

What it looks like by the end of: Grade 5

Inquire: Learners will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

I can think by displaying curiosity and initiative:

- 1 Formulate questions about a personal interest or a curricular topic. 1. I.T.1
 - . Ask “why” questions.
 - . With guidance, formulate a question about a topic.
- 2 Recall prior and background knowledge as a context for new meaning. 1. I.T.2
 - . Use appropriate sources to gain background knowledge.
 - . Predict answers to questions based on prior knowledge.
 - . Make connections between what is known and formulating a new question to broaden or narrow a topic with guidance.

I can create by engaging with new knowledge by following a process:

- 1 Use evidence to investigate questions. 1. I.C.1
 - . From a list, access a variety of information resources to answer questions.
 - . Identify facts and details that support a main idea.
- 2 Devise and implement a plan to fill knowledge gaps. 1. I.C.2
 - . Activate prior knowledge by generating a list of key words to use in searching.
 - . With support, preview resources to decide which best meet information needs.
 - . With support, note similarities and differences in information from different sources.
- 3 Generate products that illustrate learning. 1. I.C.3
 - . Present information clearly and accurately.
 - . Create a simple product using information gathered during the inquiry process.
 - . Use a variety of tools to illustrate concepts and convey ideas.
 - . Create products that demonstrate knowledge based on established criteria appropriate to format and audience.

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- . **I can share by adapting, communicating, and exchanging learning products with others in a cycle:**

- 1 Interact with content presented by others. 1. I.S.1
 - . Use simple notetaking strategies about presented content.
 - . Post a relevant comment or question on a shared document or respond to content presented in other media.
 - 2 Provide constructive feedback. 1. I.S.2
 - . Recognize that people have different opinions.
 - . Show respect and respond to the ideas and products of others in a variety of formats.
 - 3 Act on feedback to improve. 1. I.S.3
 - Rely on feedback to improve process and product.
 - Apply revision suggestions to research and fill gaps in the knowledge product.
 - 4 Share products with an authentic audience. 1. I.S.4
 - Identify the audience and purpose before selecting a format for the product.
 - Share products in formal and informal settings.
 - Share information products with members of the learning community outside of the classroom.
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I can grow by participating in an ongoing inquiry-based process:

- 1 Continually seek knowledge. 1. I.G.1
 - Connect ideas or topics to one's own interests
 - Read regularly for personal enjoyment and growth.
 - Actively participate in reading and learning communities.
 - Brainstorm new ways of searching for information when the existing strategy doesn't work.
 - 2 Engaging in sustained inquiry. 1. I.G.2
 - With support, find new ways to search for information when the existing strategy fails.
 - Generate additional questions and resources to deepen inquiry.
 - Continue the inquiry process with new investigations.
 - 3 Enact new understanding through real-world connections. 1. I.G.3
 - Identify how a topic relates to the real world.
 - Apply new knowledge to situations and people in the larger community.
 - With guidance, create products with realworld contexts.
 - 4 Use reflection to guide informed decisions. 1. I.G.4
 - Reflect on research to formulate an opinion and find evidence to support it.
 - Reflect on how understandings apply to new situations.
 - Reflect at conclusion of research in order to determine new ideas to pursue.
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Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

I can think by contributing a balanced perspective when participating in a learning community:

- 1** Articulate an awareness of the contributions of a range of learners. **2. IN.T.1**

Ask peers for guidance on a project.

Offer guidance to peers on a project.

- 2** Adopt a discerning stance toward points of view and opinions expressed in information resources and learning products. **2. IN.T.2**

Distinguish between fact and opinion.

Identify the author's opinion or perspective

With guidance, look for relevance in information sources.

Recognize when facts conflict in different sources and seek additional sources to verify accuracy.

Recognize one's own misconceptions when new information conflicts with previously held opinions.

- 3** Describe their understanding of cultural relevancy and placement within the global learning community. **2. IN.T.3**

Articulate and identify one's own place in the cultural fabric of the global community and respect others' cultural identities.

With guidance, seek sources written by authors from other parts of the world.

I can create by adjusting my awareness of the global learning community:

- 1** Interact with learners who reflect a range of perspectives. **2. IN.C.1**

Share ideas and opinions in a variety of groups.

With support, seek diverse opinions and points of view.

- 2** Evaluate a variety of perspectives during learning activities. **2. IN.C.2**

Show respect for differing points of view by listening intently and considering others' ideas during discussions.

