

	A	B	C	D	E	F	G	H	I	J	K	L
1	<b>INDICATOR</b>	<b>K-1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9/10</b>	<b>11/12</b>	
2	<b>LIB 1.1.A</b> <b>Follow an inquiry based process to seek knowledge</b>	With guidance and support, develop and awareness that inquiry has a process	With prompting, guidance, and support, follow an inquiry process using a prescribed framework	With guidance and support, follow an inquiry process using a prescribed framework	With support, follow an inquiry process using a prescribed framework	Follow an inquiry process using a prescribed framework	With guidance and support, follow an inquiry process selecting from among prescribed frameworks	With support, follow an inquiry process selecting from among prescribed frameworks	Follow an inquiry process selecting from among prescribed frameworks	With guidance and support, evaluate, select, and follow an inquiry process using a framework	With support, evaluate, select, and follow an inquiry process using a framework	
3		K.RI.1 K.RI.7 1.RI.1 1.RI.7 K-ESS2-2	2.RI.1 2.RI.7	3.RI.1 3.RI.7	4.RI.1 4.RI.7	5.RI.1 5.RI.7	6.RI.1 6.RI.7	7.RI.1 7.RI.7	8.RI.1 8.RI.7	9-10.RI.1 9-10.RI.7	11-12.RI.1 11-12.RI.7	
4	<b>LIB 1.1.B</b> <b>Apply prior knowledge to new learning</b>	With prompting and support, explore the concept of prior knowledge	With prompting and support, use prior knowledge to make connections to a problem, question, or topic	With support, use prior knowledge to make connections to a problem, question, or topic	Use prior knowledge to make connections to a problem, question, or topic	With prompting, guidance and support, evaluate accuracy of prior knowledge when making connections to a problem, question, or topic; and explore ways in which prior knowledge can be used to inform next steps for research	With guidance and support, evaluate accuracy of prior knowledge when making connections to a problem, question, or topic; and use prior knowledge to inform next steps for research	With support, evaluate accuracy of prior knowledge when making connections to a problem, question, or topic; and use prior knowledge to inform next steps for research	Evaluate accuracy of prior knowledge when making connections to a problem, question, or topic; and use prior knowledge to inform next steps for research	With guidance and support, to deepen understanding and to determine next steps for research, consider the impact of bias when applying prior knowledge to a problem, question, or topic	With support, to deepen understanding and to determine next steps for research, consider the impact of bias when applying prior knowledge to a problem, question, or topic	
5		K.W.8 1.W.8	2.W.8	3.RI.3 3.W.8	4.RI.3 4.W.8	5.RI.3 5.W.8	6.RI.3 6.W.8	7.RI.3 7.W.8	8.RI.3 8.W.8	9-10.RI.3 9-10.W.8	11-12.RI.3 11-12.W.8	
6	<b>INDICATOR</b>	<b>K-1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9/10</b>	<b>11/12</b>	
7	<b>LIB 1.1.C</b> <b>Develop, select, clarify, and use questions to search for information</b>	With guidance and support, generate questions about a topic	With guidance and support, generate questions and select a focal question to explore a topic	With guidance and support, generate and use multiple questions to explore a topic	With support, generate and use multiple questions to explore a topic	With prompting, guidance and support, generate research questions and examine and evaluate them for validity and purposefulness to conduct research	With guidance and support, generate research questions and examine and evaluate them for validity and purposefulness to conduct research	With support, generate research questions and examine and evaluate them for validity and purposefulness to conduct research	With guidance and support, generate research questions and evaluate them for validity and purposefulness, making strategic decisions to modify, rewrite or replace where needed.	With support, generate research questions and modify, and evaluate them for validity and purposefulness to conduct research	Generate research questions and evaluate them for validity and purposefulness, making strategic decisions to modify, rewrite or replace where needed	
8		K.RI.1 K.SL.2 1.RI.1 1.RI.4	2.RI.1 2.RI.2 2.RI.3	3.RI.1 3.RI.2 3.RI.3	4.RI.1 4.RI.2 4.RI.3	5.RI.1 5.RI.2 5.RI.3	6.RI.1 6.RI.2 6.RI.3	7.RI.1 7.RI.2 7.RI.3	8.RI.1 8.RI.2 8.RI.3	9/10.RI.1 9/10.RI.2 9/10.RI.3	11/12.RI.1 11/12.RI.2 11/12.RI.3	

	A	B	C	D	E	F	G	H	I	J	K	L
