

2. Skills

Defining Skills in 21st Century Learning

The demands of the 21st century require learners to develop essential information and literacy (reading, writing, speaking, listening, viewing, and presenting) skills in order to evaluate and make sense of the rapidly proliferating, but often biased and inaccurate, volume of information being published. The “text” of information is presented in many different formats, and learners must develop the skills of multiple literacies (print, digital, media, visual) to determine the intended meaning and to understand it in context. In addition, learners must use critical and creative thinking skills to transform the information that they gather into organized knowledge that they can use to make decisions, draw conclusions, and create new knowledge. Learners must develop social learning skills as well, so that they can learn from the diverse perspectives of others and participate productively in their community of learners.

Although schools may define a body of knowledge for students to acquire during their educational experience, no learner will be prepared for successful participation in school or society without also developing the skills of learning and the ability to adapt those skills to any context and for any reason, both academic and personal.

Skills and the Learning Process

Implicit within *Standards for the 21st-Century Learner* is inquiry, defined as a stance toward learning in which the learner himself is engaged in asking questions and finding answers, not simply accumulating facts presented by someone else that have no relation to previous learning or new understanding. Inquiry follows a continuum of learning experiences, from simply discovering a new idea or an answer to a question to following a complete inquiry process. A number of inquiry-process models include the same progression. Learners begin by recognizing what they already know and acquiring enough background information to generate questions for investigation. Using their questions to frame their investigations, learners apply the skills needed to determine accurate answers, generate new ideas and interpretations, and make appropriate decisions and conclusions. To complete the inquiry cycle, students express their new understandings, apply them to new situations, and reflect on their own learning process.

The skills required for inquiry run the gamut between low-level, fact-location skills and high-level synthesis, evaluation, and creation skills. Students of all ages should be expected to think while they are learning; thinking is not a luxury reserved for the most-skilled or older students. In all cases, however, students should apply the thinking and inquiry skills in the context of some content that they are learning. The skills will enhance the learning of content; the content will make the learning of skills more meaningful and important.

Teaching for Skills

The skills for 21st-century learning are best taught through an approach in which the teacher guides the learners to construct their own understandings and their application to any learning experience. One model of instruction that has been used successfully (because it combines direct instruction with independent practice) is a four-step lesson design: direct instruction of the specific skill to be learned (in context of a topic being studied); modeling and guided practice so that learners have an opportunity to see the skill as it is applied successfully; independent practice with learners applying the skill to their own topics; and reflection and sharing when the learners look at their own application of the skill and determine how well it worked.

The acquisition of learning skills is complex and developmental. Students cannot be expected to learn every skill necessary to complete every phase of the learning process on each unit of instruction. Library media specialists and teachers guide students to successful learning experiences by teaching identified skills and scaffolding other necessary skills. For example, if a library media specialist has decided to teach students to evaluate Web sites during one particular unit, then the library media specialist may choose to provide the sites to be evaluated rather than teaching students to develop search strategies and skills. The development of search strategies would be taught during another unit.

Because the skills of 21st-century learning must be developed over time, library media specialists may want to design a curriculum plan for teaching the skills in a coherent way across the years of schooling. This plan must be integrated with content-area curricula to match appropriate skills with classroom content and ensure that the skills are always taught in context. Sample integrated lessons for many of the skills are included in the latter part of this publication in the Action Examples.

The following charts show a developmental approach to each of the skills covered in the four standards.

Standard 1: Inquire, think critically, and gain knowledge.	
Strand 1.1: Skills	
Indicator 1.1.1: Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.	
Grade-Level Benchmarks	
Grade 12	<ul style="list-style-type: none"> Independently and systematically use an inquiry-based process to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.
Grade 10	<ul style="list-style-type: none"> Use an inquiry-based process for deepening content knowledge, connecting academic learning with the real world, pursuing personal interests, and investigating opportunities for personal growth.
Grade 8	<ul style="list-style-type: none"> Frame independent learning activities, whether personal or academic, around a critical-thinking process that involves asking questions, investigating the answers, and developing new understandings.
Grade 5	<ul style="list-style-type: none"> Follow a process whenever pursuing new information through inquiry or research.
Grade 2	<ul style="list-style-type: none"> Follow a modeled inquiry process during each visit to the library to do research.
Indicator 1.1.2: Use prior and background knowledge as context for new learning.	
Grade-Level Benchmarks	
Grade 12	<ul style="list-style-type: none"> Explore problems or questions for which there are multiple answers or no “best” answer. Explore general information sources to increase familiarity with the topic. Review the initial information need to develop, clarify, revise, or refine the question. Compare new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
Grade 10	<ul style="list-style-type: none"> Read background information to discover the key components of the problem or question. Identify key words or synonyms, both stated and implied, to use them in further research. Develop a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest. Develop and refine the topic, problem, or question independently to arrive at a worthy and manageable topic.
Grade 8	<ul style="list-style-type: none"> State and verify what is known about the problem or question and make connections to prior knowledge. Revise the question or problem as needed to arrive at a manageable topic. Observe and analyze an experience, demonstration, or source that introduces a topic, problem, or question to gather background information.
Grade 5	<ul style="list-style-type: none"> Connect ideas in text to own interests. Generate a list of key words for a research-based project with guidance.

	<ul style="list-style-type: none"> • Use sources to acquire background information.
Grade 2	<ul style="list-style-type: none"> • Connect ideas to own interests. • Share what is known about the general topic to elicit and make connections to prior knowledge. • Identify one or two key words about a topic, problem, or question.

Indicator 1.1.3: Develop and refine a range of questions to frame the search for new understanding.

