**Row Labels**

<table>
<thead>
<tr>
<th>Grade 5</th>
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**Connect**

Connecting Interests and Using Prior Knowledge to Choose Topic

- **Able to identify and generate a list of key concepts and keywords for research from prior knowledge, reading and class discussion.**
  
  Building

- **Finds areas of passion or interest within topics of study.**
  
  Building

- **Read and understand assignment requirements.**
  
  Building

- **prior knowledge.**
  
  Building

- **for further inquiry.**
  
  Building

**Wonder**

Wondering & Brainstorming

- **Asks questions to clarify topics or details.**
  
  Building

- **the questions.**
  
  Building

- **Determines what resources will most likely offer quality information.**
  
  Building

- **Formulates questions about the topic with guidance.**
  
  Building

- **about what the new information will reveal.**
  
  Building

- **Writes questions independently based on key ideas or areas of focus.**
  
  Building

**Investigate**

Keywords/Search Terms

- **Generates a list of key concepts and keywords for research.**
  
  Building

Narrowing Down a Topic

- **Using search skills, demonstrates the ability to refine a broad research topic to a more narrow and well-defined research question or topic.**
  
  Building

Searching

- **contents, index, etc. to locate information.**
  
  Building

- **included in each.**
  
  Building

- **reference, graphic novels, fiction/nonfiction.**
  
  Building
Understands that research requires patience as well as persistence.

Building

Uses navigation tools of a web site and library database to find information.

Building

Uses online catalog independently to locate specific books, get classification numbers and browse the shelves.

Building

Uses online sources such as encyclopedias, online databases, and libguides to locate information on assigned topics.

Building

Uses table of contents, index, chapter and section headings, topic sentences and summary sentences to locate information and select main ideas.

Building

Uses the Dewey categories to locate resources and browse for additional materials.

Building

Using keywords and key concepts, searches pre-selected web sites, library databases and LibGuides to find information that is appropriate to the task at hand.

Building

Questioning & Evaluating Sources

Evaluates information for usefulness, currency, authority and accuracy.

Building

Notes similarities and differences in information from two different sources.

Building

Questions text during listening or reading.

Building

Selects information based on authority and point of view.

Building

Takes the time to skim the accumulated resources and knows when enough information has been gathered!

Building

Uses both facts and opinions responsibly by identifying and verifying them.

Building

Connecting Interests and Using Prior Knowledge to Choose Topic

Seeks balanced view by using diverse sources to access appropriate material.

Building

Selects and uses multiple appropriate print, nonprint, electronic and human sources (including almanacs, indexes, specialized dictionary and encyclopedias and research databases, librarians and teachers) to answer questions.

Building

Uses research process.

Building

Uses and distinguishes between primary and secondary sources.

Building

Construct
Analyzing Sources, Notetaking, Paraphrasing, Categorization

**Differentiates between important and unimportant details.**
Building

**Distinguishes between fact and opinion.**
Building

**Follows a complete research plan and stays on a timeline.**
Building

**Interprets information taken maps, graphs, charts and other visual sources.**
Building

**Paraphrases and summarizes information that answers research questions.**
Building

**Uses notetaking strategies, e.g. bullet points, outlining, underlining, categorizing, highlighting, graphic organizers, 2 column notes.**
Building

**Uses prior knowledge and experiences to understand new facts and ideas.**
Building

**Uses skim/scan to location information that is appropriate to age and ability level.**
Building

**Citation**

**Demonstrates ability to identify and record bibliographic components of a source.**
Building

**Understands the essential need to give credit to sources consulted for research.**
Building

**Drawing Conclusions**

**Draws a conclusion about the main idea or ideas.**
Building

**Interprets information and ideas by defining, classifying, and inferring.**
Building

**Makes inferences with guidance.**
Building

**Questions the differences between sources and seeks additional sources to resolve.**
Building

**Making Claims/Developing a Line of Argument/Using Evidence to support claims**

**Identifies facts and details that support main ideas or thesis.**
Building

**Organizing Information**

**Uses common organizational patterns and structures (chronological order, main ideas with supporting evidence) to organize information.**
Building

**Express**

**Presentation of Research Final Product**

**rubric.**
Building

**Drafts the presentation/product.**
Building

Identifies and uses a variety of tools to organize information, create a product, and enhance communication.

