Grades K–5

Standards and Instructional Materials must address appropriate responsible and healthy online behavior including:

a Purpose and acceptable use of different social media platforms

Primary standards:

b. ISTE 1.2.b. Ages 4-7: With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others. Ages 8-11: Students practice and encourage others in safe, legal and ethical behavior when using technology and interacting online, with guidance from an educator. ISTE 1.2.B

1. AASL III.B.1 Learners participate in personal, social, and intellectual networks by: Using a variety of communication tools and resources. AASL III.B.1

1. AASL IV.C.1 Learners exchange information resources within and beyond their learning community by: Accessing and evaluating collaboratively constructed information sites. AASL IV.C.1

2. AASL IV.C.2 Learners exchange information resources within and beyond their learning community by: Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. AASL IV.C.2

1. AASL VI.A.1 Learners follow ethical and legal guidelines for gathering and using information by: Responsibly applying information, technology, and media to learning. AASL VI.A.1

2. AASL VI.A.2 Learners follow ethical and legal guidelines for gathering and using information by: Understanding the ethical use of information, technology, and media. AASL VI.A.2

Related standards:

1. AASL III.B.1 Learners participate in personal, social, and intellectual networks by: Using a variety of communication tools and resources. AASL III.B.1

1. AASL IV.C.1 Learners exchange information resources within and beyond their learning community by: Accessing and evaluating collaboratively constructed information sites. AASL IV.C.1

2. AASL IV.C.2 Learners exchange information resources within and beyond their learning community by: Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. AASL IV.C.2

Connected CIPA Internet Safety Instruction Topics

Acceptable Online Behavior Cyber Bullying Social Networking

Skip to main content

Understanding negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy,

and piracy of software, music, video, and other media

Primary standards:

b. ISTE 1.2.b. Ages 4-7: With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others. Ages 8-11: Students practice and encourage others in safe, legal and ethical behavior when using technology and interacting online, with guidance from an educator. ISTE 1.2.B

c. ISTE 1.2.c. Ages 4-7: With guidance from an educator, students learn about ownership and sharing of information, and how to respect the work of others. Ages 8-11: Students learn about, demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others. ISTE 1.2.C

d. ISTE 1.6.d. Ages 4-7: With guidance from an educator, students select technology to share their ideas with different people. Ages 8-11: Students learn about the audience and consider their expected audience when creating digital artifacts and presentations. ISTE 1.6.D

1. AASL VI.A.1 Learners follow ethical and legal guidelines for gathering and using information by: Responsibly applying information, technology, and media to learning. AASL VI.A.1

2. AASL VI.A.2 Learners follow ethical and legal guidelines for gathering and using information by: Understanding the ethical use of information, technology, and media. AASL VI.A.2

Connected CIPA Internet Safety Instruction Topics

Acceptable Online Behavior Social Networking Cyberbullying

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c **Social media behavior that promotes cybersafety, cybersecurity, and cyberethics, including etiquette, safety, security, and identification of hate speech.**

Skip to main content

Primary standards:

b. ISTE 1.2.b. Ages 4-7: With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others. Ages 8-11: Students practice and encourage others in safe, legal and ethical behavior when using technology and interacting online, with guidance from an educator. ISTE 1.2.B

d. ISTE 1.2.d. Ages 4-7: With guidance from an educator, students demonstrate an understanding that technology is all around them and the importance of keeping their information private. Ages 8-11: Students demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online. ISTE 1.2.D

b. ISTE 1.3.b. Ages 4-7: With guidance from an educator, students become familiar with age-appropriate criteria for evaluating digital content. Ages 8-11: Students learn how to evaluate sources for accuracy, perspective, credibility and relevance. ISTE 1.3.B

2. AASL VI.A.2 Learners follow ethical and legal guidelines for gathering and using information by: Understanding the ethical use of information, technology, and media. AASL VI.A.2

Related standards:

d. ISTE 1.6.d. Ages 4-7: With guidance from an educator, students select technology to share their ideas with different people. Ages 8-11: Students learn about the audience and consider their expected audience when creating digital artifacts and presentations. ISTE 1.6.D

Connected CIPA Internet Safety Instruction Topics

Acceptable Online Behavior Social Networking Cyberbullying

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d Identifying credible sources of information.

