

(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	ELLA, Grade 7	ELLA, Grade 8	ESOL I	ESOL II
<p>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) gather information from a variety of sources with adult assistance; and</p> <p>(C) demonstrate understanding of information gathered with adult assistance.</p>	<p>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) identify sources and gather relevant information to answer the questions with adult assistance; and</p> <p>(C) demonstrate understanding of information gathered with adult assistance.</p>	<p>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) identify sources and gather relevant information to answer the questions;</p> <p>(C) recognize primary and secondary sources; and</p> <p>(D) demonstrate understanding of information gathered.</p>	<p>(A) generate questions on a topic for formal and informal inquiry;</p> <p>(B) develop and follow a research plan with teacher support;</p> <p>(C) select appropriate sources to gather and organize information;</p> <p>(D) demonstrate understanding using an appropriate mode of delivery, such as written, oral, and/or media;</p> <p>(E) cite sources used while recognizing the difference between paraphrasing and plagiarism when using source materials; and</p> <p>(F) incorporate digital technology, when appropriate.</p>	<p>(A) generate and clarify questions, on a topic, for formal and informal inquiry;</p> <p>(B) develop and follow a research plan with teacher support;</p> <p>(C) analyze and organize collected information from a variety of sources;</p> <p>(D) understand credibility of primary and secondary sources;</p> <p>(E) demonstrate understanding using appropriate mode of delivery, such as written, oral, and/or media;</p> <p>(F) develop a bibliography and recognize the difference between paraphrasing and plagiarism to use source materials ethically; and</p> <p>(G) incorporate digital technology, when appropriate.</p>	<p>(A) generate and clarify questions on a topic for formal and informal inquiry;</p> <p>(B) follow the research plan with teacher support;</p> <p>(C) analyze and organize collected information from a variety of sources;</p> <p>(D) differentiate between primary and secondary sources;</p> <p>(E) demonstrate understanding using appropriate mode of delivery, such as written, oral, and/or media;</p> <p>(F) develop a bibliography and recognize the difference between paraphrasing and plagiarism to use source materials ethically; and</p> <p>(G) incorporate digital technology, when appropriate.</p>	<p>(A) generate questions for formal and informal inquiry;</p> <p>(B) develop a plan;</p> <p>(C) gather information from a variety of sources;</p> <p>(D) critically examine sources for:</p> <p>(i) credibility and bias; and</p> <p>(ii) faulty reasoning, including hyperbole, emotional appeals, and stereotypes;</p> <p>(E) synthesize information from a variety of sources;</p> <p>(F) demonstrate understanding using appropriate mode of delivery;</p> <p>(G) display academic citations and references to use source materials ethically; and</p> <p>(H) incorporate digital technology, when appropriate.</p>	<p>(A) generate student selected and teacher guided questions for formal and informal inquiry;</p> <p>(B) develop a plan;</p> <p>(C) gather a variety of sources;</p> <p>(D) critically examine sources for:</p> <p>(i) credibility and bias; and</p> <p>(ii) faulty reasoning, including hyperbole, emotional appeals, and stereotype;</p> <p>(E) synthesize information from a variety of sources;</p> <p>(F) display academic citations and use source materials ethically; and</p> <p>(G) incorporate digital technology, when appropriate.</p>	<p>(A) generate student selected and teacher guided questions for formal and informal inquiry;</p> <p>(B) develop a plan;</p> <p>(C) gather information from a variety of sources;</p> <p>(D) critically examine sources for:</p> <p>(i) credibility and bias, including omission; and</p> <p>(ii) faulty reasoning, including bandwagon appeals, repetition, and loaded language;</p> <p>(E) synthesize information from a variety of sources;</p> <p>(F) display academic citations and use source materials ethically; and</p> <p>(G) incorporate digital technology, when appropriate.</p>	<p>(A) develop student-selected questions for formal and informal inquiry;</p> <p>(B) develop a plan;</p> <p>(C) identify and determine a text's relevance and credibility based on its context and source;</p> <p>(D) locate relevant sources to categorize and synthesize information;</p> <p>(E) examine sources for:</p> <p>(i) credibility;</p> <p>(ii) bias including omission; and</p> <p>(iii) faulty reasoning including ad hominem, loaded language, slippery slope;</p> <p>(F) synthesize information;</p> <p>(G) demonstrate understanding using appropriate mode of delivery;</p> <p>(i) display academic citations; and</p> <p>(ii) use source materials ethically; and</p> <p>(H) incorporate digital technology, when appropriate.</p>	<p>(A) develop student-selected questions for formal and informal inquiry;</p> <p>(B) develop a plan;</p> <p>(C) locate relevant sources;</p> <p>(D) examine sources for:</p> <p>(i) credibility;</p> <p>(ii) bias including omission; and</p> <p>(iii) faulty reasoning, including incorrect premise, hasty generalizations, and either-or;</p> <p>(E) synthesize information;</p> <p>(F) demonstrate understanding selecting appropriate mode of delivery:</p> <p>(i) incorporate source materials to support thesis;</p> <p>(ii) display academic citations; and</p> <p>(iii) use source materials ethically; and</p> <p>(G) incorporate digital technology, when appropriate.</p>