Grade-Level Benchmarks

Grade 12	<ul style="list-style-type: none"> • Recognize that the purpose of the inquiry determines the type of questions and the type of thinking required (e.g., an historical purpose may require one to take a position and defend it). • Develop a thesis statement and formulate questions based on the information need. • Review the initial information need to clarify, revise, or refine the questions.
Grade 10	<ul style="list-style-type: none"> • Focus the purpose of the research by formulating specific questions to be answered. • Refine questions to provide a framework for the inquiry and to fulfill the purpose of the research. • Analyze what is already known or what is observed or experienced to form tentative thesis or hypothesis to predict answers to inquiry questions. • Plan inquiry to test hypothesis systematically or to validate thesis.
Grade 8	<ul style="list-style-type: none"> • Write questions independently based on key ideas or areas of focus. • Determine what information is needed to support the investigation and answer the questions. • Analyze what is already known or what is observed or experienced to predict answers to inquiry questions. • Refine questions that lead to gathering of different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison). • Plan inquiry to answer questions.
Grade 5	<ul style="list-style-type: none"> • Formulate questions about the topic with guidance. • Predict answers to inquiry questions based on background knowledge and beginning observation or experience. • Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.
Grade 2	<ul style="list-style-type: none"> • Formulate questions related to listening activities. • Ask “I wonder” questions about the research topic.

Indicator 1.1.4: Find, evaluate, and select appropriate sources to answer questions.

Grade-Level Benchmarks

Grade 12	<ul style="list-style-type: none"> • Identify the value of and differences among potential resources in a variety of formats. • Use various search systems to retrieve information in a variety of formats. • Describe criteria used to make resource decisions and choices. • Seek and use a variety of specialized resources available from libraries, the Internet, and the community.
Grade 10	<ul style="list-style-type: none"> • Consider and prioritize possible sources of information based on specific information needs and strengths of different information formats. • Use specialized reference materials to find specific and in-depth information. • Use both primary and secondary sources.

	<ul style="list-style-type: none"> Evaluate sources based on criteria such as copyright date, authority of author or publisher, depth of coverage, and relevance to research questions.
Grade 8	<ul style="list-style-type: none"> Recognize the organization and use of special sections in the library (e.g., reference, reserve books, paperbacks). Use the categorization of materials in Dewey areas up to the first decimal point to locate appropriate materials. Evaluate sources based on criteria such as copyright date, authority of author or publisher, comprehensiveness, readability, and alignment with research needs. Select a variety of credible sources in different formats relevant to research needs.
Grade 5	<ul style="list-style-type: none"> Understand the 10 major Dewey areas and what main topics are included in each. Use text features and illustrations to decide which resources are best to use and why. Select and use appropriate sources, including specialized reference sources and periodical databases, to answer questions. Use multiple resources, including print, electronic, and human, to locate information.
Grade 2	<ul style="list-style-type: none"> Understand the basic organizational structure of books. Distinguish between fiction and nonfiction books. Associate Dewey numbers with areas of interest. Select and use appropriate sources, including picture dictionaries, beginning encyclopedias, magazines, maps, and globes, to answer questions.

Indicator 1.1.5: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

Grade-Level Benchmarks	
Grade 12	<ul style="list-style-type: none"> Recognize that knowledge can be organized into disciplines that influence the way information is presented and use this understanding to effectively access information. Use consciously selected criteria to determine whether the information contradicts or verifies information from other sources. Recognize the social, cultural, or other context within which the information was created and explain the impact of context on interpreting the information.
Grade 10	<ul style="list-style-type: none"> Evaluate and select information based on authority, accuracy, point of view, and reliability. Evaluate historical information for validity of interpretation, and scientific information for accuracy and reliability of data. Determine the extent of the research by the complexity of the subject, not by time or page limits.
Grade 8	<ul style="list-style-type: none"> Evaluate and select information based on usefulness, currency, accuracy, authority, and point of view.
Grade 5	<ul style="list-style-type: none"> Use skim/scan to locate information that is appropriate to age and ability level. Use the organizational structure of a book (e.g., table of contents, index, chapter headings) to locate information to answer questions. Interpret information taken from maps, graphs, charts and other visuals. Distinguish between fact and opinion. Evaluate facts for accuracy. Determine important and unimportant details. Identify facts and details that support main ideas. Select information to answer questions or solve a problem.

Grade 2	<ul style="list-style-type: none"> Recognize facts. Find facts that answer specific questions. Interpret information represented in pictures, illustrations, and simple charts.
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Indicator 1.1.6: Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Grade-Level Benchmarks

Grade 12	<ul style="list-style-type: none"> Restate text resource's concepts in own words and select appropriate data accurately. Integrate new information with previous information or knowledge. Create a system to organize the information. Extend initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses or generalizations that may require additional information. Challenge ideas represented and make notes of questions to pursue in additional sources.
Grade 10	<ul style="list-style-type: none"> Take notes using one or more note-taking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes). Categorize information; add new categories as necessary. Interpret information.
Grade 8	<ul style="list-style-type: none"> Evaluate, paraphrase, and summarize information. Use both facts and opinions responsibly by identifying and verifying them.
Grade 5	<ul style="list-style-type: none"> Use various note-taking strategies (e.g., outlining, questioning the text, highlighting, graphic organizers). Paraphrase or summarize information. Draw conclusions based on facts and premises.
Grade 2	<ul style="list-style-type: none"> Use simple note-taking strategies as demonstrated by librarian. Write, draw or verbalize the main idea and supporting details.

