

Wisconsin Standards for Information and Technology Literacy & Crosswalk to English Language Arts Common Core Standards

Standards Coding System

Coding System for Wisconsin Standards

- The first number refers to the standard being addressed.
- The second number refers to the grade band being addressed.
- The letter refers to the focus area being addressed.
- The final number refers to the learning continuum and curriculum examples that support each learning continuum.

CCSS Standards Alignment Codes

- **CC.R** refers to *Common Core College and Career Readiness Anchor Standards for Reading*
- **CC.W** refers to *Common Core Writing Anchor Standards*
- **CC.SL** refers to *Common Core Speaking and Listening Anchor Standards*
- **CC.L** refers to *Common Core Standards for Language*
- **CC.RL** refers to *Common Core Reading Standards for Literature*
- **CC.RI** refers to *Common Core Reading Standards for Informational Text*

ISTE

- **ISTE NETS-S** refers to *The ISTE NETS and Performance Indicators for Students*
- **ISTE Profiles** refers to *ISTE Profiles for (ICT) Literate Students*

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ALA/AASL

- **AASL Standard** refers to *Standards for the 21st-Century Learner*
- **AASL 1.1.1 etc** refers to Strand.Indicator.Benchmark from *Standards for the 21st-Century Learner in Action*

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PK-12 Standard 1: Analysis, Critical Thinking, Creativity and Innovation (ISTE NETS-S Standard 2, AASL Standard 3)

Students in Wisconsin think critically to analyze text, central themes, ideas and events, demonstrate creative thinking to determine supporting details, solve curricular and personal problems, and construct new knowledge to develop innovative products and processes, while making real-world connections using digital and print media and tools in their physical and virtual learning environments.

1. GRADES PK-2

Learning Priority: Students analyze text, central themes, ideas and events; think critically when comparing and contrasting fact and fiction books with media, when identifying points of view of characters and authors, when comparing and contrasting stories and illustrations in print, digital, and media formats, and when comparing and contrasting two or more versions of the same story or informational topic; and develop innovative products to show new knowledge.

A. Apply critical thinking skills supported by digital and print media and tools when analyzing text, central themes, ideas and events. (CC.R.1, 2, 3, 7, & 8); (CC.W1,2, 3); (CC.SL.2, 4, 5); (CC.RI.1, 3, 7, 8); (CC.RL.1, 3, 4, 5, 7); (CC.W.1, 3, 5) (AASL 1, 4)

1:1:A1 Organize information into different forms and formats when analyzing text, central themes, ideas or events.

- Students use a digital graphic organizer to describe a main idea and to organize supporting details. (CC.R 1, 2, 3,); (CC.W2, 3); (CC.SL.2, 4, 5); (AASL 1.1.6)
- Students use a digital drawing program to develop illustrations that describe key details of a text then animate these illustrations to show movement, for example a student studying simple machines makes a series of drawing that are animated to such how a machine works. (CC.RI.8)
- Students use information gained from the illustrations in a print or digital text to demonstrate understanding of characters, setting, or plot. (CC.RL.3)
- Students use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened. (CC.RI.8); (CC.RL.4); (CC.W.3)

1:1:A2 Distinguish between what is real and what is not real.

- Students use information gained from the illustrations and words in a print, digital or media text to illustrate an understanding of the story or content. (CC.RL.7)
- Students express feelings and opinions about characters and events in a story. (CC.RL.3); (AASL 4.1.3)

- Students identify the elements of fiction vs. non-fiction through comparing and contrasting book covers for fiction and informational text. (CC.RL.5)
- 1:1:A3 Predict what will happen next in stories and events.
- Students predict what will happen next in stories, local events, and video productions. (CC.RL.7); (AASL 4.1.2)
 - Students draw conclusions about the main idea of a story or the theme of an audio or video production. (CC.RL.5); (CC.RI.3); (AASL 4.1.2)
 - Students write narratives or draw illustrations or series of frames in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings and to signal event order and closure. (CC.W.3); (CC.RI.7);
 - Students pause during a read-aloud at the end of the page or chapter to predict what will happen next and why. (CC.RL.3, 5)
- 1:1:A4 Demonstrate an understanding of key details in text by asking and answering questions such as who, what, where, when, why and how. (CC.RI.1); (CC.RL.1)
- Students distinguish between open and closed questions within a content area and articulate at least one appropriate open and closed question. (CC.RI.1)
 - Students distinguish between questions and statements and differentiate between yes/no, factual, and opinion questions. (CC.RL.1); (CC.RI.1); (CC.W.1);
 - Students will use scaffolds such as question wheels or cubes to form questions with assistance. (CC.RL.1); (CC.W.1)
 - Students develop and refine a range of questions to frame a search for new understanding. (CC.W.5); (CC.SL.3); (AASL 1.1.3)
 - Students ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CC.SL.2)
- B. Analyze how two or more texts, visuals, digital presentations address similar themes or topics in order to compare a singular message through multiple media formats and to build personal knowledge. (CC.R.2, 4, 7, 9); (CC.W.6); (CC.SL.2, 5); (CC.RI.3, 5, 7, 9); (CC.RL.2, 7, 9); (ISTE Profiles 2); (AASL 1, 4)**
- 1:1:B1 Identify common facts and ideas in multiple sources and media formats.
- Students view movies, read books, and print articles, as well as using online resources to learn about a topic. (CC.RI.5)
 - Students compare and contrast the most important points presented by two texts or media productions on the same topic. (CC.RI.9)
 - Students will identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (CC.RI.3, 5); (ISTE Profiles PK-2.2)

- Students read, view, and listen for information in any format (textual, visual, media, digital) in order to make inferences and gather meaning. (CC.RI.5, 7); (AASL 1.1.6)
- 1:1:B2 Select and describe the same stories and themes told by various cultures through a variety of media (print, audio, and video). (*ISTE Profiles* PK-2.3)
- Students compare and contrast two or more versions of the same story by different authors or from different cultures, e.g., Cinderella stories.(CC.RL.9)
 - Students view and listen to a fairytale read-aloud and then they create their own version of the fairytale set in their current world. (CC.RL.2); (CC.W.6)
- 1:1:B3 Illustrate or recount main ideas, stories, and current events using multiple media tools.
- Students illustrate and communicate original ideas and stories using digital tools and media-rich resources. (CC.SL.5); (CC.RI.7); (*ISTE Profiles* PK-2.1)
 - Students identify the author’s purpose and connect illustration to the story as a digital story telling. (CC.RL.7); (AASL 4.1.2)
 - Students tell a story or recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CC.SL.2)
 - Students create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CC.SL.5)
 - With guidance and support from adults, students use a variety of digital tools to produce and publish writing. (CC.W.6)

C. Use models, simulations and digital learning objects to explore complex systems and how specific pieces relate with each other and to solve real-world local and global problems and issues. (CC.R.3, 4, 7); (CC.RL.7); (CC.RI.3, 5, 7, 8); (ISTE NETS-S.1.c, 3.b, 4.c)

- 1:1:C1 Use interactive online learning modules to explore systems, to find answers to learning questions or problems, and to depict patterns of change or growth.
- Students identify, describe and compare characteristics of living things in relationship to their environments using online interactive tools and simulations from resource portals like *Thinkfinity.org* and relational tools like *Seeing Reason* from Intel. (CC.RI.3); (CC.W.2)
 - Students identify and illustrate patterns of weather and seasonal change using a digital webbing tool. (CC.RI.3, 5)
 - Students use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (CC.RI.3, 5); (*ISTE Profiles* PK-2.6)
- 1:1:C2 Interpret information represented in pictures, photos, video and charts while searching for answers to learning questions. (AASL 1.1.5, 2.1.1)

