Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.						
Skills Indicators	**Iowa Core Content Concept/Skill**	**Grade Level Benchmarks**	ISTE	**Dispositions optional**	**Responsibilities (optional)**	**Assessment**: • Product • Process • Student Self-Questioning
2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.	**Reading:** Reads for a variety of purposes and across content areas. Reads with fluency silently and aloud to support comprehension Uses a variety of strategies to develop and expand reading vocabulary **Writing:** Uses an effective writing process Engages in the information literacy	**KDG-2** • Write, draw, or verbalize supporting details. • Answer the question, "What is this mostly about?" • Find facts to answer questions in more than one source. • Note similarities and differences in information from different sources. • Identify supporting details. • Analyze and evaluate new information based on previous experience and knowledge • Complete the KWL process	1 a 1 B 1 C 1 D 4 A 4 C	Demonstrate flexibility in the use of resources y adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.	Connect understanding of the real world Consider diverse and global perspectives in drawing conclusions Use valid information and reasoned conclusions to make ethical decisions.	**Graphic Organizer** for non-fiction vs fiction KWL Web Written reports from research Self-assessment: accept; reject or modify How can I improve? **BIG 6 Process** Evaluation and synthesis…organization of information and presenting information. Apply knowledge to new situations.

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	process: assess, evaluates and communicates information and ideas. Adheres to conventions generally established in spelling, punctuation, grammar, usage, syntax and style **Speaking:** Produces a coherent message **Listening:** Listens for information and understanding. Listens for interpretation, analysis and evaluation Listens to establish, maintain and enhance	**Grade 3-5:** Answer the question, "What is this mostly about?" • Use different clues (placement in text, signal words, focal point of illustration) to determine important ideas in illustrations and text. • Identify facts and details that support main ideas. • Restate and respond with detailed answers to factual questions. • Find similar big ideas in more than one source. • Question the differences between sources and seek additional sources to resolve. • Make		Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion		Determine how to act on information; accept, reject or modify Reflect on systematic process and assess for completion of investigation Recognize new knowledge and understanding Develop directions for future investigations

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	relationships **Viewing:** Uses a variety of strategies to interpret visual media Applies a variety of criteria to evaluate informational media	inferences with guidance. • **Grade 6-8:** • Compare and contrast information found in different sources. • Assess the importance of ideas by comparing their treatment across texts. • Identify main ideas and find supporting examples, definitions, and details. • Analyze different points of view discovered in different sources. • Determine patterns and discrepancies by comparing and combining information available in different sources. • Interpret information				

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		and ideas by defining, classifying, and inferring from information in text. **Grade 9-12** • Identify main, supporting, and conflicting information using multiple sources to support interpretation or point of view. Make and explain inferences about main ideas. • Critically examine and analyze relevant information from a variety of sources to discover relationships and patterns among ideas. • If discrepancy in points of view is discovered, continue research until it is resolved.				

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		• Build a conceptual framework by synthesizing ideas gathered from multiple texts. • Resolve conflicting evidence or clarify reasons for differing interpretations of information and ideas. • Organize information independently, deciding the structure based on the relationships among ideas and general patterns discovered.				
2.1.2 Organize knowledge so that it is useful.	**Reading:** Uses multiple decoding strategies to accurately read words in text.	**GRADE K-2** Use common organizational patterns to make sense of information (chronological order, main idea	1 B 1 C 3 A 3 B 3 C 3 D 4 B			

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	Reads with fluently silently and aloud to support comprehension **Writing:** Uses an effective writing process Uses knowledge of purpose, audience, format and medium in developing written communication Applies writing skills and strategies to communicate effectively in a variety of genres **Speaking:** Produces a coherent message	with supporting ideas). **Grade 3-5** • Organize notes and ideas to form responses to questions • Organize the information in a way that is appropriate for the assignment or question. • Create a simple outline **Grade 6-8** • Combine and categorize information by using an outline or semantic web to find connections among ideas. • Use common organizational patterns to organize information (chronological order, cause and effect, compare/contrast) in order to				

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	Participates in a variety of communication situations Uses appropriate content and conventions for purpose, audience, occasion and context Demonstrates use of presentation skills to communicate **Listening:** Listens for information and understanding. Listens for interpretation, analysis and evaluation Listens to establish, maintain and enhance relationships	draw conclusions. **Grade 9-12** Use different organizational patterns as appropriate for point of view and conclusions (cause and effect, hierarchy, chronology, compare/contrast). Experiment with devising own organizational structure. Organize information independently, deciding the structure based on the relationships among ideas and general patterns discovered.				