Indicator 1.1.7: Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Grade-Level Benchmarks

Grade 12	<ul style="list-style-type: none"> Analyze the structure and logic of supporting arguments or methods. Analyze information for prejudice, deception, or manipulation. Investigate different viewpoints encountered and determine whether and how to incorporate or reject these viewpoints. Compensate for the effect of point of view and bias on all information available in the public domain by seeking alternative perspectives.
Grade 10	<ul style="list-style-type: none"> Recognize degrees of bias and the effect on the information presented. Counter the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective.
Grade 8	<ul style="list-style-type: none"> Seek a balanced point of view by using diverse sources. Recognize the effect of different perspectives (points of view) on the information.
Grade 5	<ul style="list-style-type: none"> Recognize when facts from two different sources conflict and seek additional sources to verify accuracy. Recognize own misconceptions when new information conflicts with previously held opinions.
Grade 2	<ul style="list-style-type: none"> Summarize or retell key points.

Indicator 1.1.8: Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

Grade-Level Benchmarks

Grade 12	<ul style="list-style-type: none"> • Select the most appropriate technologies to access and retrieve the needed information. • Use various technologies to organize and manage the information selected. • Create own electronic learning spaces by collecting and organizing links to information resources, working collaboratively, and sharing new ideas and understandings with others.
Grade 10	<ul style="list-style-type: none"> • Use a range of electronic resources efficiently, effectively, and safely by applying a variety of search and evaluation strategies. • Use social tools to demonstrate and share learning.
Grade 8	<ul style="list-style-type: none"> • Incorporate technology resources such as online encyclopedias, online databases, and Web subject directories, to locate information. • Implement key word search strategies. • Select and use grade-level appropriate electronic reference materials and teacher-selected Internet sites to answer questions. • Use a variety of search engines to do advanced searching.
Grade 5	<ul style="list-style-type: none"> • Search an online catalog to locate materials. • Use selected Websites and periodical databases to find appropriate information. • Use selected search engines to find appropriate information. • Use software or online tools (e.g., word processing, wikis, graphic organizers) to record and organize information.
Grade 2	<ul style="list-style-type: none"> • Recognize the purpose of the online catalog to locate materials. • Use online encyclopedias and magazine databases with guidance.

Indicator 1.1.9: Collaborate with others to broaden and deepen understanding.

Grade-Level Benchmarks

Grade 12	<ul style="list-style-type: none"> • Model social skills and character traits that advance a team's ability to identify issues and problems and work together on solutions and products. • Design and implement projects that include participation from diverse groups.
Grade 10	<ul style="list-style-type: none"> • Seek ideas and opinions from others. • Respect and help groups find and incorporate diverse ideas. • Describe ideas of others accurately. • Help to organize and integrate contributions of all group members in to products.
Grade 8	<ul style="list-style-type: none"> • Work together in self-managed teams to understand concepts and to solve problems. • Offer information and opinion at appropriate times in group discussions. • Encourage team members to share ideas and opinions.
Grade 5	<ul style="list-style-type: none"> • Contribute to project teams in producing original works or solve problems. • Respect others' opinions through active listening and questioning.
Grade 2	<ul style="list-style-type: none"> • Listen to others with respect. • Share knowledge and ideas with others by discussion and listening.

Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Strand 2.1: Skills

Indicator 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.

Grade-Level Benchmarks

Grade 12	<ul style="list-style-type: none"> • Build a conceptual framework by synthesizing ideas gathered from multiple texts. • Resolve conflicting evidence or clarify reasons for differing interpretations of information and ideas.
Grade 10	<ul style="list-style-type: none"> • 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.
Grade 8	<ul style="list-style-type: none"> • 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 and ideas by defining, classifying, and inferring from information in text.
Grade 5	<ul style="list-style-type: none"> • 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 inferences with guidance. • Analyze and evaluate new information based on previous experience and knowledge.
Grade 2	<ul style="list-style-type: none"> • Find facts to answer questions in more than one source. • Write, draw, or verbalize supporting details. • Note similarities and differences in information from different sources. • Answer the question, "What is this mostly about?"

Indicator 2.1.2: Organize knowledge so that it is useful.

Grade-Level Benchmarks

Grade 12	<ul style="list-style-type: none"> • Organize information independently, deciding the structure based on the relationships among ideas and general patterns discovered.
Grade 10	<ul style="list-style-type: none"> • 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.
Grade 8	<ul style="list-style-type: none"> • Combine and categorize information by using an outline or semantic web to find connections among ideas.

	<ul style="list-style-type: none"> • Use common organizational patterns to organize information (chronological order, cause and effect, compare/contrast) in order to draw conclusions.
Grade 5	<ul style="list-style-type: none"> • Organize notes and ideas to form responses to questions • Organize the information in a way that is appropriate for the assignment or question. • Use common organizational patterns to make sense of information (chronological order, main idea with supporting ideas).
Grade 2	<ul style="list-style-type: none"> • Demonstrate simple organizational skills such as sorting and categorizing. • Organize information into different forms (charts, drawings).

Indicator 2.1.3: Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

Grade-Level Benchmarks	
Grade 12	<ul style="list-style-type: none"> • Combine information and inferences to draw conclusions and create meaning. • Develop own point of view and support with evidence. • Present different perspectives with evidence for each. • Apply new knowledge to real-world issues and problems.
Grade 10	<ul style="list-style-type: none"> • Identify when information does not support tentative thesis or hypothesis; gather additional information or revise thesis/hypothesis. • Draw clear and 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.
Grade 8	<ul style="list-style-type: none"> • Review ideas held at beginning of inquiry and reflections captured during note-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 5	<ul style="list-style-type: none"> • 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 2	<ul style="list-style-type: none"> • 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.

Indicator 2.1.4: Use technology and other information tools to analyze and organize information.

