



Supplemental



In-depth Look at the 2018 AASL Standards

This supplemental combines information about each of AASL's six Shared Foundations. The information contained here was created by [Jennisen Lucas](#) and presented as a webinar series through the [Wyoming State Library](#). A few of Lucas' slides have been selected with permission and compiled for reference and review how each domain relates to each Shared Foundation.

Used with permission from the Wyoming State Library's webinar series on the 2018 AASL *National School Library Standards*. The webinars can be found on the Wyoming State Library [YouTube channel](#).

Inquire

The information in this section comes from the 2018 [webinar](#) by Jennisen Lucas entitled "National School Library Standards Digging Deeper into Inquire".

Inquire: Think

Competencies <i>Learners display curiosity and initiative by:</i>	Deconstruction <i>What learners need to know before they can become competent:</i>
1. Formulating questions about a personal interest or a curricular topic.	<ul style="list-style-type: none">• Understand question words• Construct questions• Identify topics of interest• Recognize knowledge gaps
2. Recalling prior and background knowledge as context for new meaning.	<ul style="list-style-type: none">• Remember details from previous learning or experience• Compare new information to prior information• Construct graphic organizer for information

Inquire: Think looks like...

Kindergarten: <ul style="list-style-type: none">• Recognize question words and punctuation• Understand that questions require a response• Connect background knowledge to new topic	8th Grade: <ul style="list-style-type: none">• Construct meaningful questions of personal interest related to topic discussions• Strive for in-depth questioning
5th Grade: <ul style="list-style-type: none">• Construct meaningful questions related to topic discussions• Recognize difference between factual questions and more in-depth questions	10th Grade: <ul style="list-style-type: none">• Construct impactful questions combining background knowledge from multiple disciplines to increase understanding of a real-world problems

Inquire: Create

<p style="text-align: center;">Competencies</p> <p style="text-align: center;"><i>Learners engage with new knowledge by following a process that includes:</i></p>	<p style="text-align: center;">Deconstruction</p> <p style="text-align: center;"><i>What learners need to know before they can become competent:</i></p>
<p>1. Using evidence to investigate questions.</p>	<ul style="list-style-type: none"> • Identify possible sources of information • Choose which source will be most helpful • Locate relevant information within a source • Use text features to locate information
<p>2. Devising and implementing a plan to fill knowledge gaps.</p>	<ul style="list-style-type: none"> • Recognize what information is missing • Know parts of research process • Create questions to locate missing info
<p>3. Generating products that illustrate learning.</p>	<ul style="list-style-type: none"> • Know available tools for creating products • Choose tool by audience/purpose • Create chosen product including written and visual information

Inquire: Create looks like...

<p>Kindergarten:</p> <ul style="list-style-type: none"> • Know that a source is where you get information • Go back in the text to answer questions • Draw a picture about what they learned 	<p>8th Grade:</p> <ul style="list-style-type: none"> • Recognize credibility of information in multiple sources • Follow steps of an inquiry/research process • Create product such as a website or multimedia presentation to share learning
<p>5th Grade:</p> <ul style="list-style-type: none"> • Identify possible sources for information • Use multiple sources to find evidence • Follow guidance through steps of an inquiry/research process • Create a product such as poster, podcast, etc. to share learning 	<p>10th Grade:</p> <ul style="list-style-type: none"> • Accurately quote evidence from reliable sources • Independently follow steps of an inquiry/research process • Create product such as a website, blog, or multimedia presentation to share learning with wide audience

Inquire: Share

Competencies <i>Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</i>	Deconstruction <i>What learners need to know before they can become competent:</i>
1. Interacting with content presented by others.	<ul style="list-style-type: none"> • Read/view/listen attentively to content from variety of sources and formats • Respect others' space/turn to speak
2. Providing constructive feedback.	<ul style="list-style-type: none"> • Recognize positive vs. negative criticism • Know how to share helpful tips without being mean
3. Acting on feedback to improve.	<ul style="list-style-type: none"> • Listen to criticism without taking it personally • Trying out ideas from others to improve
4. Sharing products with an authentic audience.	<ul style="list-style-type: none"> • Speaking skills such as note cards, body language, etc. • Ensuring legibility/clear audio content • Understanding formal/informal language patterns

Inquire: Share looks like...