9	<b>LIB 1.1.D</b> Develop, select, clarify, and use strategies to search for information	With prompting, guidance, and support, demonstrate an understanding that research begins by asking questions	With prompting, guidance, and support, demonstrate an understanding that research begins by asking questions and identifying keywords from the question	With prompting, guidance, and support, demonstrate an understanding of strategies for using questions to access information, and generate keywords, synonyms, and related concepts to conduct basic searches	With guidance and support, demonstrate an understanding of strategies for using questions to access information, and generate keywords, synonyms, and related concepts to conduct basic searches	With support, demonstrate an understanding of strategies for using questions to access information, and generate keywords, synonyms, and related concepts to conduct basic searches	With prompting, guidance, and support, use <b>advanced search strategies</b> and options to expand, refine, and assess search results	With guidance and support, use <b>advanced search strategies</b> and options to expand, refine, and assess search results	With support, use <b>advanced search strategies</b> and options to expand, refine, and assess search results	With guidance and support, use precise language and domain specific vocabulary, and <b>advanced search strategies</b> , to assess and improve search results	With support, use precise language and domain specific vocabulary, and <b>advanced search strategies</b> , to assess and improve search results	
10		K.RI.10 1.RI.10	2.RI.1 2.RI.10	3.RI.1 3.RI.10	4.RI.1 4.RI.10	5.RI.1 5.RI.10	6.RI.1 6.RI.10	7.RI.1 7.RI.10	8.RI.1 8.RI.10	9/10.RI.1 9/10.RI.10	11/12.RI.1 11/12.RI.10	
11	<b>INDICATOR</b>		<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9/10</b>	<b>11/12</b>	
12	<b>LIB 1.1.E</b> Find, evaluate, and select appropriate sources to answer questions	With prompting, guidance, and support, find and use sources to answer questions	With prompting, guidance, and support, find and use sources to answer questions, and demonstrate an understanding that criteria is used to select relevant sources	With guidance and support, find and use sources to answer questions, and demonstrate an understanding that criteria is used to select relevant sources	With support, find and use sources to answer questions, and demonstrate an understanding that criteria is used to select relevant sources	With prompting, guidance, and support, identify, select, and use sources related to research task, and use criteria to evaluate for timeliness, relevance, <b>accuracy</b> , <b>authority</b> , and purpose	With guidance and support, identify, select, and use sources related to research task, and use criteria to evaluate for timeliness, relevance, <b>accuracy</b> , <b>authority</b> , and purpose	With support, identify, select, and use sources related to research task, and use criteria to evaluate for timeliness, relevance, <b>accuracy</b> , <b>authority</b> , and purpose	Identify, select, and use sources related to research task, and use criteria to evaluate for timeliness, relevance, <b>accuracy</b> , <b>authority</b> , and purpose	With guidance and support, evaluate sources for timeliness, relevance, <b>accuracy</b> , <b>authority</b> , and purpose, and read laterally to evaluate the reliability of information	With support, evaluate sources for timeliness, relevance, <b>accuracy</b> , <b>authority</b> , and purpose, and read laterally to evaluate the reliability of information	
13		K.W.1 K.SL.3 1.W.1 1.SL.3	2.W.1 2.SL.3	3.W.1 3.SL.3	4.W.1 4.SL.3	5.W.1 5.SL.3	6.W.1 6.SL.3	7.W.1 7.SL.3	8.W.1 8.SL.3	9/10.W.1 9/10.SL.3	11/12.W.1 11/12.SL.3	
14	<b>LIB 1.1.F</b> Select and use tools within sources to access content	With prompting, guidance, and support, understand the <b>conventions</b> [structure] of a source, and use basic navigational tools to search	With guidance and support, understand the <b>conventions</b> [structure] of a source, and use basic navigational tools to search	With support, understand the <b>conventions</b> [structure] of a source, and use basic navigational tools to search	With prompting, guidance, and support, use basic navigational tools within a variety of sources to access content	With guidance and support, use basic navigational tools within a variety of sources to access content	With support, use basic navigational tools within a variety of sources to access content	With guidance and support, use advanced navigational tools to access content found in a variety of sources	With support, use advanced navigational tools to access content found in a variety of sources	With guidance and support, select and use effective tools within sources to access information, including specialized and subject-specific sources	With support, select and use effective tools within sources to access information, including specialized and subject-specific sources	