Grade-Level Benchmarks	
Grade 12	<ul style="list-style-type: none"> • Determine important connections among ideas by using common productivity software to categorize and analyze information. • Use presentation and production software available locally and through the

	interactive Web to enhance creativity in organizing and presenting information for better communication to others.
Grade 10	<ul style="list-style-type: none"> • 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 software) to enhance communication to an audience, promote productivity and support creativity).
Grade 8	<ul style="list-style-type: none"> • 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 5	<ul style="list-style-type: none"> • Use word processing, drawing tools, presentation software, graphing software, and other productivity software to illustrate concepts and convey ideas.
Grade 2	<ul style="list-style-type: none"> • Use word processing and drawing tools to create written product.

Indicator 2.1.5: Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

Grade-Level Benchmarks

Grade 12	<ul style="list-style-type: none"> • Collaborate locally and remotely with peers, experts, and others to collect, produce, and share information. • Work with others to find solutions to problem solving situations.
Grade 10	<ul style="list-style-type: none"> • Participate in discussion to analyze information problems and to suggest solutions. • Work with 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.
Grade 8	<ul style="list-style-type: none"> • Participate in problem solving process with group. • Work collaboratively to use technology for 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 5	<ul style="list-style-type: none"> • Express own ideas appropriately and effectively while working 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 2	<ul style="list-style-type: none"> • Share information and ideas with others by discussion and listening. • Create individual or collaborative projects to share with others. • Work in groups to create and evaluate simple information products (poster, diorama).

Indicator 2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Grade-Level Benchmarks	
Grade 12	<ul style="list-style-type: none"> • Use the most appropriate format, tone, and language to communicate ideas clearly to different audiences. • Create products for authentic reasons. • Keep track of all ideas used from other sources and cite ideas and direct quotes according to style formats. • Employ a variety of strategies for revising and reviewing own work.
Grade 10	<ul style="list-style-type: none"> • 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-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
Grade 8	<ul style="list-style-type: none"> • Use pre-writing to discover alternate ways to present conclusions. • Decide presentation form based on 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.
Grade 5	<ul style="list-style-type: none"> • 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 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 2	<ul style="list-style-type: none"> • Follow steps of writing process modeled by librarian or teacher: pre-writing, drafting, revising, editing, publishing. • Begin to understand concept of “audience.” • 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.

Standard 3: Share knowledge and participate ethically and productively as members of our democratic society.

Strand 3.1: Skills

Indicator 3.1.1: Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

Grade-Level Benchmarks

Grade 12	<ul style="list-style-type: none"> • Present complex ideas with clarity and authority. • Present original conclusions effectively. • Identify own strengths, assess own inquiry process and product, and set goals for improvement.
Grade 10	<ul style="list-style-type: none"> • Present conclusions to answer the question or problem. • Set high and clear standards for work and develop criteria for self-assessment or use established criteria (rubrics, checklists). • Assess own work and establish own revision strategies. • Follow own research plan and evaluate effectiveness of inquiry process. • Reflect at the end of an inquiry process to identify additional areas of personal interest for pursuit in the future.
Grade 8	<ul style="list-style-type: none"> • Present conclusions and supporting facts in a variety of ways. • Present solutions to problems using modeled examples. • Use maps, drawings, illustrations, graphs, and charts to communicate meaning. • Identify, with guidance, skills that require practice and refinement. • Modify and revise own work based on feedback from others. • Follow plan of work but seek ideas for improving the process. • Reflect at the end of an inquiry process to identify additional areas of personal interest for pursuit in the future.
Grade 5	<ul style="list-style-type: none"> • Present information clearly so that main points are evident. • Use information appropriate to task and audience. • Identify and evaluate the important features for a good product. • Identify own strengths and set goals for improvement. • Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue.
Grade 2	<ul style="list-style-type: none"> • Present facts and simple answers to questions. • Use simple rubrics to assess work. • Identify own strengths and set goals for improvement. • Reflect at the end of an inquiry experience about new ideas to wonder about and investigate.

Indicator 3.1.2: Participate and collaborate as members of a social and intellectual network of learners.

Grade-Level Benchmarks

Grade 12	<ul style="list-style-type: none"> • Offer and defend information brought to group. • Seek consensus from a group, when appropriate, to achieve a stronger product. • Help to organize and integrate contributions of all group members into products. • Use technology tools to collaborate, publish, and interact with peers, experts, and other real-world audiences.
Grade 10	<ul style="list-style-type: none"> • Seek ideas and opinions from others. • Respect and help groups find and incorporate diverse ideas. • Describe or summarize ideas of others accurately and respond appropriately.