Skip to main content

Primary standards:

a. ISTE 1.3.a. Ages 4-7: With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest. Ages 8-11: Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. ISTE 1.3.A

b. ISTE 1.3.b. Ages 4-7: With guidance from an educator, students become familiar with age-appropriate criteria for evaluating digital content. Ages 8-11: Students learn how to evaluate sources for accuracy, perspective, credibility and relevance. ISTE 1.3.B

3. AASL IV.A.3. Learners act on information needed by: Making critical choices about information sources to use. AASL IV.A.3

3. AASL IV.B.3. Learners gather information appropriate to the task by: Systematically questioning and assessing the validity and accuracy of information. AASL IV.B.3

1. AASL IV.C.1. Learners exchange information resources within and beyond their learning community by: Accessing and evaluating collaboratively constructed information sites. AASL IV.C.1

1. AASL IV.D.1. Learners select and organize information for a variety of audiences by: Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. AASL IV.D.1

3. AASL VI.A.3. Learners follow ethical and legal guidelines for gathering and using information by: Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. AASL VI.A.3

8. CCSS.ELA-LITERACY.CCRA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Kindergarten and Grade 1: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Grade 2: Recall information from experiences or gather information from provided sources to answer a question. Grade 3: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Grade 4: 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. Grade 5: 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. CCSS.ELA-LITERACY.CCRA.W.8

Related standards:

3. AASL IV.C.3. Learners exchange information resources within and beyond their learning community by: Joining with others to compare and contrast information derived from collaboratively constructed information sites. AASL IV.C.3

Skip to main content

e **How to access, analyze, evaluate, create and participate in all forms of digital communication**

Skip to main content

Primary standards:

c. ISTE 1.2.c. Ages 4-7: With guidance from an educator, students learn about ownership and sharing of information, and how to respect the work of others. Ages 8-11: Students learn about, demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others. ISTE 1.2.C

a. ISTE 1.6.a Ages 4-7: With guidance from an educator, students choose different tools for creating something new or for communicating with others. Age 8-11: Students recognize and utilize the features and functions of a variety of creation or communication tools. ISTE 1.6.A

b. ISTE 1.6. b Age 4-7: Students use digital tools to create original works. Age 8-11: Students create original works and learn strategies for remixing or repurposing to create new artifacts. ISTE 1.6. B

c. ISTE 1.6.c. Age 4-7: With guidance from an educator, students share ideas in multiple ways—visual, audio, etc. Age 8-11: Students create digital artifacts to communicate ideas visually and graphically. ISTE 1.6.C

a. ISTE 1.7.a. Age 4-7: With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond. Age 8-11: Students use digital tools to work with friends and people from different backgrounds or cultures. ISTE 1.7.A

b. ISTE 1.7.b. Age 4-7: With guidance from an educator, students use technology to communicate with others and to look at problems from different perspectives. Age 8-11: Students use collaborative technologies to connect with others, including peers, experts and community members, to explore different points of view on various topics. ISTE 1.7.B

c. ISTE 1.7.c. Age 4-7: With guidance from an educator, students take on different team roles and use age-appropriate technologies to complete projects. Age 8-11: Students perform a variety of roles within a team using age-appropriate technology to complete a project or solve a problem ISTE 1.7.C

d. ISTE 1.7.d. Age 4-7: With guidance from an educator, students use age-appropriate technologies to work together to understand problems and suggest solutions. Age 8-11: Students work with others using collaborative technologies to explore local and global issues. ISTE 1.7.D

1. AASL III.B.1 Learners participate in personal, social, and intellectual networks by: Using a variety of communication tools and resources. AASL III.B.1

2. AASL III.B.2 Learners participate in personal, social, and intellectual networks by: Establishing connections with other learners to build on their own prior knowledge and create new knowledge. AASL III.B.2

C1. AASL IV.C1 Learners exchange information resources within and beyond their learning community by: Accessing and evaluating collaboratively constructed information sites. AASL IV.C1

2. AASL IV.C.2 Learners exchange information resources within and beyond their learning community by: Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. AASL IV.C.2

Skip to main content

1. AASL VI.A.1 Learners follow ethical and legal guidelines for gathering and using information by: Responsibly applying information, technology, and media to learning. AASL VI.A.1
2. AASL VI.A.2 Learners follow ethical and legal guidelines for gathering and using information by: Understanding the ethical use of information, technology, and media. AASL VI.A.2
3. AASL VI.A.3 Learners follow ethical and legal guidelines for gathering and using information by: Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. AASL VI.A.3

1. AASL VI.B.1 Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: Ethically using and reproducing others' work. AASL VI.B.1
2. AASL VI.B.2 Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: Acknowledging authorship and demonstrating respect for the intellectual property of others. AASL VI.B.2
3. AASL VI.B.3 Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: Including elements in personal-knowledge products that allow others to credit content appropriately. AASL VI.B.3