15		K.RI.5 K.RI.6 1.RI.5 1.RI.6	2.RI.5 2.RI.6	3.RI.5 3.RI.6	4.RI.5 4.RI.6	5.RI.5 5.RI.6	6.RI.5 6.RI.6	7.RI.5 7.RI.6	8.RI.5 8.RI.6	9/10.RI.5 9/10.RI.6	11/12.RI.5 11/12.RI.6	
16	<b>LIB 1.1.G</b> Evaluate information for <b>accuracy</b> , <b>validity</b> , <b>importance</b> , and <b>bias</b>	Begins in Grade 2	With prompting, guidance, and support, explore <b>accuracy</b> , validity, importance, and <b>bias</b> as concepts for evaluating information	With guidance and support, explore <b>accuracy</b> , validity, importance, and <b>bias</b> as concepts for evaluating information	With support, explore <b>accuracy</b> , validity, importance, and <b>bias</b> as concepts for evaluating information	With prompting, guidance, and support, evaluate information for <b>accuracy</b> , validity, importance, and <b>bias</b>	With guidance and support, evaluate information for <b>accuracy</b> , validity, importance, and <b>bias</b>	With support, evaluate information for <b>accuracy</b> , validity, importance, and <b>bias</b>	Evaluate information for <b>accuracy</b> , validity, importance, and <b>bias</b>	With guidance, and support, evaluate information for <b>accuracy</b> , validity, importance, and <b>bias</b> , using increasingly complex qualifiers	With support, evaluate information for <b>accuracy</b> , validity, importance, and <b>bias</b> , using increasingly complex qualifiers	

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17			. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while	. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while	. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while	SS6.24	SS7.27	SS8.33	SSHS.68 SSHS.71 SSHS.73	SSHS.68 SSHS.71 SSHS.73	
18	<b>INDICATOR</b>	<b>K-1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9/10</b>	<b>11/12</b>	
19	<b>LIB 1.1.H</b> <b>Read, view, and listen to information in a variety of formats</b>	With prompting, guidance, and support, explore and engage with information presented in a variety of formats	With guidance and support, engage with information presented in a variety of formats	With support, engage with information presented in a variety of formats	Engage with information presented in a variety of formats	With prompting, guidance, and support, identify the usefulness of reading, listening to, and viewing information in a variety of formats	With guidance and support, identify the usefulness of reading, listening to, and viewing information in a variety of formats	With support, identify the usefulness of reading, listening to, and viewing information in a variety of formats	Identify the usefulness of reading, listening to, and viewing information in a variety of formats	With guidance and support, use a variety of source formats to find information for a specific purpose	With support, use a variety of source formats to find information for a specific purpose	
20		K.RL.5 1.RL.5 1.W.6	2.RL.5 2.W.6 2.SL.4	3.RL.5 3.W.6 3.SL.4	4.RL.5 4.W.6 4.SL.4	5.RL.5 5.W.6 5.SL.4	6.RL.5 6.W.6 6.SL.4	7.RL.5 7.W.6 7.SL.4	8.RL.5 8.W.6 8.SL.4	9/10.RL.5 9/10.W.6	11/12.RL.5 11/12..W.6	
21	<b>LIB 1.1.I</b> <b>Collaborate to broaden and deepen understanding</b>	With prompting, guidance, and support, use protocols for collaboration in digital and physical environments	With guidance and support, use protocols for collaboration in digital and physical environments	With support, use protocols for collaboration in digital and physical environments	With prompting, guidance, and support, identify the benefits of collaboration within digital and physical environments specific to need/purpose	With guidance and support, identify the benefits of collaboration within digital and physical environments specific to need/purpose	With support, identify the benefits of collaboration within digital and physical environments specific to need/purpose	With prompting, guidance, and support, collaborate within digital and physical environments for a variety of needs/purposes	With guidance and support, collaborate within digital and physical environments for a variety of needs/purposes	With support, collaborate within digital and physical environments for a variety of needs/purposes	Collaborate within digital and physical environments for a variety of needs/purposes	
22		K.W.6 K.SL.5 1.W.6 1.SL.5	2.W.6 2.SL.5	3.W.6 3.SL.5	4.W.6 4.SL.5	5.W.6 5.SL.5	6.W.6 6.SL.5	7.W.6 7.SL.5	8.W.6 8.SL.5	9/10.W.6 9/10.SL.5	11/12.W.6 11/12.SL.5	