	<ul style="list-style-type: none"> • Seek alternative sources of information and respect the guidelines for access in all environments (public libraries, museums, cultural institutions, agencies). • Recognize that equitable access to information depends on student responsibility. • Share reading experiences and favorite literature to build a relationship with others. • Use interactive tools/Web sites to collaborate, publish, and interact with peers, experts, and other audiences. • Participate in discussions on fiction and nonfiction related to curriculum. • Collaborate with others to design a product or solve a problem. • Share research and creative products with others.
Grade 8	<ul style="list-style-type: none"> • Offer information and opinions at appropriate times in group discussions. • Encourage team members to share ideas and opinions. • Ask questions of others in a group to elicit their information and opinions. • Describe or summarize ideas of others accurately. • Practice responsible and ethical use of information resources, both in own library and in other institutions. • Share reading experiences and favorite literature to build a relationship with others. • Use interactive tools (e.g., e-mail, discussion groups, listservs, blogs, wikis, portals) to exchange data collected and to learn curricular concepts by communicating with peers, experts, and other audiences. • Participate in discussions on fiction and nonfiction related to curriculum. • Collaborate with others to design a product or solve a problem. • Share research and creative products with others.
Grade 5	<ul style="list-style-type: none"> • Show respect for and respond to ideas of others. • Describe or restate ideas of others accurately. • Acknowledge personal and group achievements. • Rely on feedback to improve product and process. • Respect the guidelines for responsible and ethical use of information resources. • Share favorite literature. • Develop projects that can be shared electronically and can challenge other students to answer questions or give opinions adding to the content (e.g., shared book reviews, shared PowerPoint presentations). • Participate in discussions on fiction and nonfiction related to curriculum. • Develop a product with peers. • Share research and creative products with others.
Grade 2	<ul style="list-style-type: none"> • Participate in discussions and listen well. • Show respect for the ideas of others. • Give positive feedback. • Respect rules and procedures as responsible library users. • Share favorite literature, both fiction and nonfiction. • Participate in discussions on fiction and nonfiction related to curriculum. • Begin to create collaborative projects. • Share research and creative products with others, using diverse formats, both print and non-print.
<p>Indicator 3.1.3: Use writing and speaking skills to communicate new understandings effectively.</p>	
<p>Grade-Level Benchmarks</p>	
Grade 12	<ul style="list-style-type: none"> • Employ organizational and presentation structures [e.g., narrative essays, poems, debates] using various formats to achieve purpose and clarify meaning. • Give a presentation to support a position on a specified topic and respond to

	<p>questions from the audience.</p> <ul style="list-style-type: none"> • Use language that shows authority and knowledge of topic. • Present ideas and conclusions to audiences beyond the school.
Grade 10	<ul style="list-style-type: none"> • Use an organizational structure that effectively connects ideas and creates the desired intent. • Use the most appropriate format, tone and language to communicate ideas and point of view clearly to different audiences.
Grade 8	<ul style="list-style-type: none"> • Present conclusions so that main ideas are clearly stated and supported by evidence. • Use relevant ideas and details to show insight into people, events, new knowledge, and personal background. • Use dramatic, audio, and video presentation as appropriate for subject and audience. • Adjust pacing, volume, and intonation appropriate to content and purpose.
Grade 5	<ul style="list-style-type: none"> • Use significant details and relevant information to develop meaning. • Present information coherently in oral, written, and visual sequence. • Use clear and appropriate vocabulary to convey the intended message. • Speak clearly to convey meaning.
Grade 2	<ul style="list-style-type: none"> • Choose and maintain a focus in a piece of writing. • Add details from personal experience and research to support ideas. • Present information and main ideas in a variety of ways (e.g., art, music, podcast, poetry, movement, verbally, and/or written language).

Indicator 3.1.4: Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Grade-Level Benchmarks	
Grade 12	<ul style="list-style-type: none"> • Prepare and deliver a “professional” presentation to audience outside of school using technology as medium of presentation.
Grade 10	<ul style="list-style-type: none"> • Use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
Grade 8	<ul style="list-style-type: none"> • Use appropriate media and formats to design and develop products that clearly and coherently display new understanding.
Grade 5	<ul style="list-style-type: none"> • Use different technology tools for research to meet information needs. • Use a variety of media and formats to create and edit products that communicate syntheses of information and ideas to multiple audiences.
Grade 2	<ul style="list-style-type: none"> • Begin to use technology to meet information needs. • Use a variety of developmentally appropriate media to communicate ideas relevant to the curriculum, classmates, families, and others.

Indicator 3.1.5: Connect learning to community issues.

Grade-Level Benchmarks	
Grade 12	<ul style="list-style-type: none"> • Investigate multiple sides of issues and evaluate them carefully, particularly on controversial or culturally based topics. • Connect learning to real-world issues.
Grade 10	<ul style="list-style-type: none"> • Use multiple resources to seek balanced perspectives. • Find authentic connections of inquiry topic to real world. • Demonstrate understanding of intellectual freedom and First Amendment rights.
Grade 8	<ul style="list-style-type: none"> • Use real-world examples to establish authenticity. • Identify and address community and global issues. • Understand the concept of balanced points of view and seek information from

	<p>diverse sources to get balanced view.</p> <ul style="list-style-type: none"> • Find information on both sides of a question. • Respect the principles of intellectual freedom. • Articulate the importance of intellectual freedom to a democratic society.
Grade 5	<ul style="list-style-type: none"> • Gather ideas and information from different points of view. • Base opinions on information from multiple sources of authority. • Recognize the value of freedom of speech. • Connect ideas and information to situations and people in the larger community.
Grade 2	<ul style="list-style-type: none"> • Find personal connection to inquiry topic. • Identify a real-world need and pursue questions and answers about it.

Indicator 3.1.6: Use information and technology ethically and responsibly.