- Students find and evaluate information related to a current or historical person or event using digital resources. (CC.RI.7); (*ISTE Profiles* PK-2.5)
 - Students independently apply digital tools and resources to address a variety of tasks, including interpretation of information. (CC.RI.5, 7); (*ISTE Profiles* PK-2.8)
 - Students use illustrations and details in a story to describe its characters, setting, or events. (CC.RL.3, 7)
 - Students use a graphic organizer to illustrate the concepts known at the beginning of the inquiry and those learned during the inquiry experience. (CC.RI.5, 8); (AASL 2.1.3)
 - Students know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key fact for information in a text efficiently. (CC.RI.5)
- D. Assess how point of view or purpose impacts content, message, and style of text, media, digital, and online presentation. (CC.R.6, 8); (CC.W.1, 9); (CC.SL.2, 3, 4, 5); (CC.RL.7,8); (CC.RI.3, 8, 9);**
- 1:1:D1 Acknowledge differences in the points of view in fiction and informational text.
- Students describe how reasons support specific points the author makes in a text and in a media documentary on the same topic. (CC.RI.8,9)
 - Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud or for reporting a message from a speech. (CC.RL.6); (CC.SL.2, 5)
 - Students demonstrate understanding of word relationships and nuances in word meanings and identify real-life connections between words, their use, and their meaning. (CC.SL.4)
- 1:1:D2 Interpret a message presented through pictures, illustrations, simple charts and speeches.
- Students study and interpret illustrations and predict actions and events, while their imaginations take flight when they read a wordless book like *The Conductor* ©2011 by Laetitia Devernay and *The Magic Balloon* ©1967 by Iela Mari. (CC.RL.7,8)
 - Students ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic, issue, or opinion. (CC.SL.3)
 - Students note similarities and differences in information from different sources through the development of a graphic organizer, including Venn Diagrams. (AASL 2.1.1); (CC.RI.3,9)
- 1:1:D2 Summarize or retell key points and ideas and recognize when facts and ideas differ and misconceptions occur.
- Students write opinion pieces in which they introduce the topic or name the gook they are writing about, state an opinion, supply a reason for the opinion, and provide a sense of closure. (CC.W.1)

- Students write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CC.W.2)
- 1:1:D3 Recognize when facts and ideas about the same event differ and conflict.
- Students ask and answer questions about key details in a text read aloud or information presented orally or through other media and recognize when facts and ideas differ or conflict about the same topic or event. (CC.SL.2)
 - Students make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information and point of view or bias. (AASL 1.1.7); (CC.RI.3,9)
- 1:1:D4 Seek additional sources in various media to verify accuracy.
- Students recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CC.SL.2)
 - Students find facts to answer research questions in more than one source. (AASL 2.1.1)

E. Understand, interpret and evaluate content presented through diverse media and formats (CC.R.5, 7, 9); (CC.W.1, 6); (CC.SL.2, 5); (CC.RI.1); (CC.RL.1, 4, 5, 7); (ISTE Profiles PK-2.5)

- 1:1:E1 Interpret ideas and information presented in various genres that are represented through various media. (AASL 1.1.5)
- Students find facts to answer questions in more than one source from a minimum of two different media. (AASL 2.1.1); (CC.RI.1); (CC.RL.1); (ISTE Profiles PK-2.2)
 - Students distinguish between what is real and what is not real. (AASL 4.1.1); (CC.RL.5)
 - Students begin to recognize that different genres require different reading, listening and viewing skills and strategies. (AASL 4.1.1); (CC.RL.4)
 - Students identify the author's purpose and connect illustrations to a story. (AASL 4.1.2); (CC.RL.7); (ISTE Profiles PK-2.2)
 - Students express feelings about characters and events in a story. (AASL 4.1.3); (CC.RL.4)
 - Students predict what will happen next in a story, i.e., to build active readers students listen to a teacher/library media specialist read a story aloud or as small groups they read to a specific point in the text; then the groups enter predictions addressing plot and character actions followed by the groups rating all predictions using *Google Moderator*. (AASL 4.1.2); (CC.RL.1)
- 1:1:E2 Compare and contrast the same characters, stories, or events described, told and shown through print, audio, and video media.
- Students make connections between literature and their own experiences. (AASL 4.1.3); (ISTE Profiles PK-2.8)

- Students take notes using graphic organizer provided by the teacher. (AASL 4.1.6); (*ISTE Profiles* PK-2.6)
 - Students summarize or retell key points using various media formats. (AASL 1.1.7); (**CC.RI.2**); (**CC.W.6**); (**CC.SL.2, 5**); (*ISTE Profiles* PK-2.2)
 - Students compare and contrast characters in two different stories or plots in two stories by the same author. (AASL 4.1.2)
- 1:1:E3 Use ideas, information and technology ethically and responsibly.
- Students rephrase and re-create ideas, information, illustrations, music and video. (AASL 3.1.6)
 - Students credit sources by citing author and title. (AASL 3.1.6)
 - Students understand and practice acceptable safe online behaviors. (AASL 3.1.6)

F. Develop innovative products using digital, media and print learning tools to build and share new knowledge with others. (CC.R.7, 9**); (**CC.W.1, 2, 3, 6**); (**CC.SL.1, 4, 5**)**

- 1:1:F1 Express own ideas through simple products in different formats. (AASL 4.1.8)
- Students use the writing process, media literacy, and technology skills to create a product with a beginning, middle, and end. (AASL 2.1.6); (**CC.W.2, 3, 6**); (*ISTE Profiles* PK-2.6)
 - Students incorporate writing and oral skills to develop a product or performance. (AASL 2.1.6); (**CC.W.1, 2, 3, 6**); (**CC.SL.4, 5**); (*ISTE Profiles* PK-2.4)
 - Use a variety of technologies to produce a digital multi-media presentation or product in a curriculum area. (**CC.W.3**); (**CC.SL.5**); (*ISTE Profiles* PK-2.4)
 - Students create a photo-story to illustrate a current event or environmental life cycle. (**CC.W.2, 3**); (*ISTE Profiles* PK-2.1,5)
- 1:1:F2 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- Students use pictures, audio, and video to communicate learned information and ideas. (**CC.W.6**); (AASL 2.1.6); (*ISTE Profiles* PK-2.1)
 - Students use a variety of ways such as art, music, and movement and a variety of formats such as narrative text, oral poetry or podcasts to present information, main ideas and original stories. (**CC.W.6**); (AASL 3.1.3); (*ISTE Profiles* PK-2.1)
- 1:1:F3 Use technology tools to create and present ideas through innovative products.
- Students organize information into different forms, including charts, drawings, and video. (**CC.W.6**); (AASL 2.1.2); (*ISTE Profiles* PK-2.8)
 - Students organize findings and present new knowledge through different media formats (i.e., charts, drawings, and audio and video clips.) (**CC.W.6**); (*ISTE Profiles* PK-2.8)

- Students use word processing and drawing tools to organize and communicate ideas and facts. (CC.W.6); (AASL 3.1.4); (*ISTE Profiles* PK-2.1)
- Students use technology tools to create and present ideas, facts, or original stories. (CC.W.6); (AASL 4.1.8); (*ISTE Profiles* PK-2.1)
- Students share information and ideas through discussion and listening via a social media platform, i.e., *Skype*. (CC.SL.1); (AASL 2.1.5); (*ISTE Profiles* PK-2.4)

2. GRADES 3-5

A. Apply critical thinking skills supported by digital and print media and tools when analyzing text, central themes, ideas and events. (CC.RL.1); (CC.W.7, 8, 9); (CC.RI.1)

1:2:A1 Generate questions and utilize, analyze, and evaluate various sources.

- Students ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text in print and media. (CC.RI.1); (AASL 1.1.1)
- Students ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CC.RL.1); (CC.W.7, 8); (AASL 1.1.2)
- Students assess questions to determine which can be answered by simple facts or “yes” and “no”, which cannot be answered, and which would lead to an interesting inquiry. (AASL 1.1.3)

1:2:A2 Form open and closed questions based on identified information need.

- Students formulate questions and narrow the focus based on the identified information need. (CC.RI.1); (AASL 1.1.2)
- Students use a basic form of taxonomy to sort questions according to topic and subtopics to ensure extensions beyond the factual level. (AASL 1.1.3)
- Students will sort questions by purpose using a basic form of questioning taxonomy, sorting them first by topic and then within topics by purpose, to ensure that their research will extend beyond factual reports. (AASL 1.1.3)

1:2:A3 Make predictions based on background knowledge, initial observations, and/or personal experiences.

- Students interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how or show how the information builds on prior knowledge and contributes to an understanding of the text or media in which it appears. (CC.RI.7); (CC.W.7, 8); (AASL 1.1.3)
- Students conduct science experiments, using digital instruments and measurement devices. (*ISTE Profiles* 3-5.6)
- Students predict answers to inquiry questions based on background knowledge and beginning observation or experiences. (AASL 1.1.2)

1:2:A4 Draw conclusions based on facts and assumptions.