Kindergarten: <ul style="list-style-type: none"> • Listen when others share • Learn Glow/Grow (or similar strategy) • Speak aloud or share pictures/writing about learning 	8th Grade: <ul style="list-style-type: none"> • Listen attentively when others share • Use constructive criticism strategy • Seek peer support and assistance to improve product • Present to/share with appropriate audience (peers or adults)
5th Grade: <ul style="list-style-type: none"> • Listen attentively when others share • Use constructive criticism strategy • Revise work based on peer recommendations • Present to peer groups or other audiences 	10th Grade: <ul style="list-style-type: none"> • Listen attentively to presentations • Use constructive criticism strategy • See peer review/input to improve products • Share presentations in variety of formats to reach appropriate audiences

Inquire: Grow

Competencies <i>Learners participate in an ongoing inquiry-based process by:</i>	Deconstruction <i>What learners need to know before they can become competent:</i>
1. Continually seeking knowledge.	<ul style="list-style-type: none"> • Generate questions when engaging with information • Understand that one source won't give ALL the information
2. Engaging in sustained inquiry.	<ul style="list-style-type: none"> • Construct deep questions for investigation • Actively look for more perspectives and information • Search past the bold print words
3. Enacting new understanding through real-world connections.	<ul style="list-style-type: none"> • Text-Self/Text-World connections • Construct inquiry questions based on world observation
4. Using reflection to guide informed decisions.	<ul style="list-style-type: none"> • General reflection strategies (on both products and process)

Inquire: Grow looks like...

Kindergarten: <ul style="list-style-type: none"> • Choose reading that matches topics of interest • Make text-self connections • Engage in guided research/inquiry projects 	8th Grade: <ul style="list-style-type: none"> • Seek multiple perspectives and sources during inquiry • Actively engage in complex group or independent inquiry projects • Seek to share new knowledge with variety of audiences
5th Grade: <ul style="list-style-type: none"> • Seek multiple sources about topics of interest • Conduct longer group or independent research projects • Connect learning to real-world situations • Begin self-reflecting on learning 	10th Grade: <ul style="list-style-type: none"> • Consider independent (non-school) inquiry projects • Commit to seeking multiple perspectives and sources • Connect learning to "real world" environments • Seek authentic audiences

Inquire: Assessment Ideas

Formative

- Exit tickets
- Conferences
- Plickers
- Polls
- Spot checks
- Share outs

Summative

- Final products, such as posters, websites, podcasts, etc.
- Presentations, such as speeches, wax museum
- Portfolio

Include

The information in this section comes from the 2018 [webinar](#) by Jennisen Lucas entitled "National School Library Standards Digging Deeper into Include".

Include: Think

Competencies <i>Learners contribute a balanced perspective when participating in a learning community by:</i>	Deconstruction <i>What learners need to know before they can become competent:</i>
1. Articulating an awareness of the contributions of a range of learners.	<ul style="list-style-type: none">• Know that all learners can and should contribute• Acknowledge that everyone has a perspective• Know strategies to to gather all other perspectives
2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.	<ul style="list-style-type: none">• Recognize that all sources have a point of view• Recognize differences between facts and opinions• Recognize need to seek out multiple opinions or points of view
3. Describing their understanding of cultural relevancy and placement within the global learning community.	<ul style="list-style-type: none">• Recognize that events take place during specific times and places• Be able to contextualize events

Include: Think looks like...

<p>Kindergarten:</p> <ul style="list-style-type: none"> • Get input from their classmates • Be able to say what a partner thinks • Look at facts vs. opinions • Recognize points of view in a story 	<p>8th Grade:</p> <ul style="list-style-type: none"> • Seek out multiple points of view • Identify when a source is using one perspective and seek out others • Describe how characters/participants gain a specific point of view
<p>5th Grade:</p> <ul style="list-style-type: none"> • Get input from a variety of sources/classmates • Share multiple perspectives • Identify opinions/points of view in reading material • Recognize more than one perspective in a situation 	<p>10th Grade:</p> <ul style="list-style-type: none"> • Encourage contributions of multiple perspectives in team assignments • Include multiple points of view when suggesting a compromised solution

Include: Create

<p>Competencies</p> <p><i>Learners adjust their awareness of global learning community by:</i></p>	<p>Deconstruction</p> <p><i>What learners need to know before they can become competent:</i></p>
<p>1. Interacting with learners who reflect a range of perspectives.</p>	<ul style="list-style-type: none"> • Recognize that classmates have different opinions • Seek out learners with different backgrounds • Actively include diverse learners
<p>2. Evaluating a variety of perspectives during learning activities.</p>	<ul style="list-style-type: none"> • Recognize that there may be more than one side to a story • Consider how different sources report the same event
<p>3. Representing diverse perspectives during learning activities.</p>	<ul style="list-style-type: none"> • Include a variety of perspectives from sources/classmates in reporting • Show respect for different perspectives

Include: Create looks like...