23	<b>LIB 1.1.J</b> <b>Assess the effectiveness of questions, strategies, and processes used in research to find information</b>	With prompting, guidance, and support, demonstrate an understanding that asking questions guides research	With prompting, guidance, and support, demonstrate an understanding that asking relevant questions guides research	With guidance and support, demonstrate an understanding that asking relevant, answerable questions guides research, and that there are strategies within the research process	With guidance and support, demonstrate an understanding that asking relevant, answerable questions guides research and that questions may need to be refined; and that there are strategies within the research	With prompting, guidance and support, ask relevant, answerable questions to guide research; evaluate questions and research strategies for effectiveness and refine as needed	With guidance and support, ask relevant, answerable questions to guide research; evaluate questions and research strategies for effectiveness and refine as needed	With support, ask relevant, answerable questions to guide research; evaluate questions and research strategies for effectiveness and refine as needed	Ask relevant, answerable questions to guide research; evaluate questions and research strategies for effectiveness and refine as needed	With guidance and support, evaluate the effectiveness of various research strategies and processes, and select strategies that best support each research need	With support, evaluate the effectiveness of various research strategies and processes, and select strategies that best support each research need	
24		K.SL.1 K.W.7 1.SL.1 1.W.7	2.SL.1 2.W.7	3.SL.1 3.W.7	4.SL.1 4.W.7	5.SL.1 5.W.7	6.SL.1 6.W.7	7.SL.1 7.W.7	8.SL.1 8.W.7	9/10.SL.1 9/10.W.7	11/12.SL.1 11/12.W.7	
25	<b>Standard 2: Use skills, resources and tools to draw conclusions, make informed decisions, create new knowledge and apply knowledge to new situations</b>											
26	<b>INDICATOR</b>	<b>K-1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9/10</b>	<b>11/12</b>	

	A	B	C	D	E	F	G	H	I	J	K	L
27	<b>LIB 1.2.A</b> <b>Analyze and evaluate information to draw conclusions</b>	With prompting and support, explore the concept of main idea and supporting details	With prompting, guidance, and support, draw conclusions referring to main ideas and supporting details	With guidance and support, draw conclusions referring to main ideas and supporting details from a source	With support, draw conclusions referring to main ideas and supporting details across multiple sources	Draw conclusions referring to main ideas and supporting details across multiple sources	With guidance and support, draw conclusions using main ideas and supporting details across multiple sources	With support, draw conclusions using main ideas and supporting details across multiple sources	Draw conclusions using main ideas and supporting details across multiple sources	With guidance and support, draw conclusions by analyzing subtleties, complexities, and varying views across multiple sources	With support, draw conclusions by analyzing subtleties, complexities, and varying views across multiple sources	
28		K.RI.2 1.RI.1 1.RI.2 1.RI.3	2.RI.1 2.RI.2 2.RI.3	3.RI.1 3.RI.2 3.RI.3	4.RI.1 4.RI.2 4.RI.3	5.RI.1 5.RI.2 5.RI.3	6.RI.1 6.RI.2 6.RI.3	7.RI.1 7.RI.2 7.RI.3	8.RI.1 8.RI.2 8.RI.3	9/10.RI.1 9/10.RI.2 9/10.RI.3	11/12.RI.1 11/12.RI.2 11/12.RI.3	
29	<b>LIB 1.2.B</b> <b>Analyze and evaluate information to make informed decisions</b>	Explore the concept of author's purpose	With prompting, guidance and support, evaluate information for purpose and point of view	With guidance and support, evaluate information for purpose and point of view	With support, evaluate information for purpose and point of view	Evaluate information for purpose and point of view	With guidance and support, evaluate information considering elements such as <b>bias</b> , credibility, reliability, relevance to make informed decisions	With support, evaluate information considering elements such as <b>bias</b> , credibility, reliability, relevance to make informed decisions	Evaluate information considering elements such as <b>bias</b> , credibility, reliability, relevance to make informed decisions	With guidance and support, evaluate information considering elements such as cultural perspective, use of rhetoric, soundness of reasoning, and personal <b>biases</b> to make informed	With support, evaluate information considering elements such as cultural perspective, use of rhetoric, soundness of reasoning, and personal <b>biases</b> to make informed decisions	