- Students refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CC.RI.1); (CC.W.9); (AASL 1.1.5, 2.1.1)
- Students describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text or media presentation, using language or visuals that pertains to time sequence and cause/effect. (CC.RI.3); (AASL 2.1.3)
- Students draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CC.RI.7); (AASL 1.1.8)
- Students paraphrase or summarize information in various formats followed by drawing conclusions based on facts and premises. (AASL 1.1.6)

B. Analyze how two or more texts, visuals, and/or digital presentations address similar themes to build personal knowledge. (CC.R.2, 9); (CC.W.1); (CC.RI.2, 5, 7); (CC.SL.2); (AASL 1.1.5; 4.1.5)

1:2:B1 Identify the same big idea in more than one source.

- Students determine two or more main ideas in a single text or the same ideas in more than one text and explain how they are supported by key details and then summarize the ideas and the text. (CC.RI.2)
- Students draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CC.RI.7)
- Students compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CC.RI.5); (AASL 2.1.3)

1:2:B2 Recall relevant information from experiences and connect ideas or topics to their personal interests.

- Students express their own ideas appropriately and effectively while working in groups to identify and resolve information problems. (CC.W.8) ; (AASL 2.1.5)
- Students use personal experiences to stimulate responses to literature and art. (AASL 4.1.3)
- Students connect ideas reflected in various resources to life experiences at home, in school, and with peers. (CC.W.8); (AASL 4.1.5)

1:2:B3 Use various clues (placement in text, signal words, focal point of illustration) to determine important ideas in illustrations, media, and text.

- Students summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CC.SL.2)

- Students interpret information taken from maps, graphs, charts, and visuals. (AASL 1.1.5)
 - Students use text feature and search tools (e.g., key words, sidebars, hyperlinks, and menus) to effectively locate information, images, and web links relevant to a given topic. (CC.RI.5)
- 1:2:B4 Compare how perceived ideas, themes, or topics changed throughout the inquiry process.
- Students recognize when facts from two different sources conflict and seek additional sources to verify accuracy. (AASL 1.1.7)
 - Students recognize their own misconceptions when new information conflicts with previously held opinions. (AASL 1.1.7)
 - Students use different clues (placement in text, signal words, focal point of illustration) to determine important ideas in illustrations and text. (AASL 2.1.7)
 - Students recognize facts or accounts from two different print, digital, or media sources conflict and seek additional sources to verify accuracy. (AASL 1.1.7)

C. Use models, simulations and digital learning objects to explore systems and to solve problems and issues. (CC.R.3); (CC.W.9); (AASL 2.1.5)

- 1:2:C1 Use interactive online learning modules to explore systems and to find answers to questions or problems.
- Students use simple graphic organizers and technology tools to capture the main ideas and their relationships to each other. (AASL 4.1.6)
 - Students use online environments and other interactive learning objects to study content learning objectives (e.g., *Wisconsin Ide@s*, *Thinkfinity.org*) (AASL 2.1.5)
- 1:2:C2 Interpret and create information represented in pictures, photos, video and charts while searching for answers to questions.
- Students use information gained from illustrations (e.g., maps, photographs) and the words in a print or media text to demonstrate an understanding of the text (e.g., where, when why, and how key events occur). (CC.RI.7)
 - Students integrate information from several texts and media formats on the same topic in order to write or speak about the subject knowledgeably. (CC.RI.9)
 - Students use digital-imaging technology to modify or create works of art for use in a digital presentation. (*ISTE Profiles 3-5.2*)
- 1:2:C3 Generate possible responses to personal inquiry questions using digital tools and resources.
- Students use word processing to engage the two-column approach to note-taking to capture personal connections to information. (AASL 4.1.6)
 - Students use spreadsheets to record and organize information. (AASL 1.1.8)

D. Assess how point of view or purpose impacts content, message, and style of text, media, digital, and online presentation. (CC.R.6); (CC.W.9); (CC.SL.2, 3); (CC.RI.6, 8); (CC.RL.6); (AASL 1.1.5, 1.1.7, 2.1.4)

1:2:D1 Draw evidence from literary or informational texts to support analysis, reflection, and research. (CC.W.9)

- Students will identify and explain how an author uses reasons and evidence to support particular point(s) of view and identify which reasons and evidence support which point(s) of view by using the Intel *Seeing Reason* digital thinking tool. (CC.RI.8)
- Students will distinguish and explain their own point of view with that of the author by using a graphical organizer. (CC.RI.6, 8)
- Students summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CC.SL.3); (AASL 1.1.7)

1:2:D2 Evaluate information from a variety of social or cultural contexts and on the basis of currency, accuracy, authority, and point of view. (AASL 1.1.5)

- Students analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CC.RI.6); (AASL 1.1.5)
- Students report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (CC.SL.4)

1:2:D3 Distinguish between fact and opinion. (AASL 1.1.5)

- Students write opinion pieces on topics, texts, or events, supporting a point of view with reasons and information. (CC.W.1)
- Students distinguish their own point of view from that of the author of a text. (CC.RL.6)

1:2:D4 Make inferences on how point of view or purpose impacts content, message, and style of literary and informational text and media.

- Students distinguish their own point of view from that of the author, narrator or those of the characters. (CC.RL.6)
- Students compare and contrast the point of view from which different stories are narrated and from which various perspectives shown through various media productions. (CC.RL.6)
- Students use digital production tools to describe how a narrator's or speaker's point of view influences how events are described or portrayed. (CC.RL.6); (AASL 2.1.4)
- Students use interactive digital tools to explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CC.RI.8); (AASL 2.1.4)

E. Understand, interpret and evaluate content presented through diverse media and formats (CC.R.5, 7, 9); (CC.W.1, 7, 8); (CC.SL.2); (CC.RI.5); (AASL 1.1.4)

- 1:2:E1 Skim and scan multiple resources including print, electronic, and human to identify sources appropriate for age and ability. (AASL 1.1.4)
- Students use effectively text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic within resources relevant grade and personal proficiency levels. (CC.RI.5)
 - Students determine the meaning of general academic and domain-specific words and phrases in a text relevant to their grade level topic or subject area. (CC.RI.5)
- 1:2:E2 Evaluate sources by considering authority, accuracy, text features, and presentation.
- Students make connections between the text of a story or drama and a visual or oral presentation of the same text, identifying where each version reflects specific descriptions and directions in the text. (CC.RL.7)
 - Students analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, or poem). (CC.RL.7)
- 1:2:E3 Use ideas, information and technology ethically and responsibly.
- Students demonstrate understanding of plagiarism by paraphrasing information and citing/noting direct quotes. (CC.W.8); (AASL 3.1.6)
 - Students understand that authors, illustrators, and creators own their work and it is against the law to copy. (AASL 3.1.6)
 - Students credit all sources properly with title, author, and publisher. (CC.W.8); (AASL 3.1.6)
 - Students observe online safety procedures including safe guarding personal information, practicing responsible behaviors, and respecting the privacy and intellectual property rights of others. (AASL 3.1.6)
 - Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CC.W.8)
 - Students gather relevant information from print and digital sources, take notes and categorize information, and provide a list of sources. (CC.W.8)
 - Students paraphrase portions of a text read aloud or information presented in diverse media and formats and document the source. (CC.SL.2)
- 1:2:E4 Match initial questions and predictions to data and ideas from multiple sources.
- Students select and apply digital tools to collect, organize and analyze data to evaluate theories or test hypotheses. (ISTE Profiles 3-5.2)

