

3		Students search for pictures online by clicking on letters of the alphabet.	<u>Students understand that keyword searching is an effective way to locate information on the Internet.</u>	<u>Students examine websites that are designed around a particular product to understand that the purpose of the site is to encourage them to buy the product.</u>	<u>Students learn strategies to increase the accuracy of their keyword searches.</u>	<u>Students reflect on the importance of citing all sources when they do research.</u>	<u>Students consider how digitally manipulated photos can affect the way people feel about their appearance, as well as help sell products.</u>
	Digital Citizenship	Copyright/ fair use	Copyright/ fair use	Copyright/ fair use	Copyright/ fair use	Copyright/ fair use	Copyright/ fair use
4		Students learn that a book has an author and illustrator and that both are copyrighted.	Students learn that a book has an author and illustrator and that both are copyrighted.	<u>Students learn the basics - title, name and date - for crediting creative work.</u>	<u>Students will define plagiarism and understand that it is disrespectful to claim someone's work as your own.</u>	<u>Understand that piracy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal implications.</u>	<u>Students understand that copyright is a legal system that protects their rights to creative work</u>
	Research-	W.3.A.a	W.3.A.a	W.3.A.a	W.3.A.a	W.3.A.a	W.3.A.a
5		Know the difference between a question and a statement. I can generate a list of questions on a given topic.	Generate a list of questions on a given topic with assistance.	Generate a list of questions in a group on a given topic.	Generate a list of questions independently or in a group on a given topic.	Generate a list of questions independently or in a group on a given topic.	Generate a list of questions independently or in a group on a given topic.
	Research	W.3.A.b	W.3.A.b.	W.3.A.b	W.3.A.b	W.3.A.b	W.3.A.b

6		Discover which source can best answer my questions with assistance.	Decide what sources of information might be relevant to answer these questions with assistance.	Develop a question about a topic in a group.	Develop a question about a topic independently or in a group.	Identify the audience and purpose for my research and develop a relevant question independently or in a group.	Create an open-ended research question and narrow it's focus. (Ex:)
	Research	W.3.A.c	W.3.A.c	W.3.A.c	W.3.A.c	W.3.A.c	W.3.A.c
7		Gather evidence from sources such as pictures, people or books with assistance.	Gather personal and natural evidence from available sources as well as from interviews with local experts with assistance.	Use my question to find information on a topic in a group.	Decide what sources of information might be relevant to answer questions on a given topic independently or in a group.	Identify a variety of relevant sources, literary and informational independently or in a group. (digital, print, visual, interviews)	Follow guidelines for collecting and recording information independently or in a group. (note-taking, outlines, organizers)
	Research	W.3.A.d	W.3.A.d	W.3.A.d	W.3.A.d	W.3.A.d	W.3.A.d
8		Write a sentence and draw a picture about my research.	Organize information found with words and/or pictures using graphic organizers or other aids in a group with assistance.	Gather evidence from available sources literary and informational in a group.	Locate information in reference texts, databases, interviews or visual sources and literary and informational texts independently or in a group.	Use organizational features of print and digital sources efficiently to locate information independently or in a group. (table of contents, indices, glossaries, website headings and links)	Select relevant resources, literary and informational independently or in a group.
		R.1.A.a	W.3.A.e	W.3.A.e	W.3.A.e	W.3.A.e	W.3.A.e

9	K-Reading 1-5- Research	Predict what will happen next in a story using the cover, title and illustrations. (shelf marker)	Make informal presentations of information in a group with assistance.	Record basic information from literary and informational texts in simple visual format in a group. (notes, charts, picture graphs, diagrams)	Determine the accuracy and relevance of the information related to a selected question independently or in a group.	Convert graphic/visual data into written notes independently or in a group.	Assess relevance, accuracy and reliability (credibility) of information in print and digital sources independently or in a group. (author, organization, date of publication, publisher, title of journal)
		R.1.A.c	R.1.A.d	W.3.A.f	W.3.A.f	W.3.A.f	W.3.A.f
10	K-1 Reading	Retell the main idea from a read aloud. (characters, events and topics)	Retell main ideas in sequence including key details.	Present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria in a group. (rubric, gallery walk)	Take simple notes in my own words and sort evidence into provided categories or organizer independently or in a group.	Determine the accuracy of the information gathered independently or in a group.	Convert graphic/visual data into written notes independently or in a group.
		R.1.A.e	R.1.A.e	R.1.A.d	W.3.A.g	W.3.A.g	W.3.A.g
11	K-2 Reading 3-5 Research	Recognize the beginning, middle and end of a story.	Recognize the beginning, middle and end of a story.	Recognize the beginning, middle and end of a story and determine its central message, lesson or moral. (fable)	Use quotation marks to denote direct quotations when recording specific words and sentences from a source independently or in a group.	Differentiate between paraphrasing and plagiarism when using ideas of others independently or in a group.	Differentiate between paraphrasing and plagiarism when using ideas of others independently or in a group.
		R.3.C.d	R.2.A.a	R.2.A.a	W.3.A.h	W.3.A.h	W.3.A.h

12	K-2 Reading 3-5 Research	Ask and answer questions about unknown words in a text.	Describe characters, setting, problem, solution and events in a logical sequence.	Describe the setting, problems, solution, sequence of events (plot), and big idea or moral lesson.	Create a resource page from notes independently or in a group.	Record bibliographic information from sources according to a standard format independently or in a group. (author, title, publisher, publication year)	Present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria. (rubric, gallery walk)
		R.2.A.c	R.3.C.d	R.2.A.f	W.3.A.i	W.3.A.i	W.3.A.i
13	K-2 Reading 3-5 Research	Recognize sensory details and recurring phrases. (Once upon a time, They lived happily ever after)	Identify reasons an author gives to support points in a text.	Compare and contrast the differences in points of view of characters and how stories are narrated.	Present and evaluate the information in a report or annotated display, using previously established teacher/student criteria. (rubric, gallery walk)	Present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria. (rubric, gallery walk)	Record bibliographic information from sources according to a standard format (author, title, publisher, publication year)
				R.3.C.d			
14	2 -Reading			Identify the author's purpose (to entertain, persuade, inform)			