30		K.RL.6 K.RI.8 1.RL.6	2.RI.8 2.RL.6	3.RI.8 3.RL.6	4.RI.8 4.RL.6	5.RI.8 5.RL.6	6.RI.8 6.RL.6	7.RI.8 7.RL.6	8.RI.8 8.RL.6	9/10.RI.8 9/10.RL.6	11/12.RI.8 11/12.RL.6	
31	<b>INDICATOR</b>	<b>K-1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9/10</b>	<b>11/12</b>	
32	<b>LIB 1.2.C</b> <b>Analyze, organize, and synthesize information using a variety of tools</b>	With prompting, guidance, and support, explore and use tools to organize information	With guidance and support, use tools to organize information, and examine the criteria used for organizing	With support, use tools to organize information, and examine the criteria used for organizing	With prompting, guidance, and support, examine and use tools to organize, analyze, and synthesize information	With guidance and support, examine and use tools to organize, analyze, and synthesize information	With prompting, guidance, and support, evaluate a variety of tools for organizing, analyzing, and synthesizing information and select tool(s) relevant to the need/purpose	With guidance and support, evaluate a variety of tools for organizing, analyzing, and synthesizing information and select tool(s) relevant to the need/purpose	With support, evaluate a variety of tools for organizing, analyzing, and synthesizing information and select tool(s) relevant to the need/purpose	With guidance and support, use tools to concurrently organize, analyze, and synthesize information	With support, use tools to concurrently organize, analyze, and synthesize information	
33		K.W.7 K.W.5 1.W.5 1.W.7	2.W.5 2.W.7	3.W.5 3.W.7	4.W.5 4.W.7 SS4.23	5.W.5 5.W.7	6.W.5 6.W.7 SS6.28	7.W.5 7.W.7	8.W.5 8.W.7	9/10.W.5 9/10.W.7	11/12.W.5 11/12.W.7	
34	<b>LIB 1.2.D</b> <b>Use information to answer questions and inspire further investigation</b>	With prompting and support, answer questions about key details from teacher provided source	With support, answer questions about key details from teacher provided source	With prompting, guidance, and support, answer questions to demonstrate an understanding of information from a source, by citing details and examples from a source	With guidance and support, answer questions to demonstrate an understanding of information from a source, by citing details and examples from a source	With support, answer complex questions by citing details and examples from a source	With support, answer complex questions that require citing details and examples from a source	With prompting, guidance, and support, provide well-developed answers (e.g., detailed, quantifiable, evidential, reliable, cited) to complex questions using varied and multiple sources	With guidance and support, provide well-developed answers (e.g., detailed, quantifiable, evidential, reliable, cited) to complex questions using varied and multiple sources	With support, provide well-developed answers (e.g., detailed, quantifiable, evidential, reliable, cited) to complex questions using varied and multiple sources	Provide well-developed answers (e.g., detailed, quantifiable, evidential, reliable, cited) to complex questions using varied and multiple sources	
35		K.W.8 K.W.2 1.W.8 1.W.2	2.W. 2 2.W.8	3.W.2 3.W.8	4.W.2 4.W.8	5.W.2 5.W.8 SS5.26	6.W.2 6.W.8 SS6.24	7.W.2 7.W.8 SS7.30	8.W.2 8.W.8 SS8.36	9/10.W.2 9/10.W.8 SSHS.71	11/12.W.2 11/12.W.8 SSHS.71	

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36	<b>LIB 1.2.E</b> <b>Use information to solve real-world problems and inspire further investigation</b>	With guidance and support, use teacher provided information to solve a simple problem	With prompting, guidance, and support, use multiple teacher provided sources to generate possible solutions to a real-world problem; and explore questions that arise from the investigation	With guidance and support, use multiple teacher provided sources to generate possible solutions to a real-world problem; and explore questions that arise from the investigation	With support, use multiple teacher provided sources to generate possible solutions to a real-world problem; and explore questions that arise from the investigation	With prompting, guidance, and support, use credible information to identify real-world problems, generate possible solutions, and explore questions that arise from the investigation	With guidance and support, use credible information to identify real-world problems, generate possible solutions, and explore questions that arise from the investigation	With support, use credible information to identify real-world problems, generate possible solutions, and explore questions that arise from the investigation	Use credible information to identify real-world problems, generate possible solutions, and explore questions that arise from the investigation	With guidance and support, address complex real-world problems; generate solutions supported by facts and evidence from credible sources; and expand thinking to explore connections for further investigations	With support, address complex real-world problems; generate solutions supported by facts and evidence from credible sources; and expand thinking to explore connections for further investigations	