- Students use common organization patterns (chronological order, main idea with supporting ideas, primary urls with branching links) to make sense of ideas and information. (AASL 2.1.2)
 - Students match information found in multiple sources and formats with original question and current predictions. (AASL 2.1.3)
- F. Develop innovative products using digital, media and print learning tools to build and share new knowledge with others. (CC.R.9); (CC.W.6, 7, 8); (CC.SL.2,4, 5)**
- 1:2:F1 Apply answers and new knowledge to develop an innovative product using a variety of digital, media and print learning tools.
- Students conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (*ISTE Profiles 3-5.7*)
 - Students summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CC.SL.2)
- 1:2:F2 Produce a media-rich digital story or account about a significant local event based on first-person interviews and research.
- Students recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CC.W.8)
 - Students conduct short research projects that use several sources from a variety of media to build knowledge through investigation of different aspects of a topic. (CC.W.7)
 - Students add audio recordings and visual/media displays to presentations when appropriate to enhance the development of main ideas or themes. (CC.SL.5)
- 1:2:F3 Share what is learned about a topic, problem, or question with a real-world audience.
- With some guidance and support from educators, students use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (CC.W.6)
 - Students debate the effect of existing and emerging technologies on individuals, society and the global community. (*ISTE Profiles 3-5.9*)
 - Students present information clearly so that main points are evident and appropriate to task and audience. (AASL 3.1.1)
 - Students report on a topic or text or present an opinion, sequencing ideas logically and using appropriate fact and relevant, descriptive details to support main ideas or themes, including multimedia components when appropriate and speaking clearly at an understandable pace. (CC.SL.4, 5)
- 1:2:F4 Use online social learning tools to demonstrate and share learning.
- Students respectfully respond to others sharing their work through a social networking site. (AASL 3.1.2)

- Students rely on feedback to improve product and process. (AASL 3.1.2)
- Students use sharing and reflection at the end of an inquiry process to demonstrate learning and to identify future inquiry paths. (AASL 3.1.1)
- Students use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (CC.W.6)

3. GRADES 6-8

A. Apply critical thinking skills supported by digital and print media and tools when analyzing text, central themes, ideas and events. (CC.R.1); (CC.W.2, 3)

1:3:A1 Apply a critical-thinking process that involves asking questions, investigating the answers, and developing new understandings for personal or academic independent-learning activities.

- Students formulate and revise broad and specific questions related to the identified information need within the context of a content discipline.
- Students will classify questions by purpose using an advanced questioning taxonomy.
- Students use a graphic organizer to identify, define, and modify the keywords in an essential question; connect definitions to background knowledge, and then use the understandings gleaned to develop factual or analytical questions.

1:3:A2 Observe and analyze an experience, demonstration, or source that introduces a topic, problem, or question to gather background information. ?????? Statement is vague.

1:3:A3 Connect ideas or topics to their personal interests.

1:3:A4 State and support what is known about a topic, problem, or question and make connections to prior knowledge.

B. Analyze how two or more texts, visuals, or digital presentations address similar themes or topics in order to compare a singular message through multiple media formats and to build personal knowledge. (CC.R.2, CC.R.9); (CC.W.1)

1:3:B1 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (CC.RL.7)

1:3:B2 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (CC.RL.7)

1:3:B3 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (CC.RL.7)

C. Use models, simulations and digital learning objects to explore complex systems and to solve problems and issues. (CC.R.3); (CC.W.9)

1:3:C1 Use interactive online learning modules to explore systems, to find answers to learning questions or problems.

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1:3:C2 Interpret information represented in a variety of media such as pictures, photos, video and charts while searching for answers to learning questions.

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1:3:C3 Select and use the appropriate tools and multi-media resources to accomplish a variety of tasks and to solve problems.

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1:3:C4 Gather data, examine patterns, and apply information for decision making using digital tools and resources.

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1:3:C5 Develop and apply independently strategies for identifying and solving routine hardware and software problems.

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D. Assess how point of view or purpose impacts content, message, and style of text, media, digital, and online presentation. (CC.R.6); (CC.W.9); (CC.SL.2, CC.SL.3)

1:3:D1 Draw evidence from literary or informational texts to support analysis, reflection, and research. (CC.W.9)

- Students trace and evaluate an argument and specific claims in a text and distinguish claims that are supported by reasons and evidence and those that are not by applying a digital sorting tool.
- Students will distinguish their own point of view with that of the author using a graphical Venn diagram and then they will present these elements using a digital presentation format.

1:3:D2 Recognize that knowledge has a social or cultural context and select and evaluate knowledge based on usefulness, currency, accuracy, authority, and point of view.

- Students understand the influence of different cultures on the perspectives (point of view) of the author through global communication/networking platforms such as *Ask a Scientist*, *LibrarySpot.com*, or *Ask an Expert*.

1:3:D3 Seek more than one point of view by using diverse sources in various formats.

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1:3:D4 Use both facts and opinions responsibly by identifying and verifying them.

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1:3:D5 Explain the effect of different perspectives (points of view) on the information selected.

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E. Understand, interpret and evaluate content presented through diverse media and formats (CC.R.5, 7, 9); (CC.W.1); (CC.SL.2)

1:3:E1 Determine patterns and discrepancies by comparing, contrasting, and combining information available in different sources, formats and perspectives.

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1:3:E2 Interpret information and ideas by defining, classifying and inferring from information in text.

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1:3:E3 Use a digital concept web to show connections among ideas, opinions, and facts.

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1:3:E4 Review prior knowledge and reflect on how ideas changed with more information.

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1:3:E5 Compare information found to tentative thesis or hypothesis; revisit or revise hypothesis as appropriate.

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1:3:E6 Draw conclusions and form opinions and judgments based on explicit and implied information and supported by evidence.

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F. Develop innovative products using digital, media and print learning tools to build and share new knowledge with others. (CC.R.9); (CC.W.6); (CC.SL.4, CC.SL.5)

1:3:E1 Apply answers and new knowledge to develop an innovative product using a variety of digital, media and print learning tools.

- Students create original animations or videos to retell a classic story.

1:3:E2 Use appropriate media and formats to design and develop products that clearly and coherently display new understanding.

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1:3:E3 Share what is learned about a topic, problem, or question with a real-world audience.

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1:3:E4 Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software

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1:3:E5 Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners.

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1:3:E6 Use online social learning tools to demonstrate and share learning.

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1:3:E7 Observe Web safety procedures and use programs, print resources, and websites responsibly and ethically.

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4. GRADES 9-12

Learning Priority: Students think critically to compare content and messages impacted by point of view, authority of authorship, and media presentation when analyzing text, central themes, ideas and events as they build background knowledge and create an original innovative media product or presentation.

A. Apply critical thinking skills supported by digital and print media and tools when analyzing text, central themes, ideas and events. (CC.R.1); (CC.W.2, CC.W.3)

1:4:A1 Recognize that the purpose of the inquiry determines the type of questions and the type of thinking required. For example, a persuasive purpose requires taking a position and defending it.

- Students develop and refine research questions appropriate to the changing needs of the information problem within the context of a content area study.
- Students pose questions about the problem/situation from a variety of perspectives.
- Students compare and contrast the cognitive processes used to guide questioning across the disciplines.
- Students create essential questions and analyze them through their subsidiary parts during a content area study.

1:4:A2 Analyze the structure and logic of supporting arguments or methods.

- Students construct and share solutions for individual and group questions that address science research and experiments.
- Students analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

(CC.RI.7)

1:4:A3 Use various technologies to organize and to manage information and solutions.

-

1:4:A4 Independently select an appropriate organizational structure to illustrate relationships among ideas and general patterns.

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B. Analyze how two or more texts, visuals, or digital presentations address similar themes or topics to compare and contrast a singular message through multiple media formats and to build personal knowledge. (CC.R.2, CC.R.9); (CC.W.1)

1:4:B1 Use consciously selected criteria to determine whether the information contradicts or verifies information from other sources.

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1:4:B2 Use a range of print, electronic, and online resources efficiently, effectively, and safely by applying a variety of search and evaluation strategies.

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1:4:B3 Build a conceptual framework by synthesizing ideas gathered from multiple texts.

- Students gather and question data from many different forms of scientific investigations including reviewing appropriate print and nonprint resources, observing how things are like and what is happening, collecting specimens for analysis, and doing experiments.
- Students analyze multiple interpretations of a story, drama, or poem (e.g., recorded and live productions of a play and the specific language of the text). (CC.RL7)

1:4:B4 Identify universal themes in literature or other creative forms of expression; then compare and contrast cultural approaches to those themes.

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C. Use models, simulations and digital learning objects to explore complex systems and to solve real-world problems and issues. (CC.R.3); (CC.W.9)

1:4:C1 Configure and troubleshoot hardware, software, and network systems for optimize use in learning and productivity.

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1:4:C2 Use interactive online learning modules to explore systems, to find answers to learning questions or problems.

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1:4:C3 Use various technologies to organize and to manage information and solutions.