Accurately describe or restate ideas of others.

- 3** Represent diverse perspectives during learning activities. **2. IN.C.3**

Actively seek a variety of perspectives to deepen understanding of a topic.

With support, recognize misconceptions when new information conflicts with previously held opinions.

I can share by exhibiting empathy with and tolerance for diverse ideas:

1 Engage in informed conversation and active debate. 2. IN.S.1

Respect others' opinions through active listening and questioning

Express ideas appropriately and effectively while working in groups.

In group discussions, offer opinions with supporting evidence to group discussions.

2 Contribute to discussions in which multiple points of view on a topic are expressed. 2. IN.S.2

With guidance, actively engage with others by using appropriate discussion techniques.

Contribute opinions, ideas, and questions in a responsible manner.

Offer appropriate information to help groups deliberate and reach decisions together.

I can grow by demonstrating empathy and equity in knowledge building within the global learning community:

1 Seek interactions with a range of learners. 2. IN.G.1

Make connections with others outside of one's own school, city, state, country, and world.

Use social tools to share information and communicate with others.

Act responsibly and respectfully while communicating with others.

2 Demonstrate interest in other perspectives during learning activities. 2. IN.G.2

Consider point view when drawing conclusions.

Explore the benefits of differing points of view for expanding understanding.

Build on ideas of others in group conversations and discussions.

Ask questions, when appropriate, comment thoughtfully, and challenge ideas when perspectives differ.

3 Reflect on one's place within the global learning community. 2. IN.G.3

Through guidance and discussion, reflect on the question "Where do I fit within the learning community?"

Through guidance and discussion, reflect on the question "How has my thinking changed from my interaction with others who have different opinions and insights?"

Collaborate: Work effectively with others to broaden perspectives and work toward common goals.

I can think by identifying collaborative opportunities:

1 Demonstrate a desire to broaden and deepen understandings. 3. C.T.1

Reflect at the end of the inquiry process and identify new or related ideas that would be interesting to pursue.

Explore print, digital, and other resources to find information on a topic of personal interest.

Work in teams to produce original works or solve problems.

2 Develop new understandings through engagement in a learning group. 3. C.T.2

Show respect for ideas of others by actively listening and questioning in order to connect ideas.

Modify point of view or conclusion based on new information presented.

3 Decide to solve problems informed by group interaction. 3. C.T.3

Encourage team members to share ideas and opinions.

Encourage a group consensus after all members have shared ideas.

Work in teams to produce original works or solve problems.

I can create by participating in personal, social, and intellectual networks:

1 Use a variety of communication tools and resources. 3. C.C.1

With guidance, use a variety of selected oral, written, nonverbal, and digital communication tools and resources.

Search an online catalog to locate materials.

Use word processing, drawing, presentation, graphing, and other productivity tools to illustrate concepts and ideas.

With guidance, use social networking tools to create and share information.

2 Establish connections with other learners to build on their own prior knowledge and create new knowledge. 3. C.C.2

Offer appropriate information to help groups deliberate and reach decisions together.

Connect beyond the classroom to collaborate, discuss or celebrate a common event.

I can share by working productively with others to solve problems:

1 Solicit and respond to feedback from others. 3. C.S.1

Solicit and listen respectfully to ideas and opinions of others.

Seek common ground in discussions.

Rely on feedback to improve products and processes.

2 Involve diverse perspectives in their own inquiry processes. 3. C.S.2

Connect beyond the classroom to seek information from multiple sources.

Identify “expert” peers to assist in a problem-solving process.

I can grow by actively participating with others in learning situations:**1** Actively contribute to group discussions. **3. C.G.1**

Respect others' opinions through active listening and questioning.

Formulate relevant, informed, and thoughtful responses to others during discussion times.

2 Recognize learning as a social responsibility. **3. C.G.2**

Respect others' opinions through active listening and questioning.

Formulate relevant, informed, and thoughtful responses to others during discussions.

Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

I can think by acting on an information need:**1** Determine the need to gather information. **4. CU.T.1**

Generate questions about a topic and select a focal question to explore.

2 Identify possible sources of information. **4. CU.T.2**

Make a list of all the possible sources of information that will help answer the questions or an information need.

Use text features and illustrations to decide which resources are best to use and why.

3 Make critical choices about information sources to use. **4. CU.T.3**

Use text features and illustrations to decide which resources are best to use and why.

