Exit   Outcomes for Grades 3-5

Strand	Substrand	Standard – Students will:	Benchmark – Students will:	Resources and Comments
Inquiry, Research, and Problem Solving: **The student will learn a continuous cycle of questioning, gathering, synthesizing, evaluating, and using information individually and collaboratively to create new knowledge and apply it to real world situations.**	*I. Question*	A. Continually develop and revise meaningful questions as information needs change.	1. Generate questions based on needs and interests. 2. Revise, add, or delete questions as information needs change.	
		B. Develop a plan to manage project activities and resources	1. Identify, with teacher help, steps required to complete the task. 2. Use that direction to make a task - list. 3. Follow the list and make necessary adjustments while completing the project.	
	II. Gather	A. Understand the various ways that information is organized and be able to find a wide range (print, digital, primary, and other types) of information sources needed to respond to defined questions and needs.	1. Distinguish between primary and secondary sources. 2. Find information in print, non-print, and digital resources using a variety of strategies.	- Dewey Decimal system to locate non-fiction and reference books. - Alphabetical order to locate fiction books. - Keyword, author, title, and subject searches in an online catalog. - Book tools to find information effectively (glossary, table of contents…) - Boolean AND in a search. - Children's online databases - General search engines (for example: *Google*, *Yahoo*.) by 5th grade - Search by keyword or

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				phrase
		B. Access information from organizations within and outside of the school or local community environment.	1. Demonstrate the ability to access a public library catalog online and search for materials. 2. Identify additional resources for information.	- Historical Society - People to interview - College libraries
		C. Evaluate the validity of information resources including source, bias, accuracy, relevance, completeness, and purpose.	1. Compare two or more sources to evaluate for bias, completeness and purpose.	
		D. Seek and consider diverse perspectives while gathering information, collaborating with others, and participating as a member of the community.	1. Work in pairs and groups, contributing ideas and effort and respecting the ideas and effort of others.	
		E. Record information using a variety of methods.	1. Identify source of information before taking notes. 2. Take notes from various sources, linking information to its source. 3. While taking notes, identify and organize topics. 4. Use charts and graphic organizers to record information.	- Bibliography form included in initial packets for students
	III. Draw conclusions and offer solutions	A. Synthesize information and recognize categories, trends and themes across multiple sources, data sets, and conclusions.	1. Locate common ideas across sources. 2. Connect new information with prior knowledge. 3. Use graphic organizers and note-taking tools to manage information gathered.	

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		B. Analyze and interpret surveys, interviews, focus groups, artifacts, experiments, or documents.	1. Draw conclusions about their topic based on research information. 2. Discuss results of experiments with other students or participate in a group discussion. 3. Explain how information from artifacts can support conclusions and make notes based on that information.	
		C. Determine if evidence supports clear and appropriate conclusions.	1. Identify gaps in information and questions remaining. 2. Identify ways to find the information needed to answer remaining questions.	
		D. Constantly explore, evaluate, and integrate new information sources independently.	1. Transfer prior knowledge of organization of information to new resources. 2. Identify similarities and differences between print and online resources.	- Menu items of databases - Website structure
		E. Organize information or arguments using critical thinking, problem solving, and decision-making to determine patterns, compare and contrast, and determine cause and effect.	1. Organize information based on given criteria. 2. Draw conclusions using supporting details and facts.	
	IV. Communicate	A. A. Recognize the needs of their audience and tailor message accordingly.	1. Identify differences between work to be handed in to the teacher, to share with other students, for parents, or for online use.	

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		B. B. Use the writing process, media and visual literacy and technology skills to create products that express new understandings to an audience.	1. Present their learning through oral, written and audio/visual methods. 2. Create presentations that demonstrate organization, creativity and design.	
		C. C. Work individually and collaboratively to share knowledge.	1. Perform a specified role within a group. 2. Communicate ideas using a variety of media and formats.	
	V. Evaluate	A. Evaluate the process and the product.	1. Seek review through dialogue with teachers and peers. 2. Use a self-assessment tool to evaluate their work and the process.	
		B. Continuously reflect on literacy skills and grow as learners.	1. Develop questions for further exploration.	
Expanding Literacies: Read, view, listen and communicate in any format for a variety of purposes.	*I. Foundational Knowledge/ Skills*	A. Read, view and listen for pleasure and personal growth, exploration, or interest.	1. Actively listen when books are read aloud for either information or pleasure. 2. Select and read or listen to a variety of high quality literary works. 3. Read for pleasure every day. 4. Demonstrate understanding of text and other media by asking and answering appropriate questions about what is read, heard, or viewed. 5. Identify topics, facts and supporting details in non-fiction material.	