<p>Kindergarten:</p> <ul style="list-style-type: none"> • Find someone with a different opinion • Share different versions of a story • Role play scenarios • Graph opinions 	<p>8th Grade:</p> <ul style="list-style-type: none"> • Report on multiple perspectives • Intentionally group diverse opinions to solve a problem • Mock trials/role play scenarios • Survey and data displays
<p>5th Grade:</p> <ul style="list-style-type: none"> • Report the opinion of others • Investigate different sides of an event • Explore different versions of an event or story • Role play/mock trials • Graph opinions 	<p>10th Grade:</p> <ul style="list-style-type: none"> • Inclusion of multiple perspectives of classmates/scenarios • Actively seek diverse opinions on problems to form creative solutions • Polite debate and rebuttal

Include: Share

<p>Competencies</p> <p><i>Learners exhibit empathy with an tolerance for diverse ideas by:</i></p>	<p>Deconstruction</p> <p><i>What learners need to know before they can become competent:</i></p>
<p>1. Engaging in informed conversation and active debate.</p>	<ul style="list-style-type: none"> • Know the rules of polite conversation and debate • Follow prescribed rules for conversation • Back up opinions with properly cited evidence • Listen carefully to divergent perspectives
<p>2. Contributing to discussions in which multiple viewpoints on a topic are expressed.</p>	<ul style="list-style-type: none"> • Form an opinion on a topic based in evidence. • Invite input from variety of participants • Allow all others a chance to speak • Ability to listen carefully to divergent perspectives

Include: Share looks like...

<p>Kindergarten:</p> <ul style="list-style-type: none"> • Practice thinking before speaking • Be able to use evidence in conversation • Make sure everyone gets to share • Asking relevant questions to continue a conversation 	<p>8th Grade:</p> <ul style="list-style-type: none"> • Understand rules of formal debate and conversation • Show respect for others' opinions and views • Actively listen to multiple viewpoints • Listen to learn new information • Research multiple perspectives
<p>5th Grade:</p> <ul style="list-style-type: none"> • Prepare statements and questions on a topic • Be able to use evidence in conversation • Actively listen to multiple viewpoints • Research multiple perspectives 	<p>10th Grade:</p> <ul style="list-style-type: none"> • Research evidence to support opinions that differ from one's own • Participate in formal debate and/or sharing of perspectives with authentic audience

Include: Grow

<p>Competencies <i>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</i></p>	<p>Deconstruction <i>What learners need to know before they can become competent:</i></p>
<p>1. Seeking interactions with a range of learners.</p>	<ul style="list-style-type: none"> • Know that all learners learn differently • Accept other learning styles as a chance to learn differently • Acknowledge that hearing stories from different perspectives can lead to empathy and growth
<p>2. Demonstrating interest in other perspectives during learning activities.</p>	<ul style="list-style-type: none"> • Understand that there may be more than one "right" answer • Seek other perspectives or experiences
<p>3. Reflecting on their own place within the global learning community.</p>	<ul style="list-style-type: none"> • Identify what experiences influence your own perspectives • Consider what different experiences may change perspectives

Include: Grow looks like...

Kindergarten: <ul style="list-style-type: none">• Changing partners during activities• Active listening during sharing times• Thinking about how we know what we know	8th Grade: <ul style="list-style-type: none">• Consider ways to include a variety of learners in an activity or project• Actively seek different ideas for consideration• Choosing to see ways to improve the learning environment
5th Grade: <ul style="list-style-type: none">• Choosing different people to work with (not just friends)• Asking questions like "What about..."• Imagining another side to the story• Considering how opinions/ideas are formed	10th Grade: <ul style="list-style-type: none">• Include others in learning experiences• Seek new perspectives• Consider how involving others has changed personal viewpoints• Consider how informed conversations could lead to change

Include: Assessment Ideas

Formative

- Observations
- Conferences
- Spot checks
- Exit ticket questions

Summative

- Observations, such as a presentation or final project
- Self-reflection
- Action plan

Collaborate

The information in this section comes from the 2018 [webinar](#) by Jennisen Lucas entitled "National School Library Standards Digging Deeper into Collaborate".

Collaborate: Think

Competencies <i>Learners identify collaborative opportunities by:</i>	Deconstruction <i>What learners need to know before they can become competent:</i>
1. Demonstrating their desire to broaden and deepen understandings.	<ul style="list-style-type: none">• Understand that learning is social• Understand that everyone comes from a different perspective• Recognize that one doesn't know the whole story or answer
2. Developing new understandings through engagement in a learning group.	<ul style="list-style-type: none">• Seek input from everyone in a group• Understand difference between consensus and democratic vote• Participate in group work instead of independent work
3. Deciding to solve problems informed by group interaction.	<ul style="list-style-type: none">• Get input from all group members• Consider multiple answers

Collaborate: Think looks like...