With guidance, evaluate a source based on a specific set of criteria (e.g., relevance, timeliness, authority, text features) to select and use most appropriate resource(s) for the information need.

I can create by gathering information appropriate to the task:**1** Seek a variety of sources. **4. CU.C.1**

Understand the library's organizational scheme and what main topics are included in each section.

Select and use appropriate sources to answer questions (e.g., specialized reference sources, specialized databases).

Use different types of sources from multiple perspectives, cultures, and formats.

2 Collect information representing diverse perspectives. **4. CU.C.2**

Use sources that convey a large range of differing perspectives.

Find information to support one point of view, but acknowledge that another point of view exists.

Seek additional sources to verify accuracy.

3 Systematically question and assess the validity and accuracy of information. 4.

CU.C.3

With guidance, evaluate a source based on a specific criteria (e.g., relevance, timeliness, authority).

Modify personal view based on analysis of new information and evidence.

Read widely from varied sources to pinpoint inaccurate information.

4 CU.C.4 Organize information by priority, topic, or other systematic scheme. 4.

CU.C.4

Use common organizational patterns (e.g., chronological order, main idea with supporting ideas) to make sense of information.

Organize information into different formats.

I can share by exchanging information resources within and beyond my learning community:

1 Access and evaluate collaboratively constructed information sites. 4. CU.S.1

Access information from a provided list of collaboratively constructed information sites for specific research.

Interpret information taken from maps, graphs, charts, and other visuals.

Discuss the validity and accuracy of information.

2 Contribute to collaboratively constructed information sites by ethically using and reproducing others' work. 4. CU.S.2

With guidance, cite sources used when presenting information.

Use quotation marks for all material taken directly from a source.

With guidance, follow legal guidelines in using information by using only excerpts and crediting the author or creator.

3 Join with others to compare and contrast information derived from collaboratively constructed information sites. 4. CU.S.3

With support, collect information from a variety of sources, and compare the information for relevance, validity, and accuracy.

Recognize when facts from two different sources conflict and seek additional sources to verify accuracy.

Compare and contrast ideas in various types of resources to experiences in real life.

Use simple graphic organizers and technology tools to capture the main ideas and their relationships to each other.

I can grow by selecting and organizing information for a variety of audiences:

- 1 Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 4. CU.G.1

With guidance, select the most credible, relevant, and useful sources from a given list.
- 2 Integrate and depict in a conceptual knowledge network their understanding gained from resources. 4. CU.G.2

Use various notetaking strategies (e.g., outlining, highlighting, graphic organizers).

Paraphrase or summarize information in various formats.

Draw conclusions based on facts and premises.

Recognize misconceptions when new information conflicts with previously held opinions.

With guidance, make inferences.
- 3 Openly communicate curation processes for others to use, interpret, and validate. 4. CU.G.3

Explain how text features and illustrations can be used to determine which resources are best to use and why.

Explain basic strategies (e.g., author, title, subject) to locate information using the library's online catalog.

Explain personal criteria for selecting a particular resource.

Use a variety of technology tools to retrieve and organize information.

Share list of resources as a collaborative document.

Explore: Discover and innovate in a growth mindset developed through experience and reflection.

I can think by developing and satisfying personal curiosity:

- 1 Read widely and deeply in multiple formats and write and create for a variety of purposes. 5. E.T.1

Read, listen to, and view a range of resources for a variety of purposes (e.g., live the experiences of a character, answer questions, learn something new, explore personal interests).

Recognize features of various genres and use different reading strategies for understanding.

Connect personal feelings to emotions, characters, and events portrayed in a literary work.

Set reading goals.

Demonstrate knowledge of favorite authors and genres.

Create learning products for a variety of audiences and purposes.

Use technology tools for independent and collaborative publishing activities.

2 Reflect and question assumptions and possible misconceptions. 5. E.T.2

With support, recognize when facts from two different sources conflict and seek additional sources to verify accuracy

With support, recognize own misconceptions when new information conflicts with previously held opinions.

3 Engage in inquiry-based processes for personal growth. 5. E.T.

Independently select resources appropriate to one's individual level of comprehension.

Explain personal criteria for selecting resources to meet personal learning needs.

Seek inquiry-based reading opportunities prompted by personal interest.

I can create by constructing new knowledge:

1 Problem solve through cycles of design, implementation, and reflection. 5. E.C.1

With support, follow an inquiry-based process in seeking knowledge to solve a problem.