Building

Presents information clearly so that main points are evident.

Building

Publishes final product for a particular audience and purpose.

Building

Uses writing process to develop expression of new understandings.

Building

Reflection

Self-Reflection

Identifies own strengths and sets goals for improvement.

Building

Grade 6

Connect

Connecting Interests and Using Prior Knowledge to Choose Topic

Able to identify and generate a list of key concepts and keywords for research from prior knowledge, reading and class discussion.

Practicing

Finds areas of passion or interest within topics of study.

Practicing

Read and understand assignment requirements.

Practicing

Revises a question in order to arrive at a manageable topic for inquiry.

Building

prior knowledge.

Practicing

for further inquiry.

Practicing

Wonder

Wondering & Brainstorming

Asks questions to clarify topics or details.

Practicing

Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.

Building

the questions.

Practicing

Determines what resources will most likely offer quality information.

Practicing

Forms tentative thesis about main idea with guidance.
Building
Formulates questions about the topic with guidance.

Practicing
Plans inquiry to test hypothesis or support/validate thesis.

Building
Refines questions to guide the search for different types of information (e.g. overview, "big idea," specific detail, cause and effect, comparison).

Building
Uses prior knowledge and understanding of overall topic to make predictions about what the new information will reveal.

Practicing
Writes questions independently based on key ideas or areas of focus.

Building

Investigate

Keywords/Search Terms
Generates a list of key concepts and keywords for research.

Practicing

Narrowing Down a Topic
Using search skills, demonstrates the ability to refine a broad research topic to a more narrow and well-defined research research question or topic.

Practicing

Searching
Identifies and uses the organizational structures of a nonfiction book (table of contents, index, etc.) to locate information.

Practicing

Included in each.

Practicing
Recognizes the organization and use of special sections in the library (e.g. reference, graphic novels, fiction/nonfiction).

Practicing
Understands that research requires patience as well as persistence.

Practicing

Uses navigation tools of a web site and library database to find information.

Practicing

Uses online catalog independently to locate specific books, get classification numbers and browse the shelves.

Practicing

Uses table of contents, index, chapter and section headings, topic sentences and summary sentences to locate information and select main ideas.

Building

materials.

Practicing

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Practicing
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Practicing Questioning & Evaluating Sources

Evaluates information for usefulness, currency, authority and accuracy.

Practicing

Notes similarities and differences in information from two different sources.

Practicing

Questions text during listening or reading.

Practicing

Selects information based on authority and point of view.

Practicing

Takes the time to skim the accumulated resources and knows when enough information has been gathered!

Practicing

Uses both facts and opinions responsibly by identifying and verifying them.

Practicing

Connecting Interests and Using Prior Knowledge to Choose Topic

Seeks balanced view by using diverse sources to access appropriate material.

Practicing

Selects and uses multiple appropriate print, nonprint, electronic and human sources (including almanacs, indexes, specialized dictionary and encyclopedias and research databases, librarians and teachers) to answer questions.

Practicing

Uses and distinguishes between primary and secondary sources.

Practicing

Construct

Analyzing Sources, Notetaking, Paraphrasing, Categorization

Differentiates between important and unimportant details.

Practicing

Distinguishes between fact and opinion.

Practicing

Follows a complete research plan and stays on a timeline.

Building

Interprets information taken maps, graphs, charts and other visual sources.

Practicing

Paraphrases and summarizes information that answers research questions.

Building

Uses notetaking strategies, e.g. bullet points, outlining, underlining, categorizing, highlighting, graphic organizers, 2 column notes.

Practicing

Uses prior knowledge and experiences to understand new facts and ideas.