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1:4:C4 Interpret information represented in pictures, photos, videos and charts during the learning process.

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1:4:C5 Select digital tools or resources to use for real-world tasks and justify the selection based on efficiency and effectiveness.

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1:4:C6 Employ curriculum-specific simulations to practice critical-thinking processes.

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D. Assess how point of view and purpose impact content, message, and style of text, media, digital, and online presentation. (CC.R.6); (CC.W.9); (CC.SL.2, CC.SL.3)

1:4:D1 Analyze information for bias such as prejudice, deception, or manipulation.

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1:4:D2 Investigate different viewpoints encountered, and determine whether and how to incorporate or to reject these viewpoints.

- Students delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient through the use of the *Intel Seeing Reasons* tool.
- 1:4:D3 Analyze the structure and logic of supporting arguments or methods.
- Students analyze a particular point of view that is reflected in multiple works of literature. (CC.RL2)
 - Students analyze a point of view that is directly stated in a text and media what is really meant (e.g., satire, sarcasm, irony, or understatement). (CC.RL6)
- 1:4:D4 Complement the effect of point of view and bias by seeking alternative perspectives.
- Students delineate and evaluate an argument and specific claims of an author, assess the validity and evidence of the reasoning, and identify bias, false and valid statements through reading, listening to and viewing multiple sources from multiple countries. (CC.W.9)
- E. Understand, interpret and evaluate content presented through diverse media and formats (CC.R.5, 7, 9); (CC.W.1); (CC.SL.2)**
- 1:4:E1 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.
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- 14E2 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CC.RI.7)
- Students evaluate historical information presented in media for validity of interpretation.
 - Students evaluate scientific information presented graphically for accuracy and reliability of data.
- 1:4:E3 Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions.
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- F. Develop innovative products using digital, media and print learning tools to build and share new knowledge with others. (CC.R.9); (CC.W.6); (CC.SL.4, CC.SL.5)**
- 1:4:F1 Apply answers and new ideas to develop an innovative product by using a variety of digital, media and print learning tools.
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- 1:4:F2 Use locally available and web-based interactive presentation and production tools to enhance creativity in effectively organizing and communicating information and publishing new ideas.
- Students evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (CC.RI7)

- 1:4:F3 Design and implement projects that include participation from diverse groups in both actual and virtually, including both service-learning and community-based projects.
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- 1:4:F4 Share what in learned about a topic, problem, or question with a real-world audience.
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- 1:4:F5 Create electronic online learning spaces by collecting and organizing links within information resources, working collaboratively, and sharing new ideas and understandings.
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- 1:4:F6 Serve as a coach or mentor for others who are pursuing high-level critical thinking and sharing new ideas with peers through a virtual learning community.
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- 1:4:F7 Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content.
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PK-12 Standard 2: Collaborative Learning, Group Communication and Digital Citizenship (ISTE NETS-S Standard 3, AASL Standard 1)

Students in Wisconsin demonstrate the ability to collaboratively learn and communicate and the ability to contribute to the learning of others through diverse teams or groups, as safe and responsible digital citizens within all learning environments.

Learning Priority: Utilize digital and print media in face-to-face and virtual learning environments while working as safe and responsible digital citizens with small groups of peers and/or experts to collaboratively solve information problems and to share new ideas.

1. GRADES PK-2

A. Collaborate with others both in person and virtually to broaden and deepen understanding. (CC.W.6); (CC.SL.1, 2, 5); (AASL 3.1.2, 3.1.5)

2:1:A1 Participate in face-to-face discussions in person and via virtual media.

- Students use digital tools such as *Skype*, *ichat*, and *Googlechat* to communicate at a distance with diverse partners to share local information about their community and to learn about global communities. (CC.SL.1)
- Students in collaborative conversations with diverse partners learn to share ideas, listen to others and to link comments with others remarks. (CC.SL.1)

2:1:A2 Give positive feedback to group members, while working in various media.

- Students confirm an understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and for clarifying understanding. (CC.SL.2)

2:1:A3 Express knowledge, ideas and personal connections with others through discussion and listening while working within a singular format selected from multiple learning formats including digital, media, and audio. (AASL 3.1.2, 3.1.5)

- Students create audio and video media to share ideas and descriptive details with local and global peers and with educators and other adults. (CC.SL.2, 5)
- Students share favorite literature, both fiction and non-fiction, by describing the content and expressing personal feelings and new knowledge. (AASL 3.1.2)

B. Develop, implement and communicate new ideas with others through various modes such as oral, written, and nonverbal with multiple groups and audiences using diverse media, formats and contexts effectively. (CC.W.2, CC.W.6); (CC.SL.1, CC.SL.2, CC.SL.4)

2:1:B1 Begin to work in groups to create, share and evaluate simple collaborative information products (posters, dioramas, digital stories)

- Students share with peers ideas and knowledge about a topic, problem or questions. (AASL 1.1.2)

- Students summarize or retell key points about a collaborative project with their peers. (AASL 1.1.7), (CC.W.6)
- 2:1:B2 Use word processing, drawing tools, and audio and video media to organize and communicate group ideas. (AASL 3.1.4)
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- 2:1:B3 Engage in learning activities with learners from multiple cultures through e-mail and other electronic communication means such as two-way audio-video systems.
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- 2:1:B4 Demonstrate originality and inventiveness as a small group develops new ideas and develops information products while using digital media.
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- C. Listen effectively across multiple platforms to decipher meaning and build group understanding of new knowledge, values, attitudes and intentions. (CC.SL.2)**
- 2:1:C1 Listen to others and respect all ideas when engaged in a group discussion both in person and via virtual media platforms.
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- 2:1:C2 Share information and ideas with others through discussion and listening using interactive media.
- Students produce a media-rich digital story about a significant local event based on first-person interviews. (*ISTE Profiles*)
- 2:1:C3 Formulate questions related to group listening activities and collaboratively seek solutions using audio, video and digital tools and platforms.
-
- D. Interact, collaborate, and publish with peers, experts, or others employing a variety of print and digital environments. (CC.W.6)**
- 2:1:D1 Use a variety of technologies to produce a digital presentation or product in a curriculum area, while engaged in group work.
- Students use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 2:1:D2 Create a group digital product that includes a beginning, middle, and end.
- Students express ideas with others through development of simple products in different formats. (AASL 4.1.8)
- 2:1:D3 Share a group's findings through creative products developed with diverse media tools and formats to an appropriate audience.
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- 2:1:D4 Use digital communication tools for a range of group purposes (e.g., to inform, instruct, motivate and persuade).
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- E. Exhibit a positive attitude toward using technology that supports collaborative learning and productivity and exhibit leadership for maintaining safe and responsible digital citizenship.**

- 2:1:E1 Value the individual contributions made by each team member in a digital or media product.
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- 2:1:E2 Assume shared responsibility for collaborative work and exhibit safe and responsible digital citizenship towards everyone.
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- 2:1:E3 Learn to interpret messages and share viewpoints with others, using multiple modes of communication.
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- 2:1:E4 Learn how personal values and beliefs influence individual viewpoints and behaviors and learn to understand and respect differing viewpoints of group members both in a physical and virtual learning environment.
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- 2:1:E5 Participate and collaborate as members of a social and intellectual network of learners and advocate and practice safe, legal, and responsible use of information and technology.
 -
- 2:1:E6 Understands and practices Internet safety guidelines and proper digital etiquette when using any social electronic media for educational or leisure purposes.
 - Students practice strategies that promote personal safety and support an acceptable code of behavior when participating in social electronic media.
 - Students understand and apply behaviors that protect electronic devices from harm in an online environment.

2. GRADES 3-5

A. Collaborate with others both in person and virtually to broaden and deepen understanding. (CC.W.6); (CC.SL.1)

- 2:2:A1 Interact and share knowledge, ideas and personal connections with others across multiple learning formats including digital, media, and audio.
 - Students in pairs or small groups research the meaning of new vocabulary words, enter their definitions into a class glossary as a presentation slide followed by the class referring to this online glossary as engage in the unit of study.
 - Students work in pairs to create *Reader's Workshop* activities for a book posted on the class site, so others studying this book can engage in these activities.
- 2:2:A2 Debate the effect of existing and emerging technologies have on individuals, society, and the global community with a collaborative online work group.
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- 2:2:A3 Work in groups to create, share and evaluate simple information products through various media (i.e., posters, diorama, digital stories).