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	Viewing: Applies a variety of criteria to evaluate informational media					
2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.	**Reading:** Reads for a variety of purposes and across content areas. Reads with fluency silently and aloud to support comprehension Uses a variety of strategies to develop and expand reading vocabulary. **Writing:** Uses an effective writing process Uses knowledge of purpose,	**Grade K-2:** • Revisit and complete K-W-L or other graphic organizer using the new ideas that were learned during the inquiry experience. • Compare new ideas with what was known at the beginning of the inquiry. • Make inferences regarding the topic at the conclusion of a theme or research project with guidance. • Draw a conclusion about the main idea with guidance.	3 A 3 B 3 C 3 D 4 D			

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	audience, format and medium in developing written communication Applies writing skills and strategies to communicate effectively in a variety of genres with various audiences Engages in the information literacy process: accesses, evaluates and communicates information and ideas **Speaking:** Considers audience and variables in the speaking situation	**GRADE 3-5** • Review ideas held at beginning of inquiry and reflections captured during note-taking. • Match information found with questions and predictions. • Make inferences about the topic at the conclusion of a research project. • Draw a conclusion about the main idea. • Identify connections to the curriculum and real world **GRADE 6-8.** • Review ideas held at beginning of inquiry and reflections captured during note-				

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	Produces a coherent message Participates in a variety of communication situations Demonstrates use of presentation skills to communicate Participates in one-on-one situations and group settings Recognizes the fole of evaluation and response in oral communication **Listening:** Listens for information and understanding. Listens for interpretation, analysis and evaluation	taking. • Reflect on how ideas changed with more information. • Compare information found to tentative thesis or hypothesis; revisit or revise hypothesis as appropriate. • Draw conclusions based on explicit and implied information. • Form opinions and judgments backed up by supporting evidence. **GRADE 9-12** • Identify when information does not support tentative thesis or hypothesis; gather additional information or revise thesis/hypothesis. • Draw clear and				

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	Listens to establish, maintain and enhance relationships **Viewing:** Uses a rang of strategies to interpret visual media Applies a variety of criteria to evaluate informational media	appropriate conclusions supported by evidence and examples. • Combine ideas and information to develop and demonstrate new understanding. • Recognize multiple causations for same issues or events. • Apply strategies for making personal and real world connections with information. • Combine information and inferences to draw conclusions and create meaning. • Develop own point of view and support with evidence. • Present different				

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		perspectives with evidence for each. • Apply new knowledge to real-world issues and problems.				
2.1.4 Use technology and other information tools to analyze and organize information.	**Reading:** Uses a variety of skills and strategies to comprehend non-fiction and informational text. **Writing:** Uses an effective writing process Uses knowledge of purpose, audience, format and medium in developing written communication Applies writing	**GRADE 2-3** Use Search Engine and use on-line dictionary. Use word processing and drawing tools to create written product. Use On-line encyclopedia. **GRADE 4-5** Use word processing, drawing tools, presentation software, graphing software, and other productivity software to illustrate concepts and convey ideas.	3 A 3 B 3 C 3 D 6 A 6 B 6 D			

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	skills and strategies to communicate effectively in a variety of genres with various audiences Uses writng as a tool for learning Engages in the information literacy process: accesses, evaluates, and communicates information and ideas. Incorporates technology as a tool to enhance writing **Speaking:** Produces a coherent message Demonstrates	**GRADE 6-8** • Identify and apply common productivity software and features such as menus and toolbars to plan, create, and edit word processing documents, spreadsheets, and presentations • Use interactive Web 2.0 tools to participate as a group in analyzing and organizing information. **GRADE 9-12** • Identify and apply common productivity software and features such as menus and toolbars to plan, create, and edit word processing documents, spreadsheets, and presentations. • Use interactive				

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	use of presentation skills to communicate **Viewing:** Demonstrates an awareness of the effects of visual media on society and culture	Web 2.0 tools to participate as a group in analyzing and organizing information. • Use technology tools (including Web 2.0 tools) to create the most appropriate organizational pattern to express connections and patterns. • Identify and apply common productivity software (e.g., use features such as spellchecker and thesaurus to ensure accuracy of word-processing documents; use formulas and create charts in spreadsheets; and insert pictures, movies, sound and charts in presentation				

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		software) to enhance communication to an audience, promote productivity and support creativity.				
2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	**Writing:** Uses knowledge of purpose, audience, format and medium in developing written communication Engages in the information literacy process: accesses, evaluates and communicates ideas and information **Speaking:** Considers audience and variables in the	**Grade K-2:** • Share information and ideas with others by discussion and listening. • Create individual or collaborative projects to share with others. • Work in groups to create, share and evaluate simple information products (poster, diorama). **Grade 3-5:** • Express own ideas appropriately and effectively while working	**2 A** **2 B** **2 C** **2 D** **4 D**			