Practicing

Uses skim/scan to location information that is appropriate to age and ability level.
Practicing

Citation

Demonstrates ability to identify and record bibliographic components of a source.
Practicing

Understands how to create and share Works Cited lists using online bibliographic software program in Modern Language Association Style.
Building

Understands the essential need to give credit to sources consulted for research.
Practicing

Drawing Conclusions

Analyzes disparate points of view discovered in different sources.
Building

Draws a conclusion about the main idea or ideas.
Practicing

Interprets information and ideas by defining, classifying, and inferring.
Practicing

Makes inferences with guidance.
Building

Questions the differences between sources and seeks additional sources to resolve.
Practicing

Making Claims/Developing a Line of Argument/Using Evidence to support claims

Identifies facts and details that support main ideas or thesis.
Practicing

Makes inferences based on explicit information in text.
Building

Organizing Information

Uses common organizational patterns and structures (chronological order, main ideas with supporting evidence) to organize information.
Practicing

Express

Presentation of Research Final Product

rubric.
Practicing

Drafts the presentation/product.
Practicing

Identifies and uses a variety of tools to organize information, create a product, and enhance communication.
Practicing

Presents information clearly so that main points are evident.
Practicing

Publishes final product for a particular audience and purpose.
Practicing

feedback or peer feedback.
Practicing
Uses writing process to develop expression of new understandings.
Practicing

**Reflection**
Self-Reflection
Identifies own strengths and sets goals for improvement.
Practicing

**Grade 7**

**Connect**
Connecting Interests and Using Prior Knowledge to Choose Topic

- Able to identify and generate a list of key concepts and keywords for research from prior knowledge, reading and class discussion.
  Practicing

- Finds areas of passion or interest within topics of study.
  Practicing

Read and understand assignment requirements.
Practicing

Revises a question in order to arrive to a manageable topic for inquiry.
Practicing

for further inquiry.
Reinforcing

**Wonder**
Wondering & Brainstorming

Asks questions to clarify topics or details.
Practicing

Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.
Practicing

the questions.
Reinforcing

Determines what resources will most likely offer quality information.
Practicing

Forms tentative thesis about main idea with guidance.
Practicing

Formulates questions about the topic with guidance.
Practicing

Plans inquiry to test hypothesis or support/validate thesis.
Practicing

Refines questions to guide the search for different types of information (e.g. overview, "big idea," specific detail, cause and effect, comparison).
Practicing

Uses prior knowledge and understanding of overall topic to make predictions about what the new information will reveal.
Reinforcing

**Writes questions independently based on key ideas or areas of focus.**

**Practicing**

**Investigate**

**Keywords/Search Terms**

*Generates a list of key concepts and keywords for research.*

Reinforcing

**Narrowing Down a Topic**

*Using search skills, demonstrates the ability to refine a broad research topic to a more narrow and well-defined research research question or topic.*

**Practicing**

**Searching**

*Identifies and uses the organizational structures of a nonfiction book (table of contents, index, etc.) to locate information.*

Reinforcing

**Practicing**

**Understanding that research requires patience as well as persistence.**

**Practicing**

Uses online catalog independently to locate specific books, get classification numbers and browse the shelves.

Reinforcing

Uses online sources such as encyclopedias, online databases, and LibGuides to locate information on assigned topics.

**Practicing**

**Uses table of contents, index, chapter and section headings, topic sentences and summary sentences to locate information and select main ideas.**

**Practicing**

**Uses the Dewey categories to locate resources and browse for additional materials.**

**Practicing**

**Uses keywords and key concepts, searches pre-selected web sites, library databases and LibGuides to find information that is appropriate to the task at hand.**

**Practicing**

**Questioning & Evaluating Sources**

*Evaluates information for usefulness, currency, authority and accuracy.*

**Practicing**

Notes similarities and differences in information from two different sources.