Grade-Level Benchmarks

Grade 12	<ul style="list-style-type: none"> • Analyze the consequences and costs of unethical use of information and communication technology (e.g., hacking, spamming, consumer fraud, virus setting, intrusion); identify ways of addressing those risks. • Demonstrate understanding for the process of copyrighting own work. • Use programs and Internet sites responsibly, efficiently, and ethically. • Serve as a mentor for others who want to use information technology.
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Grade 10	<ul style="list-style-type: none"> • Express opinions in an appropriate manner; respect ideas of others. • Understand what constitutes plagiarism and refrain from representing work attributable to others as their own. • Give credit for all quotes, citing them properly in notes and bibliography. • Discuss issues related to acceptable and responsible use of information and communication technology (e.g., privacy, security, copyright, file sharing, plagiarism). • Respect privacy of others (e-mail, files, passwords, book checkout, Web sites visited). • Legally obtain, store, and disseminate text, data, images, or sounds. • Abide by the Acceptable Use Policy in all respects and use Internet responsibly and safely. • Explain First Amendment rights and the process available to defend them. • Understand concept and role freedom of information plays in democracy. • Demonstrate understanding of intellectual freedom and intellectual property rights by respecting and observing guidelines for using information sources. • Promote and defend the rights of others. • Either put all information in own words or select short segments to quote. • Extend respect for intellectual property rights and copyright by giving credit for ideas as well as directly quoted material. • Demonstrate awareness and understanding of fair use guidelines for educational purposes. • Make copies or downloads of print, software, or audio only when permission from author/publisher has been obtained or purchase has been made. • Follow school guidelines related to use of technology. • Observe Internet safety procedures including safeguarding personal information.
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Grade 8	<ul style="list-style-type: none"> • Respect ideas of others. • Express opinions in an appropriate manner; respect ideas of others. • Avoid plagiarism by rephrasing information in own words. • Document quotations and cite sources using correct bibliographic format. • Observe Internet safety procedures including safeguarding personal information. • Respect privacy of others (e-mail, files, passwords, book checkout, Web sites visited).
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	<ul style="list-style-type: none"> • Follow school guidelines related to use of technology. • Abide by Acceptable Use Policy by accessing only appropriate information. • Use programs and Internet sites responsibly and ethically. • Understand concept and role freedom of information plays in democracy.
Grade 5	<ul style="list-style-type: none"> • Respect ideas of others. • Examine the concept of freedom of speech. • Express own opinion in an appropriate manner. • Answer research questions with words and phrases from sources, but not by copying whole sentences. • Understand the concept of plagiarism. Understand that authors and illustrators own their writings and art and it is against the law to copy their work. • Credit all sources properly with title, author, and page number. • Follow school guidelines related to use of technology. • Observe Internet safety procedures including safeguarding personal information. • Practice responsible use of technology and describe personal consequences of inappropriate use.\ • Respect privacy of others (e-mail, files, passwords, book checkout).
Grade 2	<ul style="list-style-type: none"> • Respect ideas of others. • Recognize the right to express own opinion in an appropriate manner. • Answer research questions with words and phrases from sources, but not by copying whole sentences. • Credit sources by citing author and title. • Follow school guidelines related to use of technology. • Demonstrate how to work cooperatively with peers, family members, and others when using technology in the classroom, library, or home. • Distinguish between acceptable and unacceptable computer use.

Standard 4: Pursue personal and aesthetic growth**Strand 4.1: Skills****Indicator 4.1.1: Read, view, and listen for pleasure and personal growth.****Grade-Level Benchmarks**

Grade 12	<ul style="list-style-type: none">• Read, view, and listen for personal enjoyment on a regular basis.• Participate in the social interchange of ideas through literary discussions, book clubs, and interest groups.• Read, view, and listen to learn, to solve problems, and to explore many different ideas.• Take advantage of opportunities available within the community for personal growth and learning, including classes, lectures, author presentations, museums, public library programming, and arts performances.
Grade 10	<ul style="list-style-type: none">• Share reading, viewing, and listening experiences in variety of ways and formats, including book clubs and interest groups.• Seek and locate information about personal interests and usually find it independently, using the same criteria and strategies used for academic information seeking.• Read, listen, and view in a variety of formats (e.g., print and electronic books, other media).• Read, listen, and view to explore new ideas beyond the required curriculum.• Read, listen, and view for pleasure, to learn, to solve problems, and to explore many different ideas.• Read, listen, and view for a variety of purposes: to live the experiences of a character, to answer questions, to find out about something new, to find facts about subjects of interest, to form opinions.• Pursue creative expressions of information in the community (public library, arts centers, museums).
Grade 8	<ul style="list-style-type: none">• Share reading, listening, and viewing experiences in a variety of ways and formats.• Participate in discussions and book clubs.• Independently locate and select information for personal, hobby, or vocational interests.• Recognize library and information sources as having value beyond the need for school assignments.• Read books in a wide variety of genres.• Read, listen, and view independently.• Read, listen, and view for a variety of purposes: to live the experiences of a character, to answer questions, to find out about something new, to skim for facts.• Pursue creative expressions of information in the community (public library, arts centers, museums).
Grade 5	<ul style="list-style-type: none">• Participate in book talks and book discussion groups.• Seek information about personal interests, and ask for help in locating it when necessary.• Set reading goals.• Read, listen to, and view a variety of fiction and nonfiction for enjoyment and information.• Read, listen, and view for a variety of purposes: to live the experiences of a character, to answer questions, to find out about something new, to explore personal interests.

	<ul style="list-style-type: none"> • Visit the public library to attend programs and check out materials to read.
Grade 2	<ul style="list-style-type: none"> • Discuss favorite books and authors through the exposure to author studies and series books. • Distinguish between what is real and what is not real. • Begin to seek information to find out about/learn about an area of personal interest. • Request/choose materials related to personal interests. • Begin to recognize that different genres require different reading, listening, or viewing strategies. • Read, view, and listen to a variety of fiction and nonfiction for enjoyment and information.

Indicator 4.1.2: Read widely and fluently to make connections with self, the world, and previous reading.