1. AASL VI.C.1 Learners responsibly, ethically, and legally share new information with a global community by: Sharing information resources in accordance with modification, reuse, and remix policies. AASL VI.C.1
2. AASL VI.C.2 Learners responsibly, ethically, and legally share new information with a global community by: Disseminating new knowledge through means appropriate for the intended audience. AASL VI.C.2

1. AASL VI.D.1 Learners engage with information to extend personal learning by: Personalizing their use of information and information technologies. AASL VI.D.1
2. AASL VI.D.2 Learners engage with information to extend personal learning by: Reflecting on the process of ethical generation of knowledge. AASL VI.D.2

5. CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Kindergarten: Add drawings or other visual displays to descriptions as desired to provide additional detail. Grade 1: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Grade 2: 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. Grade 3: 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. Grade 4: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. Grade 5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. CCSS.ELA-LITERACY.CCRA.SL.5

Skip to main content

6. CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Kindergarten: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Grade 1: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Grade 2: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Grade 3: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Grade 4: 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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. Grade 5: 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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. CCSS.ELA-LITERACY.CCRA.W.6

Related standards:

b. ISTE 1.2.b Age 4-7: With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others. Age 8-11: Students practice and encourage others in safe, legal and ethical behavior when using technology and interacting online, with guidance from an educator. ISTE 1.2.B

Connected CIPA Internet Safety Instruction Topics

Acceptable Online Behavior Cyber Bullying Social Networking

Standards and Instructional Materials must address Critical Thinking Skills Including:

a Understanding how media messages shape culture and society

Primary standards:

History Standard 3: (Grade 4) Students will explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author.

3. AASL II.A.3 Learners contribute a balanced perspective when participating in a learning community by: Describing their understanding of cultural relevancy and placement within the global learning community AASL II.A.3

Related standards:

b. ISTE 1.3.b Age 4-7: With guidance from an educator, students become familiar with age-appropriate criteria for evaluating digital content. Age 8-11: Students learn how to evaluate sources for accuracy, perspective, credibility and relevance. ISTE 1.3.B

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b Identifying target-marketing strategies and naming techniques of persuasion used

Skip to main content

Primary standards:

d. ISTE 1.2.d. Ages 4-7: With guidance from an educator, students demonstrate an understanding that technology is all around them and the importance of keeping their information private. Ages 8-11: Students demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online. `ISTE 1.2.D`

   DE SEL Competencies Self-Awareness 1E Students recognize target marketing strategies and persuasion techniques utilizing age appropriate real-world examples.

Related standards:

b. ISTE 1.3.b Age 4-7: With guidance from an educator, students become familiar with age-appropriate criteria for evaluating digital content. Age 8-11: Students learn how to evaluate sources for accuracy, perspective, credibility and relevance. `ISTE 1.3.B`

8. CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Kindergarten: With prompting and support, identify the reasons an author gives to support points in a text. Grade 1: Identify the reasons an author gives to support points in a text. Grade 2: Describe how reasons support specific points the author makes in a text. Grade 3: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Grade 4: Explain how an author uses reasons and evidence to support particular points in a text. Grade 5: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). `CCSS.ELA-LITERACY.CCRA.R.8`

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c **Recognizing bias and misinformation by discovering parts of the story that are not being told**

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Primary standards:

b. ISTE 1.3.b Age 4-7: With guidance from an educator, students become familiar with age-appropriate criteria for evaluating digital content. Age 8-11: Students learn how to evaluate sources for accuracy, perspective, credibility and relevance ISTE 1.3.B

1. AASL II.B.1 Learners adjust their awareness of the global learning community by: Interacting with learners who reflect a range of perspectives. AASL II.B.1
2. AASL II.B.2 Learners adjust their awareness of the global learning community by: Evaluating a variety of perspectives during learning activities. AASL II.B.2
3. AASL II.B.3 Learners adjust their awareness of the global learning community by: Representing diverse perspectives during learning activities. AASL II.B.3
2. AASL IV.B.2 Learners gather information appropriate to the task by: Collecting information representing diverse perspectives. AASL IV.B.2
1. AASL IV.D.1 Learners select and organize information for a variety of audiences by: Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. AASL IV.D.1
2. AASL V.A.2 Learners develop and satisfy personal curiosity by: Reflecting and questioning assumptions and possible misconceptions. AASL V.A.2
3. AASL VI.A.3 Learners follow ethical and legal guidelines for gathering and using information by: Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. AASL VI.A.3
8. CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Kindergarten: With prompting and support, identify the reasons an author gives to support points in a text. Grade 1: Identify the reasons an author gives to support points in a text. Grade 2: Describe how reasons support specific points the author makes in a text. Grade 3: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Grade 4: Explain how an author uses reasons and evidence to support particular points in a text. Grade 5: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). CCSS.ELA-LITERACY.CCRA.R.8

   History Standard Three (Grade 4): Students will explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author.