37		K-PS2-1 K-2-ETS1-1	1-PS4-4 K-2-ETS1-1	3-PS2-1 3-5-ETS1-3 SS3.17	4.W.9 3-5-ETS1-3 4-ESS2-1	5.W.9 3-5-ETS1-3 5-ESS2-2 SS5.29	6.W.9 MS-ESS3-3 MS-ETS1-1	7.W.9 MS-ESS3-3 MS-ETS1-1	8.W.9 MS-ESS3-3 MS-ETS1-1	9/10.W.9 HS-LS2-7 HS-LS4-5	11/12.W.9 HS-LS2-7 HS-LS4-5	
38	<b>LIB 1.2.F</b> <b>Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems</b>	With prompting, guidance, and support, use protocols for collaboration in digital and physical environments	With guidance and support, use protocols for collaboration in digital and physical environments	With support, use protocols for collaboration in digital and physical environments	With prompting, guidance, and support, identify the benefits of collaboration within digital and physical environments specific to need/purpose	With guidance and support, identify the benefits of collaboration within digital and physical environments specific to need/purpose	With support, identify the benefits of collaboration within digital and physical environments specific to need/purpose	With prompting, guidance, and support, collaborate within digital and physical environments for a variety of needs/purposes	With guidance and support, collaborate within digital and physical environments for a variety of needs/purposes	With support, collaborate within digital and physical environments for a variety of needs/purposes	Collaborate within digital and physical environments for a variety of needs/purposes	
39		K.W.6 1.W.6	2.W.6	3.W.6	4.W.6	5.W.6	6.W.6	7.W.6	8.W.6	9/10.W.6	11/12.W.6	
40	<b>INDICATOR</b>	<b>K-1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9/10</b>	<b>11/12</b>	
41	<b>LIB 1.2.G</b> <b>Reach and defend informed conclusions based on best evidence</b>	Begins in Grade 2	Explore the concept of reaching a conclusion	With prompting, guidance, and support, demonstrate an understanding of the difference between informed and uninformed conclusions and the role of evidence	With prompting, guidance and support, reach an informed conclusion based on evidence	With guidance and support, reach an informed conclusion based on evidence	With guidance and support, use evidence to defend an informed conclusion	With support, use evidence to defend an informed conclusion	Use evidence to defend an informed conclusion	With guidance and support, defend an informed conclusion with best evidence, by identifying increasingly complex criteria for evidence (e.g., objectivity, reasoning, and verifiable facts)	With support, defend an informed conclusion with best evidence, by identifying increasingly complex criteria for evidence (e.g., objectivity, reasoning, and verifiable facts)	

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42			2.W.2d 2.W.3d 2-LS2-1 2-PS1-2	3.W.2d 3.W.3d 3-ESS2-2 3-LS4-3	4.W.2d 4.W.3d 4-PS3-1 4-ESS3-2 4-ESS2-2	5.W.2d 5.W.3d 5-LS1-1 5-ESS1-1	6.W.2d 6.W.3d MS-ESS2-5 MS-LS1-4	7.W.2d 7.W.3d MS- ESS2-5 MS-LS1-4	8.W.2d 8.W.3d MS-ESS2-5 MS-LS1-4	9/10.W.2d 9/10.W.3d HS-ESS2-7 HS-ESS1-6 HS-LS4-5 SSHS.76	11/12.W.2d 11/12.W.3d HS-ESS2-7 HS-ESS1-6 HS-LS4-5 SSHS.76	
43	<b>LIB 1.2.H</b> <b>Evaluate the effectiveness of the skills and tools used to create new knowledge</b>	Begins in Grade 3	Begins in Grade 3	With prompting, guidance, and support, identify the skills and/or tools used to create new knowledge	With guidance and support, identify the skills and/or tools used to create new knowledge	With support, identify the skills and/or tools used to create new knowledge	With prompting, guidance, and support, select and reflect on the effectiveness of skills and tools used to create new knowledge	With guidance and support, select and reflect on the effectiveness of skills and tools used to create new knowledge	With support, select and reflect on the effectiveness of skills and tools used to create new knowledge	With guidance and support, select and evaluate skills and tools used to create new knowledge	With support, select and evaluate skills and tools used to create new knowledge	