- Students as small groups collaborate in testing consumer products and designing online class surveys, so each team can collect and analyze data to be shared with the class through a digital presentation.
- B. Develop, implement and communicate new ideas through various modes such as oral, written, and nonverbal with multiple groups and audiences using diverse media, formats and contexts effectively. (CC.W.2, CC.W.6); (CC.SL.1, CC.SL.2, CC.SL.4)**
- 2:2:B1 Use multiple modes of problem solving to solve group content problems, such as conducting science experiments using digital instruments and measurement devices.
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- 2:2:B2 Use word processing and social media, drawing and presentation tools, digital music composition tools, and other digital, audio and video media to create, organize and communicate ideas to an applicable audience.
- Students work in pairs to create/post on *Google Blog a Choose Your Own Adventure* ending for a class story for classmates to follow, critique and rate on *Google Forms* to determine the ranking of favorite endings.
- 2:2:B3 Use digital-imaging technology to collaboratively modify or create works of art for a presentation.
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- 2:2:B4 Engage in learning activities with learners from multiple cultures through social media and other electronic means.
- Students engage in learning activities with learners from multiple cultures through e-mail or *Skype*. (*ISTE Profiles*)
- 2:2:B5 Demonstrate originality and inventiveness in group products and understand the real world limits to adopting new group ideas through digital media.
- Students as teams complete a webquest to study a class topic, such as identifying and ranking the *7 Wonders of the Natural World*.
 - Students work as pairs/teams of erosion control officers to identify local areas of erosion and to determine methods for stopping the damage and repairing the area. Then the teams present their finding to an appropriate local audience.
- C. Listen effectively across multiple platforms to decipher meaning and to build group understanding, including knowledge, values, attitudes and intentions. (CC.SL.2)**
- 2:2:C1 Listen and respond to others with respect and recognize personal misconceptions when new information and ideas conflicts with previously held.
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- 2:2:C2 Formulate questions related to group listening activities using audio and video media.
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2:2:C3 Solve information problems through interactive listening and discussion using various technological modes of communications.

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D. Interact, collaborate, and publish with peers, experts, or others employing a variety of print and digital environments. (CC.W.6)

2:2:D1 Use a variety of technologies to collaboratively produce a digital presentation or product in a curriculum area.

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2:2:D2 Conceptualize, guide, and manage collaborative learning projects using digital planning tools with teacher support.

- Students conceptualize, guide, and manage literature circles using digital planning, illustrating, recording, and reporting tools.

2:2:D3 Use digital communication tools for a range of group purposes (e.g., to inform, instruct, motivate and persuade).

- Use a variety of technologies in a collaborative work group to produce a digital presentation or product in a curriculum area.

(ISTE Profiles)

2:2:D4 Select and apply digital tools to collect, organize, and analyze data when evaluating theories or testing hypotheses of the group.

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2:2:D5 Share information and creative products with others, using diverse print and nonprint.

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E. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity and exhibit leadership for safe and responsible digital citizenship.

2:2:E1 Value the individual team members' contributions to a digital or media production.

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2:2:E2 Participate and collaborate as members of a social and intellectual network of learners and advocate and practice safe, legal, and responsible use of information and technology.

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2:2:E3 Assume shared responsibility for collaborative digital work and exhibit safe and responsible digital citizenship towards everyone.

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2:2:E4 Recognize bias in digital resources while collaboratively researching content areas (i.e., environmental issue) with teacher guidance.

- Students recognize bias in digital resources while researching an environmental issue with guidance from the teacher. *(ISTE Profiles)*

2:2:E5 Examine and understand how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.

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- 2:2:E6 Understand and practice Internet safety when using any social electronic media for educational or leisure purposes.
- Students practice strategies that promote personal safety and support an acceptable code of behavior when participating in social electronic media.
 - Students understand and apply behaviors that protect electronic devices from harm in an online environment.

3. GRADES 6-8

A. Collaborate with others both in person and virtually to broaden and deepen understanding. (CC.W.6); (CC.SL.1)

- 2:3:A1 Participate effectively in a self-managed cooperative learning project within an online learning community to understand concepts and to solve problems.
- Students use online collaborative learning tools such as a Wiki, Google Docs, Edmodo, and Live Binders to study and solve a common information problem.
- 2:3:A2 Use technology information resources such as online encyclopedias, online data bases and teacher guided websites to find, select and organize applicable information for solving a group content area problem.
- Students use online research tools such as Libguides, local online catalog i.e., Destiny-One Search, and BadgerLink databases to research and solve a group research problem.
- 2:3:A3 Share information and opinion at appropriate times in group discussions and ask questions of others in a group to elicit their information and opinions across multiple learning formats including digital, media, and audio through interactive discussion and listening.
- Students chat in Google Docs to edit stories.
 - Students engage in ITV discussions, interactive field trips, and Skype sessions to collaboratively gather and discuss data.
 - Students submit work to the critiques of others which involves, discussing findings, posing questions, and challenging statements to clarify ideas, when researching a science or social science topic.
- 2:3:A4 Seek multiple points of view through diverse digital sources when studying a current social and cultural issue; verify the authority and accuracy of each source.
- Students compare/contrast and evaluate sources for information, i.e., Wikipedia and Encyclopedia Britannica from BadgerLink.
 - Students evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content when studying a current national issue or event, e.g. hurricane aftermath, government demonstrations, or train and vehicle crash.

B. Develop, implement and communicate new ideas through various modes such as oral, written, and nonverbal with multiple groups and audiences using diverse media, formats and contexts effectively. (CC.W.2, CC.W.6); (CC.SL.1, CC.SL.2, CC.SL.4)

2:3:B1 Use multiple technology venues to solve group content problems, such as conducting science experiments using digital probes and measurement devices or using cellular phones or computers with audio/video imaging to interview global experts.

- Students use Vernier digital probes to complete a science experiment or use Google Maps and Google Earth to gather data for a social studies assignment.

2:3:B2 Use digital, audio, and video and social/web resources for identifying main ideas, locating supporting examples and details, determining patterns and discrepancies and interpreting information and ideas as a member of an online learning community.

- Sample learning activity: A small group of students read multiple titles from a literature genre and use multiple media tools to study and present findings.
- Students view podcasts or interview of authorities to gather information for a content area assignment.

2:3:B3 Use digital-imaging technology to collaboratively modify copyright free images or create original images for use in a group digital presentation.

- Students use online editing tools such as Photoshop, Glogster, Toondo, and Museum Box to collaboratively edit digital images for a class presentation.

2:3:B4 Engage in learning activities with learners from multiple cultures through e-mail, texting and other electronic means.

- Students Skype with a group of Argentine high school students to learn about local Spanish speaking cultures.

2:3:B5 Demonstrate originality and inventiveness in group products through digital media and understand the real world limits to adopting new group ideas.

-

C. Listen effectively across multiple platforms to decipher meaning and to build group understanding, including knowledge, values, attitudes and intentions. (CC.SL.2)

2:3:C1 Listen to others using current technologies with respect and recognize personal misconceptions when new information and ideas of others conflicts with previously held opinions.

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2:3:C2 Share information and ideas with others by discussion and listening over various current technologies.

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2:3:C3 Formulate questions related to group listening activities using audio and video media.

-
- D. Interact, collaborate, and publish with peers, experts, or others employing a variety of print and digital environments. (CC.W.6)**
- 2:3:D1 Describe and illustrate a content-related concept or process with a work group using a model, simulation, or concept-mapping software.
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- 2:3:D2 Conceptualize, guide, and manage group learning projects using digital planning tools with teacher support.
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- 2:3:D3 Share information and creative products with others, using diverse formats, both print and nonprint.
 - Students use collaborative electronic authoring tools, such as Google docs, to explore common curriculum content from multicultural perspectives with learners from other communities, states, or nations.
- 2:3:D4 Select and apply digital tools to collect, organize, and analyze data when evaluating theories or testing hypotheses of the group.
-
- 2:3:D5 Use digital communication tools and dramatic, audio, and video presentation modes as appropriate for the subject and audience.
-
- E. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity and exhibit leadership for safe and responsible digital citizenship.**
- 2:3:E1 Value the individual contributions made in a digital or media product by each team member.
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- 2:3:E2 Assume shared responsibility for digital collaborative work and exhibit safe and responsible digital citizenship towards everyone.
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- 2:3:E3 Examine and understand how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.
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- 2:3:E4 Recognize bias in digital resources while researching content areas like an environmental issue as a group with guidance from the teacher.
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- 2:3:E5 Participate and collaborate as members of a social and intellectual network of learners and advocate and practice safe, legal, and responsible use of information and technology and give credit and cite all sources and intellectual content.
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- 3:3:E6 Articulate the importance and value intellectual freedom and intellectual rights of ideas reviewed during a group search for information applicable to solving their content problem.
-

- 2:1:E6 Understands and practices Internet safety when using any social electronic media for educational or leisure purposes.
- Students practice strategies that promote personal safety and support an acceptable code of behavior when participating in social electronic media.
 - Students understand and apply behaviors that protect electronic devices from harm in an online environment.