**Practicing**

**Questions text during listening or reading.**
Practicing
Recognizes the effect of different perspectives and points of view on information.
Building
Selects information based on authority and point of view.
Practicing
Takes the time to skim the accumulated resources and knows when enough information has been gathered!
Practicing
Uses both facts and opinions responsibly by identifying and verifying them.
Practicing
Connecting Interests and Using Prior Knowledge to Choose Topic
Recognizes that own point of view influences the interpretation of information.
Building
Seeks balanced view by using diverse sources to access appropriate material.
Practicing
Selects and uses multiple appropriate print, nonprint, electronic and human sources (including almanacs, indexes, specialized dictionary and encyclopedias and research databases, librarians and teachers) to answer questions.
Practicing
Construct
Analyzing Sources, Notetaking, Paraphrasing, Categorization
Distinguishes between fact and opinion.
Practicing
Follows a complete research plan and stays on a timeline.
Practicing
Paraphrases and summarizes information that answers research questions.
Practicing
Uses prior knowledge and experiences to understand new facts and ideas.
Practicing
Uses skim/scan to location information that is appropriate to age and ability level.
Reinforcing
Citation
Demonstrates ability to embed parenthetical citations to attribute sources using Modern Language Association style.
Building
Demonstrates ability to identify and record bibliographic components of a source.
Practicing
Understands how to create and share Works Cited lists using online bibliographic software program in Modern Language Association Style.
Practicing
Understands the essential need to give credit to sources consulted for research.
  Reinforcing
Drawing Conclusions
  Analyzes disparate points of view discovered in different sources.
    Practicing
  Draws a conclusion about the main idea or ideas.
    Practicing
  Interprets information and ideas by defining, classifying, and inferring.
    Practicing
  Makes inferences with guidance.
    Practicing
  Questions the differences between sources and seeks additional sources to resolve.
    Practicing
Making Claims/Developing a Line of Argument/Using Evidence to support claims
  Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate.
    Building
  Forms opinions and judgments backed up by supporting evidence.
    Building
  Identifies facts and details that support main ideas or thesis.
    Reinforcing
  Makes inferences based on explicit information in text.
    Practicing
Organizing Information
  Uses common organizational patterns and structures (chronological order, main ideas with supporting evidence) to organize information.
    Practicing
Express
  Presentation of Research Final Product
    rubric.
      Reinforcing
  Drafts the presentation/product.
    Practicing
  Identifies and uses a variety of tools to organize information, create a product, and enhance communication.
    Practicing
  Presents information clearly so that main points are evident.
    Practicing
  Publishes final product for a particular audience and purpose.
    Practicing
  Uses writing process to develop expression of new understandings.
    Practicing
Reflection
Self-Reflection
Identifies own strengths and sets goals for improvement.
Practicing

Grade 8
Connect
Connecting Interests and Using Prior Knowledge to Choose Topic
Able to identify and generate a list of key concepts and keywords for research from
prior knowledge, reading and class discussion.
Reinforcing
Finds areas of passion or interest within topics of study.
Reinforcing
Read and understand assignment requirements.
Reinforcing
Revises a question in order to arrive at a manageable topic for inquiry.
Reinforcing
prior knowledge.
Reinforcing
for further inquiry.
Reinforcing

Wonder
Wondering & Brainstorming
Asks questions to clarify topics or details.
Reinforcing
Assesses questions to determine which can be answered by simple facts, which
cannot be answered, and which would lead to an interesting inquiry.
Reinforcing
the questions.
Reinforcing
Forms tentative thesis about main idea with guidance.
Practicing
Formulates questions about the topic with guidance.
Reinforcing
Plans inquiry to test hypothesis or support/validate thesis.
Reinforcing
Uses prior knowledge and understanding of overall topic to make predictions
about what the new information will reveal.
Reinforcing
Writes questions independently based on key ideas or areas of focus.
Reinforcing

Investigate
Keywords/Search Terms

Generates a list of key concepts and keywords for research.

Reinforcing

Narrowing Down a Topic

Using search skills, demonstrates the ability to refine a broad research topic to a more narrow and well-defined research research question or topic.

Reinforcing

Searching

Identifies and uses the organizational structures of a nonfiction book (table of contents, index, etc.) to locate information.

Reinforcing

included in each.

Reinforcing

Recognizes the organization and use of special sections in the library (e.g. reference, graphic novels, fiction/nonfiction).

Reinforcing

Understands that research requires patience as well as persistence.

Reinforcing

Uses navigation tools of a web site and library database to find information.

Reinforcing

Uses online catalog independently to locate specific books, get classification numbers and browse the shelves.

Reinforcing

Uses online sources such as encyclopedias, online databases, and libguides to locate information on assigned topics.

Reinforcing

Uses table of contents, index, chapter and section headings, topic sentences and summary sentences to locate information and select main ideas.

Reinforcing

materials.

Reinforcing

Uses databases and LibGuides to find information that is appropriate to the task at hand.

Reinforcing

Questioning & Evaluating Sources

Evaluates information for usefulness, currency, authority and accuracy.

Reinforcing

Notes similarities and differences in information from two different sources.

Reinforcing

Questions text during listening or reading.

Reinforcing

Recognizes the effect of different perspectives and points of view on information.