Kindergarten: <ul style="list-style-type: none">• Offer input to ask or answer questions• Create common KWL charts• Group learning and problem solving activities	8th Grade: <ul style="list-style-type: none">• Know when to reach consensus and when to do a part of the whole• Consider ways in which to include multiple perspectives• Involving many people in problem-solving discussions
5th Grade: <ul style="list-style-type: none">• Seek input from others• Actively listen to different views• Understand that working together could provide a better product• Seek everyone's opinion and try to incorporate them into an answer	10th Grade: <ul style="list-style-type: none">• Recognize that learning is best when all perspectives are considered and included• Seek to engage with information and people from different disciplines

Collaborate: Create

Competencies <i>Learners participate in personal, social, and intellectual networks by:</i>	Deconstruction <i>What learners need to know before they can become competent:</i>
1. Using a variety of communication tools and resources.	<ul style="list-style-type: none"> • Know what tools are available • Understand that different tools work for different purposes • Know how/when to contact group members • Decide which tool will be most appropriate to your purpose
2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.	<ul style="list-style-type: none"> • Create group discussion options • Begin learning to build personal learning network • Get to know new group members and their communication styles

Collaborate: Create looks like...

Kindergarten: <ul style="list-style-type: none"> • Know that communication happens in different ways • Learning to include all people in a discussion • Know what tools can be used • Get to know people in your group/class 	8th Grade: <ul style="list-style-type: none"> • Engage in different ways of communicating and connecting with others • Understand ethical rules and various communication methods • Include different viewpoints in the creation of different projects
5th Grade: <ul style="list-style-type: none"> • Know that communicate can happen in many different ways • Learn how classmates communicate • Understand proper use of various communication tools and when to use them 	10th Grade: <ul style="list-style-type: none"> • Engage effectively and ethically with a variety of collaborative communication tools • Begin creating a personal learning network relating to personal curricular interests

Collaborate: Share

Competencies <i>Learners work productively with others to solve problems by:</i>	Deconstruction <i>What learners need to know before they can become competent:</i>
1. Soliciting and responding to feedback from others.	<ul style="list-style-type: none"> • Ask relevant and probing questions • Practice active listening skills • Consider asking questions of people whom you know will disagree • Understand that feedback should not be personal • Accept that feedback is given to improve learning
2. Involving diverse perspectives in their own inquiry process.	<ul style="list-style-type: none"> • Include all perspectives in research process • Seek out ideas different from your own • Recognize echo chambers • Learn inquiry strategies to combat technological algorithms

Collaborate: Share looks like...

Kindergarten: <ul style="list-style-type: none"> • Ask relevant questions to further a conversation • Taking turns in talking and listening • Learning active listening skills 	8th Grade: <ul style="list-style-type: none"> • Ask relevant and probing questions to promote active participation • Actively listen • Include information from all team members • Consider alternative perspectives
5th Grade: <ul style="list-style-type: none"> • Ask relevant and probing questions to get active participation • Use active listening skills • Make sure all students in a group have participated • Consider all perspectives 	10th Grade: <ul style="list-style-type: none"> • Actively listen and question while promoting participation • Include as many perspectives as possible • Consider ways to access diverse perspectives • Acknowledge that feedback is necessary to learning

Collaborate: Grow

Competencies <i>Learners actively participate with others in learning situations by:</i>	Deconstruction <i>What learners need to know before they can become competent:</i>
1. Actively contributing to group discussions.	<ul style="list-style-type: none"> • Recognize that one person won't have all answers • Come to discussions prepared with evidence • Use strategies to ensure participation by all • Consider alternative perspectives
2. Recognizing learning as a social responsibility	<ul style="list-style-type: none"> • Recognize that learning is social • All learners have responsibility to participate • Understand that more perspectives equals better learning • Employ problem solving strategies for disagreements • Acknowledge and abide by rules of communication ("norms")

Collaborate: Grow looks like...

Kindergarten: <ul style="list-style-type: none"> • Work in small groups • Sustain conversations with related questions/comments • Seek help from peers 	5th Grade: <ul style="list-style-type: none"> • Small group work • Make sure to include everyone • Keep group discussions on topic/on task • Come to group work sessions prepared with ideas/work completed • Use polite conversation norms
8th Grade: <ul style="list-style-type: none"> • Seek out others to collaborate with who may not share the same perspectives • Use polite conversation norms to hear all perspectives • Problem solve disagreements • Include multiple perspectives in solutions 	10th Grade: <ul style="list-style-type: none"> • Actively seek alternative perspectives • Using conversation norms • Problem solve disagreements in polite way • Focus on learning from multiple perspectives for a better understanding

Collaboration: Assessment Ideas

Formative

- Observations
- Exit ticket
- Conferences

Summative

- Self-reflection
- Surveys
- Observations, such as product or presentation
- Journals

Curate

The information in this section comes from the 2018 [webinar](#) by Jennisen Lucas entitled "National School Library Standards Digging Deeper into Curate".