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Strand	Substrand	Standard – Students will:	Benchmark – Students will:	Resources and Comments
			6. Summarize ideas from the material in their own words.	
		B. Use tools for locating print and electronic materials appropriate for their needs.	1. Use the online catalog to search for material by title, author, and subject. 2. Access online resources from a variety of sources.	
		C. Comprehend information gathered from a variety of diverse sources, using different skills required by specific methods of delivery and formats.	1. Find information in a variety of sources. 2. Appreciate how voice inflection and visual effects add to the understanding of the story. 3. Demonstrate comprehension by sharing their learning.	- print - digital media - online content - - audio and video materials.
		D. Understand and interact with materials from a variety of genres and forms representing America's multicultural experience as well as global perspectives.	1. Articulate appreciation for qualities found in literature. 2. Recognize other cultures and their unique perspectives. 3. Compare and contrast elements found in a variety of literature 4. Recognize the differences between the roles of authors and illustrators. 5. Recognize that criteria-based local, state, national, and international awards for print, non-print, and multi-media indicate quality works.	- Appreciate various illustration styles and how they enhance the material. - Appreciate a variety of authors, subjects, and genres - Compare and contrast the same story presented by different authors. - Compare and contrast folktales of various cultures.
	II. Collaboration	A. Reflect, share ideas, and/or	1. Participate in read-aloud,	

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		interact with others in response to books and other media.	storytelling, and silent reading experiences. 2. Actively participate in class discussions and small group activities related to the material.	
		B. Work individually and collaboratively to share knowledge.	1. Perform a specified role within the group. 2. Communicate ideas effectively using a variety of media and formats. 3. Access and contribute to online learning communities. 4. Use collaborative electronic authoring tools.	- Written report - slide show - video - poster board - Podcast - Wikis - Blogs - Google docs
	III. Creativity	A. Create a product which communicates learning and ideas for a local and global audience, both formally and informally.	1. Identify a variety of formats to communicate ideas. 2. Select the best format to communicate learning in identified situation.	- Multimedia - Audio - Print
		B. Use the writing process, media and visual literacy and technology skills to create products that express new understandings to an audience.	1. Write and illustrate a story. 2. Tell a story using an audio or video recording tool. 3. Modify and revise created work based on feedback of others.	
	IV. Reflection/ Evaluation	A. Read, view and listen widely, with fluency, to make connections with self, the world and previous information.	1. Compare and contrast personal experience with the experiences of literary figures. 2. Identify ways to adapt to changes in information formats.	
		B. Evaluate materials with regard to quality, accuracy, currency, bias,	1. Listen to selected stories and identify bias and	- Formal speech - Informal speech such

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		purpose, message and audience.	discrimination that takes place in the story. 2. Identify possible inaccuracies in topics because of age of resources.	as text messaging to friends
		C. Reflect on literacy skills and grow as learners, adapting to changes in information formats	1. Identify new formats in information. 2. Apply literacy skills across multiple formats.	
Technology Use and Concepts: explore multiple technologies, evaluate their suitability for the desired educational or personal task, and apply the tools needed.	*I. Use of Technology*	A. Understand and use technology equipment	1. Learn password security and the importance of personal digital safety. 2. Save and retrieve documents from designated school folders as instructed. 3. Explore and apply a variety of technology resources to complete learning tasks. 4. Learn strategies to avoid damage and waste of supplies, i.e. print preview.	- Start, stop and record on audio and video equipment or computer sound or video recording program. - Headphones and microphones - Calculators - Digital cameras - Interactive White boards
		B. Perform basic operations of computer and network use.	1. Log in using a username and password as directed by the teacher. 2. Use the keyboard, mouse and other peripheral devices as directed by the teacher.	