Practicing

Selects information based on authority and point of view.
Reinforcing
Takes the time to skim the accumulated resources and knows when enough information has been gathered!

Reinforcing
Uses both facts and opinions responsibly by identifying and verifying them.

Reinforcing
Connecting Interests and Using Prior Knowledge to Choose Topic
Recognizes that own point of view influences the interpretation of information.

Practicing
Seeks balanced view by using diverse sources to access appropriate material.

Reinforcing
Selects and uses multiple appropriate print, nonprint, electronic and human sources (including almanacs, indexes, specialized dictionary and encyclopedias and research databases, librarians and teachers) to answer questions.

Reinforcing
research process.

Reinforcing
Uses and distinguishes between primary and secondary sources.

Reinforcing

Construct
Analyzing Sources, Notetaking, Paraphrasing, Categorization
Differentiates between important and unimportant details.

Reinforcing
Distinguishes between fact and opinion.

Reinforcing
Follows a complete research plan and stays on a timeline.

Reinforcing
Interprets information taken maps, graphs, charts and other visual sources.

Reinforcing
Paraphrases and summarizes information that answers research questions.

Practicing
Uses notetaking strategies, e.g. bullet points, outlining, underlining, categorizing, highlighting, graphic organizers, 2 column notes.

Reinforcing
Uses prior knowledge and experiences to understand new facts and ideas.

Reinforcing
Uses skim/scan to location information that is appropriate to age and ability level.

Reinforcing

Citation
Demonstrates ability to embed parenthetical citations to attribute sources using Modern Language Association style.

Practicing
Demonstrates ability to identify and record bibliographic components of a source.

Reinforcing
Understands how to create and share Works Cited lists using online bibliographic software program in Modern Language Association Style.
  Reinforcing
Understands the essential need to give credit to sources consulted for research.
  Reinforcing

Drawing Conclusions
Analyzes disparate points of view discovered in different sources.
  Reinforcing
Draws a conclusion about the main idea or ideas.
  Reinforcing
Interprets information and ideas by defining, classifying, and inferring.
  Reinforcing
Makes inferences with guidance.
  Reinforcing
Questions the differences between sources and seeks additional sources to resolve.
  Reinforcing

Making Claims/Developing a Line of Argument/Using Evidence to support claims
Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate.
  Reinforcing
Forms opinions and judgments backed up by supporting evidence.
  Reinforcing
Identifies facts and details that support main ideas or thesis.
  Reinforcing
Makes inferences based on explicit information in text.
  Reinforcing

Organizing Information
Uses common organizational patterns and structures (chronological order, main ideas with supporting evidence) to organize information.
  Reinforcing

Express
Presentation of Research Final Product
rubric.
  Reinforcing
Drafts the presentation/product.
  Reinforcing
Identifies and uses a variety of tools to organize information, create a product, and enhance communication.
  Reinforcing
Presents information clearly so that main points are evident.
  Reinforcing
Publishes final product for a particular audience and purpose.
  Reinforcing
feedback or peer feedback.
Reinforcing
Uses writing process to develop expression of new understandings.
Reinforcing
Reflection
Self-Reflection
Identifies own strengths and sets goals for improvement.
Reinforcing

Grade 9

Connect
Connecting Interests and Using Prior Knowledge to Choose Topic

Asks, “What about this topic is personally interesting to me and important? What about this topic do I want to pursue when I have an opportunity?”

Building
Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry.

Building
While reading background information, identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research.

Building

Wonder
Wondering & Brainstorming

Brainstorms ideas for further information.

Building

Develops a schema or mind map to express the big idea of a topic and the relationships among supporting ideas and topics of interest.

Building

Investigate
Narrowing Down a Topic

Building
Searches

question.

Building
Identifies, finds, and uses scholarly secondary sources.

Building

Uses search strategies (Boolean operators, synonyms and relational searching) to broaden and narrow searches and locate appropriate resources.

Building
Questioning & Evaluating Sources
Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher.

Building

Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda).

Building

Connecting Interests and Using Prior Knowledge to Choose Topic

Searches for a variety of different source types for primary and secondary sources.

Building

Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively.

Building

Construct

Analyzing Sources, Notetaking, Paraphrasing, Categorization

first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective.

Building

When taking notes, uses collaborative and independent digital or print tools (noodletools, note cards) to record and organize information.