Curate: Think

Competencies <i>Learners act on information need by:</i>	Deconstruction <i>What learners need to know before they can become competent:</i>
1. Determining the need to gather information.	<ul style="list-style-type: none">• Recognize that there is more to learn• Ask relevant questions• Identify background knowledge• Identify information gaps
2. Identifying possible sources of information.	<ul style="list-style-type: none">• Define "source"• Know which sources are available
3. Making critical choices about information sources to use.	<ul style="list-style-type: none">• Know that all sources are not equal• Know that different sources are better for different things• Know how to critically evaluate sources

Curate: Think looks like...

<p>Kindergarten:</p> <ul style="list-style-type: none"> • Define “source” • Recognize sources by type (book, person, website, etc.) • Recognize that source types offer different information or different formats 	<p>8th Grade:</p> <ul style="list-style-type: none"> • Identify possible relevant sources • Be able to explain why a specific source was chosen • Understand bias in sources • Use multiple sources for diverse perspectives
<p>5th Grade:</p> <ul style="list-style-type: none"> • Identify possible sources • Know how and when to access various sources • Choose sources by information type or format • Seeking multiple sources 	<p>10th Grade:</p> <ul style="list-style-type: none"> • Choose relevant, helpful sources • Seek sources with diverse perspectives • Critically evaluate sources (differing news stations, for instance)

Curate: Create

<p>Competencies</p> <p><i>Learners gather information appropriate to the task by:</i></p>	<p>Deconstruction</p> <p><i>What learners need to know before they can become competent:</i></p>
<p>1. Seeking a variety of sources.</p>	<ul style="list-style-type: none"> • Know that information is found in variety of sources • Know how to access various sources • Know which sources best fit a question
<p>2. Collecting information representing diverse perspectives.</p>	<ul style="list-style-type: none"> • Understand that all sources have bias • Recognize diverse perspectives • Consider what the “other side” might be
<p>3. Systematically questioning and assessing the validity and accuracy of information.</p>	<ul style="list-style-type: none"> • Understand that EVERY source must be evaluated • Know one (or more) source evaluation tools or methods • Understand how to use a source evaluation methods or tools
<p>4. Organizing information by priority, topic, or other systematic scheme.</p>	<ul style="list-style-type: none"> • Understand organization structures • Consider best ways to apply organization system

Curate: Create looks like...

<p>Kindergarten:</p> <ul style="list-style-type: none"> • Interact with information in variety of formats (book, video, website, etc.) • Engage with multiple perspectives of a story 	<p>8th Grade:</p> <ul style="list-style-type: none"> • Seek diverse sources with diverse perspectives • Evaluate each source accuracy and validity • Annotated bibliographies • Consider topics with diverse perspectives • Logically organize information
<p>5th Grade:</p> <ul style="list-style-type: none"> • Seek information from variety of sources in multiple formats • Engage with multiple perspectives of a story • Learn source evaluation methods • Organize information in logical sequence 	<p>10th Grade:</p> <ul style="list-style-type: none"> • Seek diverse sources with various perspectives • Evaluate sources for accuracy and validity • Annotated bibliographies • Seek various perspectives on each topic • Logically organize information

Curate: Share

<p>Competencies</p> <p><i>Learners exchange information resources within and beyond their learning community:</i></p>	<p>Deconstruction</p> <p><i>What learners need to know before they can become competent:</i></p>
<p>1. Accessing and evaluating collaboratively constructed information sites.</p>	<ul style="list-style-type: none"> • Understand organizational structures • Identify authorship of sources in various formats • Access sources of various formats • Evaluate sources
<p>2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work.</p>	<ul style="list-style-type: none"> • Collaborate with others to share knowledge • Include perspectives and ideas from all members
<p>3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.</p>	<ul style="list-style-type: none"> • Open discussions to compare and contrast information • Participate in discussion forums where others share their ideas

Curate: Share looks like...

<p>Kindergarten:</p> <ul style="list-style-type: none"> • Discuss differences between different sources on similar topics • Work in groups to create chart of new information 	<p>8th Grade:</p> <ul style="list-style-type: none"> • Critically evaluate sources • Work together to add sources and perspectives to a larger group project
<p>5th Grade:</p> <ul style="list-style-type: none"> • Evaluate sources together in groups • Construct shared bibliographies for group projects • Encourage use of multiple formats and perspectives in source choices 	<p>10th Grade:</p> <ul style="list-style-type: none"> • Critically evaluate sources • Collaboratively create collections showing diverse perspectives

Curate: Grow

<p>Competencies</p> <p><i>Learners select and organize information for a variety of audiences by:</i></p>	<p>Deconstruction</p> <p><i>What learners need to know before they can become competent:</i></p>
<p>1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.</p>	<ul style="list-style-type: none"> • Know source evaluation strategies • Understand that all sources must be evaluated • Recognize that changes made or situations may affect evaluations
<p>2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.</p>	<ul style="list-style-type: none"> • Reflect on source choices • Share information directly related to sources • Follow guidelines of ethical use of information
<p>3. Openly communicating curation processes for other to use, interpret, and validate.</p>	<ul style="list-style-type: none"> • Know variety of curation processes • Share with others how knowledge is gathered • Share how sources choices are made • Share curated sources

Curate: Grow looks like...