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			3. Open, name, save to appropriate locations, and print documents with direction. 4. Follow the classroom procedures for all technology equipment use.	
		C. Select and use applications effectively and productively.	1. Select from a teacher-approved list to address content-related tasks and problems. 2. Demonstrate how to use various software programs to communicate ideas.	
		D. Strategically solve information and technology issues.	1. Seek assistance to trouble shoot technical problems.	
		E. Effectively use available tools and applications for collaboration, organization, and communication.	1. Build word processing proficiency. 2. Learn to capture, create and modify audio and visual images. 3. Learn spreadsheet programs to record and display data. 4. Use idea mapping software to demonstrate understanding of concepts. 5. Understand and use blogs and wikis and post comments on line.	- Citation Maker, NoodleBib, etc.
	II. Technology Concepts	A. Transfer knowledge and adapt strategies from one technology to another.	1. Understand similar commands/ keystrokes in different software programs. 2. Recognize common terminology, icons, and symbols related to current technology and apply to new	

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Strand	Substrand	Standard – Students will:	Benchmark – Students will:	Resources and Comments
			technologies. 3. Apply search commands from one resource to another.	
		B. Explore, evaluate, and integrate new technologies independently.	1. Participate in age appropriate opportunities for open-ended exploration of applications and technologies. 2. Explain what they have learned from their exploration. 3. Navigate in virtual environments such as blogs and wikis, with assistance and supervision as needed.	
		C. Reflect on and adapt to the ever-changing nature of technology to meet information needs.	1. Understand that technology is not static.	Material isn't necessarily gone if it is erased.
Ethical Participation in a Global Society: The student will participate productively in the global learning community and demonstrate safe, ethical, legal and responsible behavior in the use of information	*I. Foundational Knowledge/Skills*	A. Understand and follow acceptable use policies and laws regulating use of information.	1. Follow the school rules for computer and equipment use. 2. Understand the privileges and responsibilities as outlined in the Acceptable Use Policy (AUP) of their school. 3. Learn concepts of copyright materials.	
		B. Use facilities and equipment respectfully and independently.	2. Return borrowed materials in a timely manner. 3. Respect others in shared workspaces.	
		C. Avoid plagiarism and respect	*1.* Explain reasons to cite	- Citation Maker

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and technology		concepts of intellectual property.	materials properly. 2. Learn different methods with which to cite materials.	- NoodleBib - EasyBib - Other online tools
		D. Protect individual privacy, respect the privacy of others, and navigate safely when using technology.	1. Limit personal information disclosed online. 2. Use secure passwords. 3. Seek permission before displaying information or images of others.	
		E. Model ethical behavior, exhibit leadership and personal responsibility, and will not use technology to bully, intimidate, malign or otherwise harass others.	1. Learn tools which protect their privacy and respect the privacy of others. 2. Explain why private identity information should not be communicated without permission of a teacher or parent/guardian. 3. Not use technology to bully, intimidate, malign or otherwise harass others.	
	II. Collaboration	A. Build global awareness and cultural understanding by respectfully engaging with resources and learners of diverse cultures.	1. Distinguish between online and face-to-face contacts and demonstrate safe behavior when communicating online. 2. Demonstrate responsibility and respect for collaborative content.	
	III. Creativity	A. Safeguard personal intellectual property, privacy, and other rights when sharing or publishing information	1. Understand that there are features unique to publishing material on the internet such as permanence and wide accessibility.	
	IV. Reflection/ Evaluation	A. Demonstrate when and where it is appropriate to use technology and observe social norms for	1. Follow school rules when using personal technology. 2. Follow classroom rules	

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		etiquette in communication depending on the audience and purpose.	instructing when technology use is acceptable. 3. Respect others in the surrounding area when using personal technologies	
		B. Identify the physical impacts and psychological impacts of technology on individuals and the environment and make choices that minimize negative impacts.	1. Learn different types of assistive technologies and their impact on individuals. 2. Respect that students may use different technological tools for their specific needs. 3. Explain positive and negative aspects of anonymity.	