4. GRADES 9-12

A. Collaborate with others both in person and virtually to broaden and deepen understanding. (CC.W.6); (CC.SL.1)

2:4:A1 Participate effectively in a self-managed cooperative learning project as part of an online learning community in order to understand concepts and to solve problems.

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2:4:A2 Explore collaboratively with an online work group real-world (personal, local, or national) problems or questions for which there are multiple answers (or no “best” answer).

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2:4:A3 Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions as a member of virtual collaborative work group.

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2:4:A4 Use collaborative electronic authoring tools with an online work group for identifying the value of potential resources by using a variety of formats to organize and integrate member contributions into effective communicative products.

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B. Develop, implement and communicate new ideas through various modes such as oral, written, and nonverbal with multiple groups and audiences effectively using diverse media, formats and contexts. (CC.W.2, CC.W.6); (CC.SL.1, CC.SL.2, CC.SL.4)

2:4:B1 Design, develop, and test a digital learning game to demonstrate group knowledge and skills related to a curriculum content learning task. (*ISTE Profiles*)

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2:4:B2 Recognize the social, cultural, or other context in which information is created and explain the impact of context by interpreting the information with a small online learning community.

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2:4:B3 Use digital-imaging technology to collaboratively modify or create works of art for use in a digital group presentation.

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2:4:B4 Employ curriculum-specific simulations to practice collaborative critical-thinking processes and to find and share group answers to content questions.

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- 2:4:B5 Demonstrate originality and inventiveness in group products through digital media and understand the real world (personal, local, or national) limits to adopting new group ideas.

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- 2:4:B6 Analyze the consequences and costs of the unethical use of information and communication technology through group identification ways to address and alleviate those risks.

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- C. Listen effectively across multiple platforms to decipher meaning and to build group understanding, including knowledge, values, attitudes and intentions. (CC.SL.2)**

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- 2:4:C1 Listen to others with respect when using current technologies and recognize personal misconceptions when new information and ideas of others conflict with previously held opinions.

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- 2:4:C2 Share information and ideas with others through discussion and listening via current digital technologies.

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- 2:4:C3 Formulate questions related to group listening activities by using audio and video media.

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- D. Interact, collaborate, and publish with peers, experts, or others while employing of print and digital environments. (CC.W.6)**

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- 2:4:D1 Collaborate locally and remotely with peer, experts, and others to collect, produce, and share information and ideas.

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- 2:4:D2 Describe and illustrate a content-related concept or process with a work group using a model, simulation, or concept-mapping software.

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- 2:4:D3 Use locally available and web-based interactive presentation and production tools to enhance critical thinking and creativity in effectively organizing and communicating group information and ideas to an appropriate audience.

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- 2:4:D4 Build a conceptual framework by synthesizing ideas gathered by the learning group from multiple sources and multiple types of resources.

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- 2:4:D5 With teacher guidance conceptualize, guide, and manage group learning projects using digital planning tools.

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- 2:4:D6 Share information and creative products with others by using diverse formats, both print and non-print.

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- 2:4:D7 Select and apply digital tools to collect, organize, and analyze data when evaluating theories or testing hypotheses of the group.

- Describe, analyze, and compare types of energy including light, heat, sound, electrical and mechanical using digital probes for collecting data, databases for organizing data, and simulations for testing data.
- 2:4:D8 Use digital communication tools and dramatic, audio, and video presentation tools as appropriate for the subject and audience.
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- 2:4:D9 Present different points of view shared by group members, develop a consensus, and support their viewpoint with evidence gathered through a variety of media.
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E. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity and exhibit leadership for safe and responsible digital citizenship.

- 2:4:E1 Assume shared responsibility for digital collaborative work and exhibit safe and responsible digital citizenship towards everyone.
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- 2:4:E2 Examine and understand how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.
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- 2:4:E3 Recognize bias in digital resources while researching content areas as a group with guidance from the teacher.
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- 2:4:E4 Participate and collaborate as members of a social and intellectual network of learners and advocate and practice safe, legal, and responsible use of information and technology and give credit by citing all sources and intellectual content.
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- 3:4:E5 Articulate the value intellectual freedom and intellectual property rights of ideas reviewed and critiqued during a group search for information while solving a content problem.
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- 2:1:E6 Understand and practice Internet safety when using any social electronic media for educational or leisure purposes.
- Students practice strategies that promote personal safety and support an acceptable code of behavior when participating in social electronic media.
 - Students understand and apply behaviors that protect electronic devices from harm in an online environment.

PK-12 Standard 3: Independent Problem-Solving, Information Fluency and Research (ISTE NETS-S Standard 3, AASL Standard 1)

Students in Wisconsin will use technology and other print and digital information tools to define a research problem or question, to conduct research for gathering pertinent information and resolving their information problem or question, and to analyze this information and to make informed decisions when creating a product to share new understandings with an applicable audience.

Learning Priority: Define authentic problems and information questions, plan and implement research strategies and share or present findings for inquiry-based research using all media types, including various print, audio, video and digital formats.

1. GRADES K-2

A. Identify authentic problems in informational text in all disciplines and in real-world settings and define significant questions for investigation using digital and media learning tools. (CC.R.10); (CC.W.7)

3:1:A1 Identify one or two keywords about a topic, problem, or question using digital and media tools.

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3:1:A2 Form simple “I wonder” questions about a topic, question, or problem and begin to explore answers to them using print, audio, video, and digital media.

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3:1:A3 Formulate questions related to listening activities using read-alouds, discussions, audio, and web-based formats.

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3:1:A4 Share information and ideas and express personal connections to a topic, information problem or question with others through discussion and listening.

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3:1:A5 Identify relationships between the topic and questions with their real-world experiences with print, audio, video and virtual learning environments.

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B. Plan strategies and apply an inquiry-based research process by applying critical thinking skills to guide inquiry for identifying and analysis of key ideas, themes, or facts presented in text and media. (CC.R.2, CC.R.3); (CC.W.4, CC.W.7, CC.W.9); (CC.SL.2)

1:1:B1 Apply digital tools and resources to address a variety of inquiry tasks to answer questions and to locate new information when solving a learning problem.

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3:1:B2 Interpret information represented in images, charts, maps, and e-resources.

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3:1:B3 Demonstrate and apply organizational skills such as sorting and categorizing facts and ideas learned during the research process.

3:1:B4 Insert information into various digital and print formats, including charts, drawings, and lists.

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3:1:B5 Complete a graphic organizer to organize ideas and concepts learned during the inquiry experience.

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3:1:B6 Make inferences regarding the topic and draw a conclusion about the main idea or information question at the conclusion of an inquiry with support of the teacher.

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C. Demonstrate mastery of technology tools and other information tools for accessing information and pursuing inquiry and for analyzing and organizing information to make informed problem-solving decisions. (CC.R.7, CC.R.8); (CC.W.2, CC.W.3, CC.W.8); (CC.SL.5)

3:1:C1 Select and use appropriate sources, print and digital picture dictionaries, beginning encyclopedias, magazines, and e-resources.

- Students identify the characteristics and purposes of geographic representations, including maps, globes, graphs, photographs, software, digital images and are able to locate specific places using each.
- Students ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources)

3:1:C2 Apply a problem-solving model like the *Super3*® when identifying an information problem, and researching and collecting data to solve the information problem while using digital resources.