44				Research to Build and Present Knowledge- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and	Integration of Knowledge and Ideas- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the	Research to Build and Present Knowledge- Draw evidence from literary or informational texts to support analysis, reflection, and	Presentation of Knowledge and Ideas- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the	Integration of Knowledge and Ideas- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific	Research to Build and Present Knowledge- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of	Integration of Knowledge and Ideas- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as	Research to Build and Present Knowledge- Draw evidence from literary or informational texts to support analysis, reflection, and	
45	<b>Standard 3: Use skills, resources, and tools to create and share work that expresses and demonstrates new understandings.</b>											
46	<b>INDICATOR</b>	<b>K-1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9/10</b>	<b>11/12</b>	
47	<b>LIB 1.3.A</b> <b>Analyze delivery formats for sharing understanding</b>	With prompting, guidance, and support, discuss and use various delivery formats to create and share work	With guidance and support, discuss and use various delivery formats to create and share work	With support, discuss and use various delivery formats to create and share work	With prompting, guidance, and support, evaluate and use delivery formats to create and share work based on purpose and audience	With guidance and support, evaluate and use delivery formats to create and share work based on purpose and audience	With prompting, guidance, and support, analyze, select, and justify a delivery format to create and share work based on purpose and audience	With guidance and support, analyze, select, and justify a delivery format to create and share work based on purpose and audience	With support, analyze, select, and justify a delivery format to create and share work based on purpose and audience	With guidance and support, analyze, select, and defend delivery format to create and share work based on purpose and audience	With support, analyze, select, and defend delivery format based on purpose and audience	
48		K.W.7 K.SL.2 1.W.6 1.W.7 1.SL.2	2.W.6 2.W.7 2.SL.2	3.W.6 3.W.7 3.SL.2	4.W.6 4.W.7 4.SL.2	5.W.6 5.W.7 5.SL.2	6.W.6 6.W.7 6.SL.2	7.W.6 7.W.7 7.SL.2	8.W.6 8.W.7 8.SL.2	9/10.W.6 9/10.W.7 9/10.SL.2	11/12.W.6 11/12.W.7 11/12.SL.2	
49	<b>LIB 1.3.B</b> <b>Use appropriate tools to create and share new work</b>	With prompting, guidance and support, use a variety of tools to create and share work	With guidance and support, use a variety of tools to create and share work	With support, use a variety of tools to create and share work	With prompting, guidance, and support, select appropriate tools to create and share work based on purpose and audience	With guidance and support, select appropriate tools to create and share work based on purpose and audience	With prompting, guidance, and support, select and justify appropriate tools to create and share work based on purpose and audience	With guidance and support, select and justify appropriate tools to create and share work based on purpose and audience	With support, select and justify appropriate tools to create and share work based on purpose and audience	With guidance and support, select and defend appropriate tools used to create and share work based on purpose and audience	With support, select and defend appropriate tools used to create and share work based on purpose and audience	

	A	B	C	D	E	F	G	H	I	J	K	L
50		K.SL.5 1.W.2	2.SL.4 2.SL.5 2.SL.6	3.SL.4 3.SL.5	4.SL.4 4.SL.5	5.SL.4 5.SL.5	6.SL.4 6.SL.5	7.SL.4 7.SL.5	8.SL.4 8.SL.5	9/10.SL.4 9/10.SL.5	11/12.SL.4 11/12.SL.5	
51	<b>LIB 1.3.C Collaborate with others to create original products and share new understanding</b>	With prompting, guidance, and support, use protocols for collaboration in digital and physical environments 1.W.7 Participate in shared research and writing projects.	With guidance and support, use protocols for collaboration in digital and physical environments	With support, use protocols for collaboration in digital and physical environments	With prompting, guidance, and support, identify the benefits of collaboration within digital and physical environments specific to need/purpose	With guidance and support, identify the benefits of collaboration within digital and physical environments specific to need/purpose	With support, identify the benefits of collaboration within digital and physical environments specific to need/purpose	With prompting, guidance, and support, collaborate within digital and physical environments for a variety of needs/purposes	With guidance and support, collaborate within digital and physical environments for a variety of needs/purposes	With support, collaborate within digital and physical environments for a variety of needs/purposes	Collaborate within digital and physical environments for a variety of needs/purposes	