Kindergarten: <ul style="list-style-type: none">• Discuss whether a source is relevant to a question or topic• Discuss how to prove the author knowledgeable• Recognize that some sources hold more authority than others	8th Grade: <ul style="list-style-type: none">• Know variety of curation processes• Routinely evaluate sources for school projects• Share information on why sources were chosen
5th Grade: <ul style="list-style-type: none">• Learn to evaluate sources as they are presented• Recognize that some sources work for some topics and not others• Share thoughts on why sources were chosen• Learn curation processes	10th Grade: <ul style="list-style-type: none">• Use a variety of curation processes and tools• Routinely evaluate sources for academic and personal use• Follow ethical guidelines for information use• Share thoughts on source choice

Curate: Assessment Ideas

Formative

- Conferences
- Spot checks
- Informal surveys

Summative

- Inclusion of proper bibliographies
- Annotations with bibliographies
- Formal surveys

Explore

The information in this section comes from the 2018 [webinar](#) by Jennisen Lucas entitled "National School Library Standards Digging Deeper into Explore".

Explore: Think

Competencies <i>Learners develop and satisfy personal curiosity by:</i>	Deconstruction <i>What learners need to know before they can become competent:</i>
1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.	<ul style="list-style-type: none"> • Understand that reading material comes in many formats (books, magazine, news articles, print, online, etc.) • Know various genres and reading sources • Recognize fiction vs. nonfiction
2. Reflecting and questioning assumptions and possible misconceptions.	<ul style="list-style-type: none"> • Recognize that different points of view used in stories, and recognize that point of view • Question "truth" of statements/information • Verify information in multiple sources
3. Engaging in inquiry-based processes for personal growth.	<ul style="list-style-type: none"> • Recognize knowledge gaps • Choose areas of personal interest

Explore: Think looks like...

Kindergarten: <ul style="list-style-type: none"> • Exposure to variety of reading materials • Read in variety of genres • Compare background knowledge to what is read 	8th Grade: <ul style="list-style-type: none"> • Seek out variety of formats for reading material, especially in research • Follow inquiry process to explore all parts of a topic
5th Grade: <ul style="list-style-type: none"> • Exposure to variety of genres and formats for reading materials • Read in variety of formats and genres • Question what is known in light of new information • Choose personal inquiry questions 	10th Grade: <ul style="list-style-type: none"> • Regularly use multiple formats of information materials • Follow inquiry process to speak/share with credibility • Adapt personal inquiry interests to curricular topics

Explore: Create

Competencies <i>Learners construct new knowledge by:</i>	Deconstruction <i>What learners need to know before they can become competent:</i>
1. Problem solving through cycles of design implementation, and reflection.	<ul style="list-style-type: none"> • Recognize problems that need to be solved or gaps in knowledge. • Know inquiry processes and be able to apply them to appropriate discipline topics. • Understanding that inquiry is not usually complete in one search/one walk through of the process
2. Persisting through self-directed pursuits by tinkering and making.	<ul style="list-style-type: none"> • Consider multiple answers/options for problem solving • Seek out divergent perspectives • Construct new knowledge through experimentation or creation

Explore: Create looks like...

Kindergarten: <ul style="list-style-type: none"> • Use senses to explore • Hands-on manipulatives • Craft activities that go with story times • Make predictions and then explore outcomes 	5th Grade: <ul style="list-style-type: none"> • Consider audience in presentation creation • Hands-on manipulatives • Experimentation with process/objects • Learn inquiry/research processes
8th Grade: <ul style="list-style-type: none"> • Use inquiry/research process for self-directed learning • Hands-on experimentation • Consider the audience of presentations • Create new understanding through careful exploration 	10th Grade: <ul style="list-style-type: none"> • Use discipline specific inquiry/research process for self-directed learning • Hands-on experimentation/exploration • Consider real-world problems and implications of research

Explore: Share

Competencies <i>Learners engage with the learning community by:</i>	Deconstruction <i>What learners need to know before they can become competent:</i>
1. Expressing curiosity about a topic of personal interest or curricular relevance.	<ul style="list-style-type: none"> • Identify things within a general topic that are interesting • Show curiosity about something seen, read, or heard • Ask questions displaying interest
2. Co-constructing innovative means of investigation.	<ul style="list-style-type: none"> • Work with partners or small groups • Collaborate on choosing/creating process to follow through investigation • Consider non-traditional methods of problem solving
3. Collaboratively identifying innovative solutions to a challenge or problem.	<ul style="list-style-type: none"> • Collaborate to create/identify multiple solutions

Explore: Share looks like...