Building

Citation

Cites all sources used according to standard style formats.

Building

Recognizes and identifies fields all pieces of a source's bibliographic information that needs to be included in citation.

Building

Drawing Conclusions

Presents conclusions to answer the question or problem.

Building

Making Claims/Developing a Line of Argument/Using Evidence to support claims

Assesses and revises own work using own revision process.

Building

Changes own ideas based on the ideas of others.

Building

Combines ideas and information to develop and demonstrate new understanding.

Building

Draws clear and appropriate conclusions supported by evidence and examples.

Building

Understands and builds on the ideas of others.

Building

Organizing Information

Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered.
Building

Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns.

Building

Express

Presentation of Research Final Product

Drafts the presentation/product to present an argument, point of view, interpretation, or new model most effectively with supporting evidence.

Building

Produces properly formatted list of citations and appendixes.

Building

Grade 10

Connect

Connecting Interests and Using Prior Knowledge to Choose Topic

Verifies the accuracy of what is known about the problem or question.

While reading background information, identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research.

Wonder

Wondering & Brainstorming

Brainstorms ideas for further information.

Develops a schema or mind map to express the big idea of a topic and the relationships among supporting ideas and topics of interest.

Investigate

Keywords/Search Terms

Maintains a list of effective search terms throughout the process of inquiry.

Narrowing Down a Topic
Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry.

Building

answered.

Practicing

Searching

Identifies, finds, and uses scholarly secondary sources.

Practicing

Uses search strategies (Boolean operators, synonyms and relational searching) to broaden and narrow searches and locate appropriate resources.

Practicing

Uses technology resources such as the online catalog, online encyclopedias, online databases, Web subject directories, and links from valid Web sites to locate primary and secondary information on topics of inquiry.

Practicing

Questioning & Evaluating Sources

Evaluates information from a variety of sources for accuracy, appropriateness, validity and comprehensiveness.

Building

Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher.

Practicing

propaganda).

Practicing

Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue).

Building

(signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information).

Building

Connecting Interests and Using Prior Knowledge to Choose Topic

Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective.

Building

Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability.

Building

Recognizes competing interpretations of historical events and issues and the reasons for those differences.

Building

Searches for a variety of different source types for primary and secondary sources.
Practicing

*Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively.*

Building

*Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics.*

Construct

*Analyzing Sources, Notetaking, Paraphrasing, Categorization*

- Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic.
- Independence recognizes gaps in information (based on the complexity of the problem or question).
- Building
  - Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided.
- Building
  - Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective.
- Practicing
  - When taking notes, uses collaborative and independent digital or print tools (noodletools, note cards) to record and organize information.
- Practicing
  - Cites all sources used according to standard style formats.
- Practicing
  - Recognizes and identifies fields all pieces of a source's bibliographic information that needs to be included in citation.
- Practicing
  - Making Claims/Developing a Line of Argument/Using Evidence to support claims
  - Practicing
    - Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas.
    - Practicing
  - Changes own ideas based on the ideas of others.
  - Practicing
  - Combines ideas and information to develop and demonstrate new understanding.
  - Practicing
  - Develops own point of view and supports with evidence.
  - Building
Draws clear and appropriate conclusions supported by evidence and examples.
  Practicing
Present different perspectives with evidence for each.
  Building
Understands and builds on the ideas of others.
  Practicing

Organizing Information

Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered.
  Practicing
Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns.
  Practicing

Express

Presentation of Research Final Product

Drafts the presentation/product to present an argument, point of view, interpretation, or new model most effectively with supporting evidence.
  Practicing
tools, to organize information, create a product, and enhance communication with a real world application.
  Building
Produces properly formatted list of citations and appendixes.
  Practicing

Reflection

Self-Reflection

Identifies and evaluates the important and subtle features for an effective product.
  Building
Identifies own strengths and sets goals for improvement.
  Building

(Blank)

(Blank)

(Blank)
evidence
  Practicing
(Blank)
  Practicing

Grade 11

Connect

Connecting Interests and Using Prior Knowledge to Choose Topic

Asks, “What about this topic is personally interesting to me and important? What about this topic do I want to pursue when I have an opportunity?”
  Practicing
answer.
  Practicing
Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry.

Verifying the accuracy of what is known about the problem or question.