Related standards:

a. ISTE 1.7.a. Age 4-7: With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond. Age 8-11: Students use digital tools to work with friends and people from different backgrounds or cultures ISTE 1.7.A

Skip to main content

:valuating media messages based on personal experiences, skills, beliefs, and ,alues

Primary standards:

b. ISTE 1.3.b Age 4-7: With guidance from an educator, students become familiar with age-appropriate criteria for evaluating digital content. Age 8-11: Students learn how to evaluate sources for accuracy, perspective, credibility and relevance ISTE 1.3.B

2. AASL II.A.2 Learners contribute a balanced perspective when participating in a learning community by: Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. AASL II.A.2

3. AASL IV.A.3 Learners act on information needed by: Making critical choices about information sources to use. AASL IV.A.3

1. AASL IV.D.1 Learners select and organize information for a variety of audiences by: Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. AASL IV.D.1

3. AASL VI.A.3 Learners follow ethical and legal guidelines for gathering and using information by: Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. AASL VI.A.3

1. AASL VI.D.1 Learners engage with information to extend personal learning by: Personalizing their use of information and information technologies. AASL VI.D.1

2. CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Kindergarten: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Grade 1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Grade 2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Grade 3: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Grade 4: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Grade 5: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.CCRA.SL.2

Skip to main content

8. CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Kindergarten: With prompting and support, identify the reasons an author gives to support points in a text. Grade 1: Identify the reasons an author gives to support points in a text. Grade 2: Describe how reasons support specific points the author makes in a text. Grade 3: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Grade 4: Explain how an author uses reasons and evidence to support particular points in a text. Grade 5: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). CCSS.ELA-LITERACY.CCRA.R.8

7. CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words Kindergarten: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). Grade 1: Use the illustrations and details in a text to describe its key ideas. Grade 2: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. Grade 3: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Grade 4: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Grade 5: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CCSS.ELA-LITERACY.CCRA.R.7

   History Standard Three (Grade 4): Students will explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author.

Related standards:

1. AASL IV.B.1 Learners gather information appropriate to the task by: Seeking a variety of sources. AASL IV.B.1
2. AASL IV.B.2 Learners gather information appropriate to the task by: Collecting information representing diverse perspectives. AASL IV.B.2
3. AASL IV.B.3 Learners gather information appropriate to the task by: Systematically questioning and assessing the validity and accuracy of information. AASL IV.B.3
4. AASL IV.B.4 Learners gather information appropriate to the task by: Organizing information by priority, topic, or other systematic scheme AASL IV.B.4

Standards and Ins mu identifying the purpose

a **Explicit and implicit media messages**

Skip to main content

of media messages and how they are constructed including:

Primary standards:

b. ISTE 1.3.b Age 4-7: With guidance from an educator, students become familiar with age-appropriate criteria for evaluating digital content. Age 8-11: Students learn how to evaluate sources for accuracy, perspective, credibility and relevance ISTE 1.3.B

3. AASL IV.B.3 Learners gather information appropriate to the task by: Systematically questioning and assessing the validity and accuracy of information. AASL IV.B.3

3. AASL VI.A.3 Learners follow ethical and legal guidelines for gathering and using information by: Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. AASL VI.A.3

8. CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Kindergarten: With prompting and support, identify the reasons an author gives to support points in a text. Grade 1: Identify the reasons an author gives to support points in a text. Grade 2: Describe how reasons support specific points the author makes in a text. Grade 3: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Grade 4: Explain how an author uses reasons and evidence to support particular points in a text. Grade 5: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). CCSS.ELA-LITERACY.CCRA.R.8

3. CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Kindergarten: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Grade 1: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Grade 2: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Grade 3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Grade 4: Identify the reasons and evidence a speaker provides to support particular points. Grade 5: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. CCSS.ELA-LITERACY.CCRA.SL.3

Related standards:

1. AASL IV.D.1 Learners select and organize information for a variety of audiences by: Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. AASL IV.D.1

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b Values and points of view that are included and excluded

Skip to main content

Primary standards:

b. ISTE 1.3.b Age 4-7: With guidance from an educator, students become familiar with age-appropriate criteria for evaluating digital content. Age 8-11: Students learn how to evaluate sources for accuracy, perspective, credibility and relevance ISTE 1.3.B

2. AASL II.A.2 Learners contribute a balanced perspective when participating in a learning community by: Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. AASL II.A.2

2. AASL II.C.2 Learners exhibit empathy with and tolerance for diverse ideas by: Contributing to discussion in which multiple viewpoints on a topic are expressed. AASL II.C.2

2. AASL IV.B.2 Learners gather information appropriate to the task by: Collecting information representing diverse perspectives. AASL IV.B.2

3. AASL IV.B.3 Learners gather information appropriate to the task by: Systematically questioning and assessing the validity and accuracy of information. AASL IV.B.3

6. CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text CCSS.ELA-LITERACY.CCRA.R.6

   History Standard Three (Grade 4): Students will explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author.