Kindergarten: <ul style="list-style-type: none"> • Ask questions on relevant topics or personal interests • Explore with partners or small groups • Hands-on activities • Begin asking questions 	8th Grade: <ul style="list-style-type: none"> • Collaborative working • Grouping by common interests • Creating innovative ways to explore topics • Hands-on activities • Utilize "real" world connections • Breakout games
5th Grade: <ul style="list-style-type: none"> • Hands-on activities (experiments/research) • Branching class curriculum into personal projects • Working together to create new knowledge • Begin connecting with the "real" world • Breakout games 	10th Grade: <ul style="list-style-type: none"> • Community collaboration on projects • Seek out innovative solutions based on new ways of looking at problems • Hands-on activities • Breakout games

Explore: Grow

Competencies <i>Learners develop through experience and reflection by:</i>	Deconstruction <i>What learners need to know before they can become competent:</i>
1. Iteratively responding to challenges.	<ul style="list-style-type: none"> • Understand multiple ways to solve challenges • Identify most helpful process for problem solving • Understanding that not all problems are solved on the first try • Demonstrate persistence in attempts
2. Recognizing capabilities and skills that can be developed, improved, and expanded.	<ul style="list-style-type: none"> • Reflect on both the finished product and the process of problem solving • Recognize that no matter how good (or bad), work can always be improved • Recognize that some problems may need multiple solutions
3. Open-mindedly accepting feedback for positive and constructive growth.	<ul style="list-style-type: none"> • Show grit by seeking feedback • Learn to give constructive feedback to peers

Explore: Grow looks like...

Kindergarten: <ul style="list-style-type: none"> • Learn process of try, try again • Engage in conversations about the process of learning • Learn to understand feedback is a way of making one better 	8th Grade: <ul style="list-style-type: none"> • Demonstrate persistence in seeking solutions • Seek out feedback from peers • Reflect on learning experiences during the experience • Use feedback to improve process/product
5th Grade: <ul style="list-style-type: none"> • Demonstrate persistence in seeking out solutions to problems • Begin seeking ideas and feedback from peers • Learn to reflect on learning experiences 	10th Grade: <ul style="list-style-type: none"> • Take charge of own learning • Seek assistance for skills that need to be improved • Actively seek feedback to strengthen process/products • Accept/give feedback that is positive and constructive

Explore: Assessment Ideas

Formative

- Exit tickets
- Observations
- Conferences
- Reflection surveys
- Checklists

Summative

- Rubric item for final product
- Self-assessment covering process and product
- Essay on “What would I do next time?”

Engage

The information in this section comes from the 2018 [webinar](#) by Jennisen Lucas entitled "National School Library Standards Digging Deeper into Engage".

Engage: Think

Competencies <i>Learners follow ethical and legal guidelines for gathering and using information by:</i>	Deconstruction <i>What learners need to know before they can become competent:</i>
1. Responsibly applying information, technology, and media to learning.	<ul style="list-style-type: none">• Recognize that there is a correct way to share• Define copyright, plagiarism, ownership, intellectual property• Understand basics of terms of use• Knowing when different information, media, and technology is most effective
2. Understanding the ethical use of information, technology, and media.	<ul style="list-style-type: none">• Know the difference between using information and copying information• Understanding permission for use
3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.	<ul style="list-style-type: none">• Know evaluation strategies• Understand how to place resources in cultural and social context• Recognize that appropriateness to your need and audience is important

Engage: Think looks like...

<p>Kindergarten:</p> <ul style="list-style-type: none"> • Know we learn from what we see, read, and watch • Match information to task • Understand that all things have been created by someone 	<p>8th Grade:</p> <ul style="list-style-type: none"> • Recognize and credit ownership of resources • Know when to use different technologies • Evaluate sources/info for accuracy, appropriateness, validity • Respect copyright in all mediums
<p>5th Grade:</p> <ul style="list-style-type: none"> • Recognize ownership of resources • Know when to use different mediums • Evaluate sources/information for accuracy and appropriateness • Define copyright and plagiarism 	<p>10th Grade:</p> <ul style="list-style-type: none"> • Recognize and credit ownership of all resources • Appropriately choose sources/tools • Evaluate sources/information accuracy, validity, social and cultural context, and appropriateness