Grade-Level Benchmarks	
Grade 12	<ul style="list-style-type: none"> • Read, view and use literature (both fiction and nonfiction) to enrich understanding of real-world concepts. • Derive multiple perspectives on the same themes by comparing across different works. • Read widely to develop a global perspective and understand different cultural contexts. • Read to support and challenge own point of view.
Grade 10	<ul style="list-style-type: none"> • Recognize and evaluate the author's point of view and how it affects the text; consider and evaluate alternative perspectives. • Read books that connect to real-world issues. • Recognize similarities and differences among authors writing on the same theme. • Recognize how own point of view influences perspective on text.
Grade 8	<ul style="list-style-type: none"> • Read books that connect to own experiences. • Read with purpose to investigate new ideas beyond the required curriculum. • Read books from various genres. • Compare and contrast story elements in two literary works. • Demonstrate understanding that texts, both narrative and expository, are written by authors expressing their own ideas. • Recognize the author's point of view; consider alternative perspectives.
Grade 5	<ul style="list-style-type: none"> • Use evidence from the text to discuss the author's purpose. • Read widely to explore new ideas. • Make predictions and inferences about events and characters. • Identify problems and solutions in a story. • Draw conclusions about the theme of a story. • Describe how an illustrator's style, elements, and media represent and extend the meaning of the story or the narrative text. • Connect story to previous reading. • Recognize features of various genres and use different reading strategies for understanding. • Demonstrate knowledge of favorite authors, genres, etc.
Grade 2	<ul style="list-style-type: none"> • Demonstrate understanding that authors and illustrators of both narrative and expository texts are real people. • Read widely to find out about self and the surrounding world. • Make predictions about what will happen next in a story. • Draw conclusions about main idea of a story. • Connect an illustration to a story.

	<ul style="list-style-type: none"> • Compare characters in two different stories, or plots in two stories by the same author. • Retell a story using own words and pictures.
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Indicator 4.1.3: Respond to literature and creative expressions of ideas in various formats and genres.

Grade-Level Benchmarks	
Grade 12	<ul style="list-style-type: none"> • Express new ideas and connect to the human experience through information presented in various formats. • Identify universal themes in literature and different cultural approaches to those themes. • Share reading experiences in variety of ways and formats.
Grade 10	<ul style="list-style-type: none"> • Assess the emotional impact of specific works on the reader or viewer. • Apply ideas gained from responding to literary and artistic works to own life. • Evaluate the effectiveness of a literary work in terms of the author's use and interweaving of literary elements. • Compare the theme and its treatment in different works of literature.
Grade 8	<ul style="list-style-type: none"> • Respond to the images and feelings evoked by a literary or artistic work. • Connect text to personal experiences. • Use illustrations, context, graphics, and layout to extract meaning from different formats. • Interpret literary elements (plot, setting, characters, time) from evidence presented in the text. • Draw conclusions about the theme from evidence in the text. • Recognize how characters change.
Grade 5	<ul style="list-style-type: none"> • Connect own feelings to emotions, characters, and events portrayed in a literary work. • Use personal experiences to stimulate responses to literature and art. • Understand and restate ideas presented through creative formats. • Identify story elements in various fiction genres. • Use evidence from stories to discuss characters, setting, plot, time, and place. • Discuss theme of stories, using evidence to support opinions.
Grade 2	<ul style="list-style-type: none"> • Listen to/read multicultural texts from various genres. • Express feelings about characters and events in a story. • Make connections between literature and own experiences. • Respond to imaginative stories and performances. • Retell stories using the correct sequence of events. • Identify plot, characters, times, and places in a story.

Indicator 4.1.4: Seek information for personal learning in a variety of formats and genres.

Grade-Level Benchmarks	
Grade 12	<ul style="list-style-type: none"> • Explore real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information). • Set reading goals and maintain a personal reading list. • Find information about personal interests independently, using the same criteria and strategies used for academic information seeking.
Grade 10	<ul style="list-style-type: none"> • Select texts for academic, personal, and real-world purposes. • Select print, non-print, and digital materials based on personal interests and knowledge of authors. • Select texts on topics of interest at both a comfortable reading level and one that

	<p>requires higher levels of comprehension skills.</p> <ul style="list-style-type: none"> • Read a variety of fiction and nonfiction materials. • Read/listen to works of international and multicultural authors. • Use print, non-print, and electronic information resources for information about personal needs; actively seek answers to questions. • Set reading goals and maintain a personal reading list.
Grade 8	<ul style="list-style-type: none"> • Read a variety of genres, including short stories, novels, poems, plays, drama, myths, films, and electronic magazines and books. • Describe the characteristics of different genres. • Explore new genres that fulfill interests and reading level (graphic novels, magazines, online magazines, e-books). • Select texts for classroom learning and for personal exploration. • Select texts on topics of interest at both a comfortable reading level and one that requires higher levels of comprehension skills. • Select print, non-print, and electronic materials based on personal interests and knowledge of authors. • Maintain a personal reading list.
Grade 5	<ul style="list-style-type: none"> • Select books from favorite authors and genres; try new genres when suggested. • Select texts in various formats based on a theme, topic, connection to classroom learning or personal interest. • Select both “just right” books and challenging books on a regular basis. • Recognize the works of a single author. • Recognize why some authors and genres have become favorites. • Select appropriate print, non-print and electronic materials on an individual level.
Grade 2	<ul style="list-style-type: none"> • Select picture, fiction, and information books on a regular basis; try some books in other genres (poetry, fairy tales). • Select texts in various formats based on suggestions from teacher or librarian and personal interest. • Select some books at the appropriate reading level, other books to be read aloud, and other more challenging books of particular interest for browsing and enjoyment. • Begin to explore and examine the various genres and formats based on personal interests. • Explain personal criteria for selecting a book, poem, or story. • Select books, poems, tapes or other formats based on teacher-selected criteria, or because the stories or authors are favorites.

Indicator 4.1.5: Connect ideas to own interests and previous knowledge and experience.

Grade-Level Benchmarks	
Grade 12	<ul style="list-style-type: none"> • Connect new ideas/understandings to future uses – college, career, personal life. • Reflect on changes in personal goals, reading preferences, personal interests, and knowledge base over the previous four years.
Grade 10	<ul style="list-style-type: none"> • Understand text on both a literal and an abstract level. • Use context and graphic clues to aid understanding. • Consider alternative perspectives and evaluate differing points of view. • Compare new ideas to previous understandings and make changes to mental framework where appropriate.
Grade 8	<ul style="list-style-type: none"> • Understand literal and implied meanings, and place new meanings in a conceptual framework. • Seek ideas in various types of resources to help interpret the world of home, school, and peers.