While reading background information, identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research.

Wondering & Brainstorming

Brainstorms ideas for further information.

Develops a schema or mind map to express the big idea of a topic and the relationships among supporting ideas and topics of interest.

Investigate

Keywords/Search Terms

search functions.

Maintains a list of effective search terms throughout the process of inquiry.

Narrowing Down a Topic

Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry.

question.

search strategies (Boolean operators, synonyms and relational searching) to broaden and narrow searches and locate appropriate resources.

Uses technology resources such as the online catalog, online encyclopedias, online databases, Web subject directories, and links from valid Web sites to locate primary and secondary information on topics of inquiry.

Evaluates information from a variety of sources for accuracy, appropriateness, validity and comprehensiveness.
Practicing
Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher.

Practicing
Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis.

Building
Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda).

Practicing
Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue).

Practicing
Uses text structures to derive relationships among ideas and deeper meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information).

Practicing
Connecting Interests and Using Prior Knowledge to Choose Topic
Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective.

Building
Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability.

Practicing
Recognizes competing interpretations of historical events and issues and the reasons for those differences.

Practicing
Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively.

Reinforcing
Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics.

Practicing
Uses specialized source materials to find specific, in-depth information.

Building
Construct
Analyzing Sources, Notetaking, Paraphrasing, Categorization among categories.

Building
sources.
Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic.

- Practicing

Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided.

- Practicing

first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective.

- Reinforcing

When taking notes, uses collaborative and independent digital or print tools (noodletools, note cards) to record and organize information.

- Practicing

Citation

- Cites all sources used according to standard style formats.

- Reinforcing

Recognizes and identifies fields all pieces of a source's bibliographic information that needs to be included in citation.

- Reinforcing

Drawing Conclusions

Communicates new understandings through designing, inventing, composing, transplanting and constructing.

- Building

Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas.

- Practicing

Presents conclusions to answer the question or problem.

- Reinforcing

Making Claims/Developing a Line of Argument/Using Evidence to support claims

Analyzes different points of view and determines best supported point of view by sorting and sifting evidence.

- Building

Assesses and revises own work using own revision process.

- Practicing

Changes own ideas based on the ideas of others.

- Practicing

Combines ideas and information to develop and demonstrate new understanding.

- Reinforcing

Develops own point of view and supports with evidence.

- Practicing

Draws clear and appropriate conclusions supported by evidence and examples.

- Practicing

Identifies and addresses previously held misconceptions.

- Practicing
Building

**Presents different perspectives with evidence for each.**

**Practicing**

**Understands and builds on the ideas of others.**

**Reinforcing**

**Organizing Information**

*Building*

Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered.

**Practicing**

Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns.

**Practicing**

**Express**

Presentation of Research Final Product

*Building*

Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences.

**Practicing**

Drafts the presentation/product to present an argument, point of view, interpretation, or new model most effectively with supporting evidence.

**Practicing**

*Identifies and uses a variety of technology tools, including web-based interactive tools, to organize information, create a product, and enhance communication with a real world application.*

**Practicing**

*Produces properly formatted list of citations and appendixes.*

**Reinforcing**

*Publishes final product for an authentic audience and real world application.*

**Building**

*Uses visuals, electronic tools and multimedia to communicate meaning.*

**Building**

**Reflection**

Self-Reflection

*Evaluates own product and process throughout the work and uses self assessment, teacher feedback, and peer feedback to make revisions when necessary.*

**Building**

*Identifies and evaluates the important and subtle features for an effective product.*

**Practicing**

*Identifies own strengths and sets goals for improvement.*

**Practicing**

*Records individual experience of the inquiry process – the hardest part, best part, skills learned, insights experienced, etc. – with suggestions for future improvements.*

**Building**

(blank)
Constructs an analytical historical thesis statement that can be supported with evidence.

Reinforcing

Grade 12

Connect

Connecting Interests and Using Prior Knowledge to Choose Topic

- Asks, “What about this topic is personally interesting to me and important? What about this topic do I want to pursue when I have an opportunity?”
  - Reinforcing
  - answer.

Reinforcing

- Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry.
  - Reinforcing

Reinforcing

- Verifies the accuracy of what is known about the problem or question.
  - Reinforcing

Reinforcing

- While reading background information, identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research.
  - Reinforcing

Wonder

Wondering & Brainstorming

Brainstorms ideas for further information.

