functions of passwords. 	<p>Is skilled at developing and maintaining safe digital relationships</p> <p>Understands when and how it is ok to use the work of others</p> <p>Digital Citizenship</p> <ul style="list-style-type: none"> • Gives credit to owner of visual media • Protect other people's personal 	<p>Understands how communication changes online versus face-to-face</p> <p>Is skilled at giving credit to other people's ideas and work</p> <p>Digital Citizenship</p> <ul style="list-style-type: none"> • Debate benefits and safety concerns of contributing information online • Recognize digital resources that are copyright free 	<p>Digital Citizenship</p> <ul style="list-style-type: none"> • Recognizes copyright law* • Uses citation tools* • Identifies consequences of plagiarism in school and beyond* • Identifies fair use* • Choose settings in account profiles that protect personal information when online* • Uses etiquette considering global audience when communicating digitally • Describes the concept of a digital footprint • Interact and 	<p>Digital Citizenship</p> <ul style="list-style-type: none"> • Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others • Explain the impact of digital footprint to both personal and professional settings • Identify the intellectual property rights of personal content

		<p>information</p> <ul style="list-style-type: none"> ● Explains the difference between appropriate and inappropriate actions when using the internet and being online ● Asks peers for help ● Uses technology to explore personal interests ● Discover that the Internet can be used to visit far-away places and learn new things. ● Compare how staying safe online is similar to staying safe in the real world. ● Explain rules for traveling safely on the Internet. 	<p>own work.</p> <ul style="list-style-type: none"> ● Recognize the kind of information that is private. ● Understand that you should never give out private information on the Internet. ● Learn to create effective usernames that protect their private information. 	<ul style="list-style-type: none"> ● Identify strategies for creating and protecting secure passwords. ● Define plagiarism and describe its consequences. ● Explain how giving credit is a sign of respect for people’s work. ● Articulate when it is acceptable to use people’s work, and how to write a citation. 	<p>information when publishing online (images, video, audio, text, etc)</p> <ul style="list-style-type: none"> ● Explain ways to tell if a stranger is using Internet information to seem like a friend ● Describe consequences when people do not protect personal information when using social networking tools ● Use technology responsibly to explore and pursue personal interests 	<ul style="list-style-type: none"> ● Credits author and publication for direct quotations ● Use technology responsibly to explore and pursue personal interests ● Describe how communication changes online versus face-to-face 	<p>collaborate with peers, experts and others using technology*</p> <ul style="list-style-type: none"> ● Debate legal and ethical uses of file sharing ● Discuss the effects of existing and emerging technology on the global community ● Analyze how cultures and groups value technology differently and how these values influence the development and acceptance of technology 		
<p>Responsibility / Digital Citizenship NETS Standards</p> <p>X-Teacher modeled I-Introduced D-Begin to develop with assistance M-Master independently</p>	I-Advocate and practice safe, legal, and responsible use of information and technology	I-Advocate and practice safe, legal, and responsible use of information and technology	I-Advocate and practice safe, legal, and responsible use of information and technology	D-Advocate and practice safe, legal, and responsible use of information and technology	D-Advocate and practice safe, legal, and responsible use of information and technology	M-Advocate and practice safe, legal, and responsible use of information and technology	M-Advocate and practice safe, legal, and responsible use of information and technology		M-Advocate and practice safe, legal, and responsible use of information and technology
Creativity and	CCSS.ELA-LITERACY.SL.K.4	CCSS.ELA-LITERACY.S	Understands that	CCSS.ELA-LITERACY.SL.3.4	Is skilled at applying	Describe digital tools			<ul style="list-style-type: none"> ● Chooses technology

<p>Innovation: Creations that express new understandings</p>	<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>L.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CCSS.ELA-LITERACY.SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>	<p>there are a variety of tools for creating original works as a means of personal or group expression.</p> <p>CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CCSS.ELA-LITERACY.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CCSS.ELA-LITERACY.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>existing knowledge to generate new ideas, products, or processes.</p> <p>Is skilled at creating original works as a means of personal or group expression.</p> <p>CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>CCSS.ELA-LITERACY.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>that help connect with personal interests*</p> <p>CSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>			<p>tools to create digital content for information and/or expression</p>
<p>Creativity and Innovation NETS</p>	<p>I-Apply existing knowledge to generate new ideas, products, or</p>	<p>I-Apply existing knowledge to generate new ideas,</p>	<p>I-Apply existing knowledge to generate new ideas, products,</p>	<p>I-Apply existing knowledge to generate new ideas, products, or</p>	<p>D-Apply existing knowledge to generate new ideas,</p>	<p>D-Apply existing knowledge to generate new ideas,</p>			