Engage: Create

<p>Competencies</p> <p><i>Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</i></p>	<p>Deconstruction</p> <p><i>What learners need to know before they can become competent:</i></p>
<p>1. Ethically using and reproducing others' work.</p>	<ul style="list-style-type: none"> • Understand when you can use other people's work • Know how and when to credit others' work that you use • Seek permission before sharing/reproducing others' work
<p>2. Acknowledging authorship and demonstrating respect for the intellectual property of others.</p>	<ul style="list-style-type: none"> • Correctly cite the work of others • Define intellectual property • Understand ways to share authorship
<p>3. Including elements in personal-knowledge products that allow others to credit content appropriately.</p>	<ul style="list-style-type: none"> • Claim credit for your own work • Make sure you include information to allow others to credit your work

Engage: Create looks like...

<p>Kindergarten:</p> <ul style="list-style-type: none"> Recognize that stories, art, etc. are created by people Learn how to recognize the author/artist/creator 	<p>8th Grade:</p> <ul style="list-style-type: none"> Understand giving credit for others' work Use proper citations for all resources Claim one's own intellectual property Understand ethics involved in sharing information
<p>5th Grade:</p> <ul style="list-style-type: none"> Understand that author/artist/creator needs to be credited for their work Learn proper citation techniques Claim one's own intellectual property by including authorship info Learn about claiming work through Creative Commons 	<p>10th Grade:</p> <ul style="list-style-type: none"> Consistently give proper credit for others' work used Claim one's own intellectual property Understand ethics involved in sharing information Make good choices when sharing/citing information

Engage: Share

<p>Competencies</p> <p><i>Learners responsibly, ethically, and legally share new information with a global community by:</i></p>	<p>Deconstruction</p> <p><i>What learners need to know before they can become competent:</i></p>
<p>1. Sharing information resources in accordance with modification, reuse, and remix policies.</p>	<ul style="list-style-type: none"> Know how to find policies for terms of use Use policies in determining use of information Know search techniques for finding proper use policies
<p>2. Disseminating new knowledge through means appropriate for the intended audience.</p>	<ul style="list-style-type: none"> Know how to gear presentation to audience Match audience to accessible presentation Understand that new knowledge needs to be shared Know various ways to share knowledge learned, both as final products and part of collaborative activities

Engage: Share looks like...

<p>Kindergarten:</p> <ul style="list-style-type: none"> • Say where info was learned (book, person, etc.) • Begin to learn difference between talking with friends and grown-ups (formal vs. informal language) 	<p>8th Grade:</p> <ul style="list-style-type: none"> • Choose formal vs. informal language appropriately to audience • Consistently cite contributions to new learning correctly • Use terms of use policies consistently • Match sharing style to audience
<p>5th Grade:</p> <ul style="list-style-type: none"> • Understand formal vs. informal language • Correctly cite contributions to learning • Learn how to find and understand terms of use policies 	<p>10th Grade:</p> <ul style="list-style-type: none"> • Consistently choose appropriate communication style for audience • Always cite contributions to new learning correctly • Consistently seek and abide by terms of use

Engage: Grow

<p>Competencies</p> <p><i>Learners engage with information to extend personal learning by:</i></p>	<p>Deconstruction</p> <p><i>What learners need to know before they can become competent:</i></p>
<p>1. Personalizing their use of information and information technologies.</p>	<ul style="list-style-type: none"> • Recognize that ethical use of information is not a school-only skill • Recognize that information processes and technologies may be used in multiple settings • Use learning about proper sharing and disseminating of knowledge in personal endeavors
<p>2. Reflecting on the process of ethical generation of knowledge.</p>	<ul style="list-style-type: none"> • Considering ethical use of information in all use of information • Know techniques for formal reflection of process
<p>3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.</p>	<ul style="list-style-type: none"> • Remind others to follow ethical and legal guidelines • Encourage others, by example to use info ethically

Engage: Grow looks like...

Kindergarten: <ul style="list-style-type: none">• Observe teachers/others use information ethically• Discuss places where we share information• Discuss ways in which we learn• Know various ways we share information	8th Grade: <ul style="list-style-type: none">• Use information ethically and legally in school projects• Discuss ways in which we share information ethically in everyday encounters• Encourage, by example, non-academic ethical use of information
5th Grade: <ul style="list-style-type: none">• Begin to use proper ethics of use in school projects• Discuss how we share information in everyday encounters• Discuss ways in which we should share information in ethical ways	10th Grade: <ul style="list-style-type: none">• Consistently use information ethically• Share ways in which we ethically share information

Engage: Assessment Ideas

Formative

- Exit tickets
- Monitor sharing on school-related social media
- Class discussions
- Role playing scenarios

Summative

- Formal (annotated) bibliographies
- Journals/logs
- Final products and presentations
- Surveys