52		K.W.6	2.W.6	3.W.6	4.W.6	5.W.6	6.W.6	7.W.6	8.W.6	9/10.W.6	11/12.W.6	
53	<b>INDICATOR</b>	<b>K-1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9/10</b>	<b>11/12</b>	
54	<b>LIB 1.3.D Reflect on a product's effectiveness in expressing and demonstrating new understandings</b>	With prompting, guidance, and support, discuss whether a product effectively expresses new understandings	With guidance and support, discuss whether a product effectively expresses new understandings	With support discuss whether a product effectively expresses new understandings	With prompting, guidance, and support, become familiar with ways of reflecting on a product's expression of new understandings, evaluating both the product and the creation process	With guidance and support, become familiar with ways of reflecting on a product's expression of new understandings, evaluating both the product and the creation process	With support, become familiar with ways of reflecting on a product's expression of new understandings, evaluating both the product and the creation process	With prompting, guidance, and support, reflect on the effectiveness of a product's expression of new understandings, evaluating both the product and the creation process	With guidance and support, reflect on the effectiveness of a product's expression of new understandings, evaluating both the product and the creation process	With support, reflect on the effectiveness of a product's expression of new understandings, evaluating both the product and the creation process	Reflect on the effectiveness of a product's expression of new understandings, evaluating both the product and the creation process	
55		K.W.7 K.SL.2 K.SL.3 1.W.7 1.SL.2 1.SL.3	2.W.7 2.SL.2 2.SL.3	3.W.7 3.SL.2 3.SL.3	4.W.7 4.SL.2 4.SL.3	5.W.7 5.SL.2 5.SL.3	6.W.7 6.SL.2 6.SL.3	7.W.7 7.SL.2 7.SL.3	8.W.7 8.SL.2 8.SL.3	9/10.W.7 9/10.SL.2 9/10.SL.3	11/12.W.7 11/12.SL.2 11/12.SL.3	
56	Common Sense Media-digital literacy	K-3 lessons media balance, pause for people, safety online 1st-3 lessons safe, respectful and responsible online, technology/feelings	7 lessons device free, private, digital trails, online community, meanness, give credit	6 lessons responsibility, passwords, personal identity online, digital citizenship, power of words, seeing is believing	6 lessons - media choices, private/personal info, online tracks, games, digital citizen, creators rights/responsibilities	6 lessons -media balance, believable?, gender stereotypes, digital friendship, cyberbullying, news online	6 lessons - balance in a digital world, Phishing, Who are you online?, Chatting safely, digital drama, credible news	6 lessons- Media use, big data, digital footprints, social media, cyberbullying, four factors of fair use	6 lessons - media and your brain, what you share, digital footprint, sexting & relationships, hate speech, breaking news	6 lessons each grade-privacy and security, digital footprint & identity, relationships & communication, cyberbullying, drama & hate speech, news and media literacy	6 lessons each grade-privacy and security, digital footprint & identity, relationships & communication, cyberbullying, drama & hate speech, news and media literacy	
57	<a href="#">Common Sense Media - Curriculum</a>	<a href="#">K/1 Curriculum</a>	<a href="#">2 Curriculum</a>	<a href="#">3 Curriculum</a>	<a href="#">4 Curriculum</a>	<a href="#">5 Curriculum</a>	<a href="#">6 Curriculum</a>	<a href="#">7 Curriculum</a>	<a href="#">8 Curriculum</a>	<a href="#">9/10 Curriculum</a>	<a href="#">11/12 Curriculum</a>	
58												
59		McGraw Hill Wonders Curriculum		State Reports	Animals from different regions	Biography Research	Ancient Civilizations	Countries- 5 themes of geography	America/Revolutionary War	Human Disease/Disorder		
60		MysteryScience Curriculum			Penguins	Patterns/Cycles in Nature	Human Body Systems	Chemical Elements	Civil War	Health Care Careers		
61					Rube Goldberg Machines	King/Black History Research	Cells	Art History	Geologic Time	Invasive Species		
62					Community -place of importance				Genetics	Development of Democracy		