Reinforcing

Develops a schema or mind map to express the big idea of a topic and the relationships among supporting ideas and topics of interest.

Reinforcing

Investigate

Keywords/Search Terms

Conducts advanced database searches using Boolean logic and other advanced search functions.

Practicing

Maintains a list of effective search terms throughout the process of inquiry.

Practicing

Narrowing Down a Topic

Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry.

Reinforcing

- answer.

Reinforcing

Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources.

Building
Searching

**question.**

Reinforcing

**comprehensiveness.**

Practicing

**Identifies, finds, and uses scholarly secondary sources.**

Reinforcing

Uses search strategies (Boolean operators, synonyms and relational searching) to broaden and narrow searches and locate appropriate resources.

Reinforcing

Uses technology resources such as the online catalog, online encyclopedias, online databases, Web subject directories, and links from valid Web sites to locate primary and secondary information on topics of inquiry.

Practicing

**Questioning & Evaluating Sources**

Evaluates information from a variety of sources for accuracy, appropriateness, validity and comprehensiveness.

Reinforcing

Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher.

Reinforcing

**thesis.**

Practicing

**propaganda.**

Reinforcing

Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue).

Practicing

(signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information).

Practicing

**Connecting Interests and Using Prior Knowledge to Choose Topic**

Counts the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective.

Practicing

**unknown or overlooked.**

Practicing

Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability.

Reinforcing

**Recognizes competing interpretations of historical events and issues and the reasons for those differences.**

Reinforcing
Searches for a variety of different source types for primary and secondary sources.

Reinforcing

Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively.

Reinforcing

Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics.

Practicing

Uses specialized source materials to find specific, in-depth information.

Practicing

Construct

Analyzing Sources, Notetaking, Paraphrasing, Categorization

among categories.

Practicing

Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic.

Reinforcing

problem or question).

Reinforcing

Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided.

Practicing

When taking notes, uses collaborative and independent digital or print tools (noodletools, note cards) to record and organize information.

Practicing

Citation

Cites all sources used according to standard style formats.

Reinforcing

Recognizes and identifies fields all pieces of a source's bibliographic information that needs to be included in citation.

Reinforcing

Drawing Conclusions

Communicates new understandings through designing, inventing, composing, transplanting and constructing.

Practicing

Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas.

Reinforcing

Presents conclusions to answer the question or problem.
Reinforcing
Making Claims/Developing a Line of Argument/Using Evidence to support claims

Analyzes different points of view and determines best supported point of view by sorting and sifting evidence.
Practicing
Assesses and revises own work using own revision process.
Practicing
Changes own ideas based on the ideas of others.
Reinforcing
Combines ideas and information to develop and demonstrate new understanding.
Reinforcing
Develops own point of view and supports with evidence.
Practicing
Draws clear and appropriate conclusions supported by evidence and examples.
Reinforcing
Identifies and addresses previously held misconceptions.
Practicing
Practices different perspectives with evidence for each.
Practicing
Understands and builds on the ideas of others.
Reinforcing
Organizing Information
sources.
Practicing
Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered.
Reinforcing
Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns.
Practicing
Express
Presentation of Research Final Product

Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences.
Practicing
Drafts the presentation/product to present an argument, point of view, interpretation, or new model most effectively with supporting evidence.
Reinforcing
Produces properly formatted list of citations and appendixes.
Reinforcing
Publishes final product for an authentic audience and real world application.
Practicing
Uses visuals, electronic tools and multimedia to communicate meaning.

Practicing

**Reflection**

Self-Reflection
Evaluates own product and process throughout the work and uses self assessment, teacher feedback, and peer feedback to make revisions when necessary.

Practicing

Identifies and evaluates the important and subtle features for an effective product.

Practicing

Identifies own strengths and sets goals for improvement.

Practicing

Identifies own strengths and sets goals for improvement. (blank)

Records individual experience of the inquiry process – the hardest part, best part, skills learned, insights experienced, etc. – with suggestions for future improvements.

Practicing

Constructs a analytical historical thesis statement that can be supported with evidence (blank)

Reinforcing (blank)

(Blank)

(Blank)

(Blank)

Grand Total