<p>Standards X-Teacher modeled I-Introduced D-Begin to develop with assistance M-Master independently</p>	<p>processes. I>Create original works as a means of personal or group expression</p>	<p>products, or processes. I>Create original works as a means of personal or group expression</p>	<p>or processes.</p>	<p>processes. D>Create original works as a means of personal or group expression</p>	<p>products, or processes. D>Create original works as a means of personal or group expression</p>	<p>products, or processes. D>Create original works as a means of personal or group expression</p>			
<p>Communication and Collaboration: Exchanging ideas, developing new understandings, making decisions</p>				<ul style="list-style-type: none"> ● understands how to use cloud technology such as Google Drive to collaborate 	<p>understands</p>	<ul style="list-style-type: none"> ● Understands the different social media tools available for communicating and collaborating ● Use online collaboration tools to complete a task* ● Use collaborative electronic communications to explore, share, and publish with other learners around the world* 			
<p>CCSS ELA Collaboration and Communication Standards</p>	<p>CCSS.ELA-Literacy.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>CCSS.ELA-Literacy.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p>	<p>CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others</p>	<p>CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others</p>	<p>CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>		<p>CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
<p>Technology:</p>	<p>Technology</p>	<p>Technology</p>	<p>Technology</p>	<p>Technology</p>	<p>Technology</p>	<p>Technology</p>	<p>- Is skilled at using</p>		<p>Technology</p>

<p>Tools for knowledgeable citizens</p>	<p>Is skilled at operating the device and navigating the desktop</p> <ul style="list-style-type: none"> • Logs into computer and/or website • Uses a mouse/trackpad/touch screen • Uses a keyboard and/or touch screen • Use important keys to navigate i.e. backspace, number, space, arrows, and enter keys • Uses basic output devices such as headphones • Recognizes that different icons represent different programs using school links • Launches and quits programs • Works independently on the computer or with a partner • Discusses appropriate ways to handle hardware and equipment 	<ul style="list-style-type: none"> • Utilizes word processing application and/or other age- appropriate applications to share original work • Saves work to specified location before closing applications • Recognizes when an application or device is not working properly 	<ul style="list-style-type: none"> • Uses basic input and output devices (printer, document camera, etc.) • Utilizes age- appropriate applications and Web 2.0 tools to share original work • Can locate and use applications specific to devices within MSAD 75 Schools • Identifies the URL and QR codes 	<ul style="list-style-type: none"> • Recognizes menu bars for basic applications (word processing, browser windows) • Uses word processing skills to manipulate and change text • Uses technology tools to capture media (video, photos, audio) • Creates a multimedia presentation 	<ul style="list-style-type: none"> • Utilizes spreadsheet and Web 2.0 tools to demonstrate numerical information • Creates a multimedia presentation by choosing from applications and Web 2.0 tools 	<ul style="list-style-type: none"> • Suggest a technology tool to use to accomplish a particular task • Utilizes spreadsheet and web 2.0 tools to organize, graph, and calculate data • Explores tools to help with personal learning styles (organization tools like stickies and calendars, speech to text, highlighting, social bookmarking tools) 	<p>technology tools to organize and display knowledge and understanding in ways that others can view, use, and assess</p> <p>*AASL3.1.4</p>	<ul style="list-style-type: none"> • Chooses technology tools to create digital content for information and/or expression • Apply digital tools to gather, evaluate, and use information • Utilize a working knowledge of technology or technology support services to identify problems/issue and its solution
<p>Technology NETS Standards X-Teacher modeled I-Introduced D-Begin to develop with</p>	<p>I-Understand and use technology systems. I-Select and use applications effectively and productively.</p>	<p>I-Understand and use technology systems. I-Select and use applications</p>	<p>I-Understand and use technology systems. I-Select and use applications effectively and productively.</p>	<p>I-Understand and use technology systems. I-Select and use applications effectively and productively.</p>	<p>D-Understand and use technology systems. D-Select and use applications effectively and productively.</p>	<p>D-Understand and use technology systems. D-Select and use applications</p>	<p>M-Understand and use technology systems. M-Select and use applications effectively and productively.</p>	<p>M-Understand and use technology systems. M-Select and use applications effectively and productively.</p>

assistance M-Master independently		effectively and productively.				effectively and productively.	M-Troubleshoot systems and applications M-Transfer current knowledge to learning of new technologies		M-Troubleshoot systems and applications M-Transfer current knowledge to learning of new technologies
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