Related standards:

a. ISTE 1.7.a. Age 4-7: With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond. Age 8-11: Students use digital tools to work with friends and people from different backgrounds or cultures. ISTE 1.7.A

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c How the media may influence ideas and behaviors

Skip to main content

Primary standards:

b. ISTE 1.3.b Age 4-7: With guidance from an educator, students become familiar with age-appropriate criteria for evaluating digital content. Age 8-11: Students learn how to evaluate sources for accuracy, perspective, credibility and relevance ISTE 1.3.B

2. AASL II.A.2 Learners contribute a balanced perspective when participating in a learning community by: Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. AASL II.A.2

3. AASL VI.A.3 Learners follow ethical and legal guidelines for gathering and using information by: Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. AASL VI.A.3

2. AASL VI.D.2 Learners engage with information to extend personal learning by: Reflecting on the process of ethical generation of knowledge. AASL VI.D.2

4. CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Kindergarten: With prompting and support, ask and answer questions about unknown words in a text. Grade 1: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Grade 2: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. Grade 3: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. Grade 4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. Grade 5: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CCSS.ELA-LITERACY.CCRA.R.4

Related standards:

d. ISTE 1.3.d Age 4-7: With guidance from an educator, students explore real-world issues and problems and share their ideas about them with others. Age 8-11: Students explore real-world problems and issues and collaborate with others to find answers or solutions. ISTE 1.3.D

a. ISTE 1.7.a. Age 4-7: With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond. Age 8-11: Students use digital tools to work with friends and people from different backgrounds or cultures. ISTE 1.7.A

3. AASL IV.A.3 Learners act on an information need by: Making critical choices about information sources to use. AASL IV.A.3

1. AASL IV.D.1 Learners select and organize information for a variety of audiences by: Openly communicate in curating processes for others to use, interpret, and validate AASL IV.D.1

The importance of obtaining information from multiple sources

Skip to main content

Primary standards:

a. ISTE 1.3.a. Ages 4-7: With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest. Ages 8-11: Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. ISTE 1.3.A

b. ISTE 1.3.b. Ages 4-7: With guidance from an educator, students become familiar with age-appropriate criteria for evaluating digital content. Ages 8-11: Students learn how to evaluate sources for accuracy, perspective, credibility and relevance. ISTE 1.3.B

c. ISTE 1.3.c. Are 4-7: With guidance from an educator, students explore real-world issues and problems and share their ideas about them with others. Age 8-11: Students explore real-world problems and issues and collaborate with others to find answers or solutions. ISTE 1.3.C

2. AASL IV.A.2 Learners act on an information need by: Identifying possible sources of information. AASL IV.A.2

3. AASL IV.A.3 Learners act on an information need by: Making critical choices about information sources to use. AASL IV.A.3

1. AASL IV.B.1 Learners gather information appropriate to the task by: Seeking a variety of sources. AASL IV.B.1

2. AASL IV.B.2 Learners gather information appropriate to the task by: Collecting information representing diverse perspectives. AASL IV.B.2

3. AASL IV.B.3 Learners gather information appropriate to the task by: Systematically questioning and assessing the validity and accuracy of information. AASL IV.B.3

1. AASL IV.D.1 Learners select and organize information for a variety of audiences by: Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources AASL IV.D.1

8. CCSS.ELA-LITERACY.CCRA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Kindergarten and Grade 1: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Grade 2: Recall information from experiences or gather information from provided sources to answer a question. Grade 3: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Grade 4: 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. Grade 5: 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. CCSS.ELA-LITERACY.CCRA.W.8

Skip to main content

Related standards:

d. ISTE 1.3.d Age 4-7: With guidance from an educator, students explore real-world issues and problems and share their ideas about them with others. Age 8-11: Students explore real-world problems and issues and collaborate with others to find answers or solutions. ISTE 1.3.D

b. ISTE 1.7.b. Age 4-7: With guidance from an educator, students use technology to communicate with others and to look at problems from different perspectives. Age 8-11: Students use collaborative technologies to connect with others, including peers, experts and community members, to explore different points of view on various topics. ISTE 1.7.B