With support, practice different ways to locate and evaluate sources for needed information.

With support, revise questions based on new information.

With support, modify search strategies to deal with emerging findings.

With support, apply new skills and deepen understanding of new information.

2 Persist through self-directed pursuits by tinkering and making. 5. E.C.2

Continue to pursue information or solve a problem when confronted with roadblocks

Try different tools, materials, or strategies when the first solution does not work.

With support, describe how challenges and obstacles can add to the learning experience.

I can share by engaging with the learning community:

1 Express curiosity about a topic of personal interest or curricular relevance. 5. E.S.1

Explore and share favorite literature, both fiction and nonfiction.

Pursue answers to self-generated questions using an increasing range of print and digital resources.

Demonstrate an interest in reading, viewing, or listening to meet personal needs.

2 Co-construct innovative means of investigation. 5. E.S.2

With support, assign and perform roles within a group based on personal strengths.

With support, collaboratively develop a plan to progress through an inquiry process or to solve a problem.

With support, reflect on success of plan to complete investigation or solve a problem.

3 Collaboratively identify innovative solutions to a challenge or problem. 5. E.S.3

With guidance, working a group identify, brainstorm, and test multiple solutions to a problem.

I can grow by developing through experience and reflections:

1 Iteratively respond to challenges. 5. E.G.1

With support, identify new pathways to knowledge when confronted with an obstacle or problem.

With support, practice a variety of strategies to solve simple problems.

With support, examine the success or failure of the strategies used to solve problems.

2 Recognize capabilities and skills that can be developed, improved, and expanded. 5. E.G.2

Seek appropriate help when needed.

With support, selfassess with a simple rubric and identify areas for selfimprovement.

With support, provide constructive feedback on the skills of others that need improvement.

3 Open-mindedly accept feedback for positive and constructive growth. 5. E.G.3

Identify characteristics of constructive feedback.

With support, apply teacher or peer feedback when revising an inquiry product.

Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

I can think by following ethical and legal guidelines for gathering and using information:

1 Responsibly apply information, technology, and media to learning. 6. EN.T.1

With guidance and support, use technology appropriately by avoiding plagiarism and citing information.

Articulate personal consequences of inappropriate use of information, technology, and media.

With support, use digital tools responsibly by protecting personal information and respecting the privacy of others.

2 Understand the ethical use of information, technology, and media. 6. EN.T.2

Demonstrate an understanding of plagiarism by paraphrasing information or noting direct quotes

Observe web safety procedures.

With guidance and support, clearly differentiate between information gathered from sources and original thinking.

With support, exercise the rights to read, view, listen, write, and express ideas freely.

3 Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need. 6. EN.T.

With support, evaluate a source based on a provided set of criteria

With support, use additional sources to verify facts.

With support, distinguish between fact and opinion.

With guidance and support, identify bias and misleading information.

I can create by using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge:

1 Ethically use and reproduce others' work. 6. EN.C.1

With support, use simple note-taking strategies and summarize to avoid plagiarism.

With guidance and support, give appropriate credit in source list or simple bibliography.

2 Acknowledge authorship and demonstrate respect for the intellectual property of others. 6. EN.C.2

With support, cite sources using simplified bibliographic format.

With support, accurately represent the information gathered.

3 Include elements in personal-knowledge products that allow others to credit content appropriately. 6. EN.C.3

With support, provide appropriate information following a simple bibliographic format on a product allowing others to credit one's original work.

I can share by responsibly, ethically, and legally sharing new information with a global community:

1 Share information resources in accordance with modification, reuse, and remix policies. 6. EN.S.1

With support, recognize that reworking and remixing multiple sources into an original product requires acknowledging the sources of information used.

2 Disseminate new knowledge through means appropriate for the intended audience. 6. EN.S.2

With guidance, choose from a variety of products to share information.

I can grow by engaging with information to extend personal learning:

- 1 Personalize use of information and information technologies. 6. EN.G.1

With support, use a set of criteria for choosing an information source that matches interests and needs.

- 2 Reflect on the process of ethical generation of knowledge. 6. EN.G.2

Follow school guidelines related to the acceptable use of technology.

With guidance, develop a set of criteria to assess one's own ethical use of information.

- 3 Inspire others to engage in safe, responsible, ethical, and legal information behaviors. 6. EN.G.3

Discuss guidelines related to the acceptable use of information with peers.