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	speaking situation Participates in a variety of communication situations Recognizes the role of response in oral communication Participates in one-on-one and group settings **Listening:** Listens for information and understanding. Listens for interpretation, analysis and evaluation Listens to establish, maintain and enhance relationships	in groups to identify and resolve information problems. • Create individual or collaborative projects to share with others. • Work in groups to create and evaluate information products. • Work in groups to create pictures, images, and charts for development of word-processing reports and electronic presentations. **Grade 6-8:** • Participate in problem solving process with group. • Work collaboratively to use technology for				

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		research to meet information needs. • Work in groups to create and evaluate products that communicate information and ideas. • Work in groups to import and manipulate pictures, images, and charts in word-processing documents, spreadsheets, presentations, Web pages, blogs, and other creative works, paying attention to copyright provisions. **Grade 9-12:** • Participate in discussion to analyze information problems and to suggest solutions. • Work with				

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		others to select, organize, and integrate information and ideas from a variety of sources and formats. • Use online environments or other collaborative tools to facilitate design and development of materials, models, publications, and presentations, • Apply utilities to edit pictures, images, and charts; complying with all copyright provisions. • Collaborate locally and remotely with peers, experts, and others to collect, produce, and share information. • Work with others to find				

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		solutions to problem solving situations.				
2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.	**Reading:** Demonstrates an understanding of the written language and the relationship of letters and words to the sounds of speech **Writing:** Uses an effective writing process Uses knowledge of purpose, audience, format and medium in developing written communication	**Grade K-2:** • Create a product with a beginning, middle, and end. • Use basic grammar conventions. • Incorporate writing and oral skills to develop a product or performance. • Use pictures to communicate new information and ideas. • Revise work with peer or teacher guidance. • Follow steps of writing process modeled by librarian or teacher: pre-writing, drafting, revising,	**4B** **6A** **6B** **6D**			

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	Applies writing skills and strategies to communicate effectively in a variety of genres with various audiences Uses writing as a tool for learning Engages in the information literacy process: accesses, evaluates and communicates information and ideas Is able to write on demand Adheres to conventions generally established in spelling, punctuation, grammar,	editing, publishing. • Use basic grammar conventions. • Identify the names of sources used. • Make changes based on teacher/librarian feedback and suggestions. • Use multiple intelligences to create end products. **Grade 3-5:** • Use pre-writing to brainstorm ideas for most effective way to present conclusions. • Determine audience before creating product. • Draft the presentation/product following an outline of ideas and add supporting details. • Create a product with a				

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	usage, syntax and style Incorporates technology as a tool to enhance writing **Speaking:** Participates in a variety of communication situations Participates appropriately in one-on-one and group settings Demonstrates use of presenation skills to communicate **Viewing:** Demonstrates an awareness of the effects of visual media on society and culture Understands	beginning, middle, and end. • Use strategies for revision outlined by teacher or librarian. • Modify and revise own work based on feedback from others. • Check for correctness and completeness. • Cite all sources used according to model provided by teacher or librarian. Select and present creative products in a variety of formats. **Grade 6-8:** • Use pre-writing to discover alternate ways to present conclusions. • Decide presentation form based on				

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	how literary forms can be represented in visual narratives	audience and purpose. • Use information to create original and creative products. • Draft the presentation/product following a semantic web or outline and add supporting details from notes. • Communicate both main and supporting points in the product. • Follow and build on revision strategies suggested by teacher or librarian. • Edit for grammar and language conventions. • Cite all sources used. • Assess own product and develop a few ideas for improvement.				

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		Grade 9-12 • Use pre-writing to discover most effective way to present conclusions. • Decide presentation form based on effective communication of point of view or purpose. • Draft the presentation/product to present argument, point of view, interpretation, or new model most effectively with supporting evidence. • Create maps, charts, tables, diagrams, graphs, and other formats to present ideas and information. • Expand formats to include multimedia, e-				

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		mail, software, podcasts, blogs, wikis, Web pages, spreadsheets and databases. • Revise based on self-assessment, teacher feedback, and peer feedback. • Edit for grammar, language conventions, and style • Cite all sources used according to style formats. • “Publish” final product. • Evaluate the product and process throughout the work and make revisions when necessary. • Express own ideas through creative products in a variety of formats • Use the most appropriate format, tone,				

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		and language to communicate ideas clearly to different audiences. • Use pre-writing to discover most effective way to present conclusions. • Decide presentation form based on effective communication of point of view or purpose. • Draft the presentation/product to present argument, point of view, interpretation, or new model most effectively with supporting evidence. • Create maps, charts, tables, diagrams, graphs, and other formats to present ideas and information. • Expand formats to				

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		include multimedia, e-mail, software, podcasts, blogs, wikis, Web pages, spreadsheets and databases. • Revise based on self-assessment, teacher feedback, and peer feedback. • Edit for grammar, language conventions, and style • Cite all sources used according to style formats. • “Publish” final product. • Evaluate the product and process throughout the work and make revisions when necessary. • Express own ideas through creative products in a variety of formats				

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