	<ul style="list-style-type: none"> Track new and up-to-date ideas by reading online information, magazines, and other current sources. Check the ideas for accuracy by paying attention to the authority of the source and validating the ideas through multiple resources.
Grade 5	<ul style="list-style-type: none"> Use prior knowledge to understand and compare literature. Understand literal meaning and identify the main points. Compare the ideas in various types of resources to experiences in real life.
Grade 2	<ul style="list-style-type: none"> When starting to read a book, tap into previous knowledge about the author or subject by discussing with friend, teacher, or parent. Demonstrate comprehension of stories read independently and stories read by the librarian. Develop criteria for deciding if a book matches interests and reading level. Find fiction and nonfiction books that are interesting (subject, text, pictures, graphics). Read them independently or ask for them to be read aloud by librarian or parent.

Indicator 4.1.6: Organize personal knowledge in a way that can be called upon easily.

Grade-Level Benchmarks	
Grade 12	<ul style="list-style-type: none"> Connect new information to ideas previously learned by developing graphic organizers and taxonomies to link large concepts to related details. Remember the main ideas by seeing the pattern they present (e.g., cause and effect, growth or change over time). Standardize personal system of note-taking so that it incorporates the main ideas and personal responses (emotional reactions, questions).
Grade 10	<ul style="list-style-type: none"> Use visualization to provide a clear picture of the ideas to be remembered. Categorize new ideas with key words and tagging. Develop own system of note-taking that incorporates personal reflections.
Grade 8	<ul style="list-style-type: none"> Develop a visual picture of the main ideas and design a concept map, web, or graphic to capture the ideas. Identify own learning style and organize ideas accordingly (e.g., linear, graphic). Use two-column approach to note-taking to capture personal connections to information.
Grade 5	<ul style="list-style-type: none"> Use simple graphic organizers and scaffolding available through technology software to capture the main ideas and their relationships to each other. Use two-column approach to note-taking to capture personal connections to information.
Grade 2	<ul style="list-style-type: none"> Take notes using graphic organizer provided by teacher or librarian. Draw pictures of main ideas.

Indicator 4.1.7: Use social networks and information tools to gather and share information.

Grade-Level Benchmarks	
Grade 12	<ul style="list-style-type: none"> Address real-world problems and issues by using information and communication technology tools to gather, evaluate, and use information from different sources, analyze findings, draw conclusions, and create solutions. Use telecommunication to search for and identify potential work, college, or other opportunities. Participate in the social interchange of ideas through book discussions, interest groups, and online sharing. Apply production strategies and technology tools to design products to meet personal needs.

	<ul style="list-style-type: none"> • Participate in social networks responsibly and safely. • Use social tools to share and collaborate with others (e.g., interactive Web 2.0 tools and technologies).
Grade 10	<ul style="list-style-type: none"> • Use information and communication technology tools and resources to collect, organize, and evaluate information relevant to a real-world issue or problem. • Use online catalog strategies to locate information about personal interest topics in own and other libraries. • Search other libraries for information related to personal interests. • Apply technology productivity tools to meet personal needs. • Participate in social networks responsibly and safely. • Use social tools to share and collaborate with others (e.g., interactive Web 2.0 tools and technologies). • Use online catalog strategies to locate information about personal interest topics in own and other libraries.
Grade 8	<ul style="list-style-type: none"> • Use information and communication technology tools and resources to collect, organize, and evaluate information relevant to issues or interests. • Use online catalog strategies to locate information about personal interest topics in own and other libraries. • Apply technology productivity tools to meet personal needs. • Participate in social networks responsibly and safely. • Use social tools to share and collaborate with others (e.g., interactive Web 2.0 tools and technologies). • Use online catalog strategies to locate information about personal interest topics in own and other libraries.
Grade 5	<ul style="list-style-type: none"> • Identify ways that technology has been used to address real-world problems. • Use online catalog strategies to locate information about personal interest topics in own and other libraries.
Grade 2	<ul style="list-style-type: none"> • Identify ways that technology can help solve problems. • Identify personal interest and seek help in using technology to find information about it. • Utilize print, non-print, and electronic sources with guidance from the librarian to find information. • Begin to experiment with online catalog and Internet resources to locate information.

Indicator 4.1.8: Use creative and artistic formats to express personal learning.

Grade-Level Benchmarks	
Grade 12	<ul style="list-style-type: none"> • Create original products using multiple formats. • Pursue creative expressions of information in the community (public library, arts centers, museums).
Grade 10	<ul style="list-style-type: none"> • Express own ideas through creative products in a variety of formats. • Choose format appropriate for audience and purpose. • Select and use various types of multimedia software for artistic and personal expression. • Pursue creative expressions of information in the community (public library, arts centers, museums).
Grade 8	<ul style="list-style-type: none"> • Create original products based on responses to literature. • Experiment with various types of multimedia software for artistic and personal expression. • Pursue creative expressions of information in the community (public library, arts centers museums).

Grade 5	<ul style="list-style-type: none">• Present creative products in a variety of formats.• Express the mood and main ideas of a story through creative formats.• Use software packages for artistic and personal expression.• Use multimedia authoring tools for independent and collaborative publishing activities.
Grade 2	<ul style="list-style-type: none">• Express feelings about a story through pictures and words.• Use technology tools to create and present ideas.• Express own ideas through creative products in a variety of formats.