- Students find and evaluate information related to a current or historical person or event using digital resources. (*ISTE Profiles*)
- Students work in small groups to learn and apply the scientific method through a hands-on activity of brainstorming ideas to solve the hypothesis, collecting and entering data into a spreadsheet or *Google Form*, and analyzing of their data to identify a solution(s).

3:1:C3 Use simple note-taking strategies, including rephrasing, two-column notetaking and webbing that are supported by technology.

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3:1:C4 Use simulations and graphical organizers to explore and depict patterns and make informed problem-solving decisions.

- Students use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (*ISTE Profiles*)

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3:1:C5 Use word processing and drawing tools to organize information and ideas.

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D. Explore a variety of digital and print media to critically and creatively answer questions or problems by using background knowledge as context

for new learning. (CC.R.2, 4, 9); (CC.RI.5, 9); (CC.W. 2, 5, 6, 8); (CC.SL.2)

1:1:D1 Articulate what is known about an inquiry topic, question, or problem. (CC.RI.1); (CC.W. 5, 8);

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1:1:D2 Use with competence grade appropriate print, digital, media and online resources and tools to answer the information question or solve the posed problem. (CC.RI.5); (CC.W. 2, 8);

- Students identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (*ISTE Profiles*)
- Students brainstorm what they would like to know about their classmates' preferences; these questions are entered into a teacher created spreadsheet and then they create and interpret graphs built from the spreadsheet data.

1:1:D3 Begin to explore ways to answer questions, while demonstrating the ability to navigate in virtual environments such as electronic books, interactive software, and Web sites. (CC.RI.5); (CC.W. 6);

- Students study the hypotheses that the human wingspan (finger-tip to finger-tip) is the same as the person's height by entering the data for several student measurements into a spreadsheet or *Google Form* and then analyze the data.

1:1:D4 Follow the KWL model to connect and compare new information and ideas with what was known at the beginning of the inquiry. (CC.W. 5, 8); (CC.RI.9);

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E. Use the writing process, media and visual literacy skills, speaking and listening skills and digital tools to create products for expressing new understandings and reporting data to an appropriate audience. (CC.W.1, 2, 3, 5, 6); (CC.SL.4, 5); (AASL 4.1.8)

3:1:E1 Apply grade appropriate writing and oral skills to illustrate and communicate original ideas and inquiry answers or facts using digital tools and media-rich resources. (CC.W.3, 6), (CC.SL.5) (AASL 4.1.8)

- Students use a digital drawing program to sketch a setting for a story, select characters and/or props, write stories using for their story, and share their stories with their class. (CC.W.3, 6), (CC.SL.5) (AASL 4.1.8)

3:1:E2 Follow an applicable writing and speaking models to develop a final product or presentation, making sure that the final product or presentation includes a beginning, middle and end and is support by appropriate digital tools. (CC.SL.4, 5); (CC.W. 5, 6);

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3:1:E3 Use technology, such as word processing, drawing, presentation, audio or web tools to create and present ideas through simple products in different formats. (CC.SL. 5); (CC.W. 5, 6)

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F. Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning of others. (CC.W.4, CC.W.6, CC.W.7)

- 3:1:F1 Share what is known about a topic, problem, or questions with an appropriate audience through a variety of media and formats.
 -
- 3:1:F2 Share knowledge and ideas with others through discussion and listening.
 -
- 3:1:F3 Share information and creative products with others, using diverse formats, both print and non-print and become an active member of a social and intellectual virtual network of learners.
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- 3:1:F4 Self-evaluate and critique information products using a variety of print, audio, and digital strategies.
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2. GRADES 3-5

A. Identify authentic problems in informational text in all disciplines and in real-world settings and define significant questions for investigation using digital and media learning tools. (CC.R.10); (CC.W.7)

- 3:2:A1 Formulate, with guidance, questions about a topic, using digital and media tools, independently or with a group.
 -
- 3:2:A2 Formulate questions related to listening activities using in person, audio, and web-based formats.
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- 3:2:A3 Assess questions to determine which can be answered with simple facts, which cannot be answered, and which would lead to interesting inquiry.
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- 3:2:A4 Refine a range of questions to frame a search for new understanding.
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- 3:2:A5 Identify how the topic or question relates to a real-world event through navigating and gleaning ideas from print, audio, video and virtual learning environments.
 - Students identify and explain natural cycles of the earth's land, water, and atmospheric systems; then they apply this new knowledge when analyzing the aspects and impact of current/recent natural event.
 -

B. Participate in inquiry-based research by strategically planning and applying critical thinking skills to analyze key ideas, themes, or facts presented in multimedia formats. (CC.R.2, CC.R.3); (CC.W.4, CC.W.7, CC.W.9); (CC.SL.2)

- 3:2:B1 Generate questions and practice different ways to locate and evaluate sources that provide needed information.
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- 3:2:B2 Assess and cull questions by culling those that can be answered with simple facts and those cannot be answered and then focus upon those that would lead to an interesting inquiry.
 -
- 3:2:B3 Generate a list of keywords for an inquiry-based project with guidance from the teacher.
 -
- 3:2:B4 Connect ideas or topics to one's own interests and articulate what is known about a topic, problem or question.
 -
- 3:2:B5 Skim/scan to locate information that is appropriate to age and ability level.
 -
- 3:2:B6 Predict answers to inquiry questions based on background knowledge and beginning observations or experiences.
 -
- 3:2:B7 Identify and investigate a local or global issue and generate possible solutions using digital tools and resources.
 - Students identify and investigate a local issue, e.g. recycling, public safety, and healthy food and generate possible solutions using digital tools and resources. (*ISTE Profiles*)

C. Demonstrate mastery of technology tools and other information tools for accessing information and pursuing inquiry and for analyzing and organizing information to make informed problem-solving decisions. (CC.R.7, CC.R.8); (CC.W.2, CC.W.3, CC.W.8); (CC.SL.5)

- 3:2:C1 Use multiple resources, including print, electronic, and human to locate information and to identify facts and details that support main ideas.
 - Students connect information presented in tables, maps and charts to printed or electronic text.
 - Students identify and explain ways that science and technology influence people's lives and careers.
- 3:2:C2 Select and use appropriate print, digital and web sources, including specialized reference sources and databases, to answer questions.
 - Students select and organize information from various sources in various formats to describe relationships among various organisms in their environments (e.g., predator/prey, parasite/host, food chains and food webs)
 -
- 3:2:C3 Find and evaluate information for accuracy as it relates to a current or historical person or event using digital resources.

- Students compare different stories about a historical figure or event and analyze differences in portrayals and perspectives presented through different media.
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- 3:2:C4 Use various note-taking strategies (outlining, paraphrasing or summarizing, questioning) depending upon the media format.
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- 3:2:C5 Use different clues (placement in text, signal words, focal point of illustration) to determine important ideas in illustrations and text.
-
- 3:2:C6 Restate, respond with detail, and make inferences from facts and main ideas from more than one source.
 - Students respond to literary material from personal, creative and critical points of view.
-
- 3:2:C7 Compare new ideas gathered at the beginning of the inquiry and at the end, make inferences regarding the topic and draw a conclusion about the main idea.
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D. Explore a variety of digital and print media to critically and creatively answer questions or problems by using background knowledge as context for new learning. (CC.R.2, CC.R.4, CC.R.9); (CC.W.7, CC.W.8); (CC.SL.2)

- 1:2:D1 Use with competence grade appropriate print, digital, media and online resources and tools to locate materials, find appropriate information, to record and organize information and to answer questions and solve problems with grade appropriate competence.
 - Students identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights).
 - Students select and apply digital tools to collect, organize and analyze data to evaluate theories or test hypotheses. (*ISTE Profiles*)
- 1:2:D2 Predict answers to inquiry questions based on background knowledge and beginning observations or experiences.
-

E. Use the writing process, media and visual literacy skills, speaking and listening skills and digital tools for developing new ideas and to create products for expressing new understandings and reporting data to an appropriate audience. (CC.W.1, CC.W.2, CC.W.6, CC.W.7, CC.W.9); (CC.SL.5)

- 3:2:E1 Illustrate and communicate original ideas and inquiry responses using digital tools and media-rich resources.
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- 3:2:E2 Follow steps of the writing/creation process: prewriting, drafting, revising, editing, and publishing.

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- 3:2:E3 Incorporate written, oral, and visual media skills to develop a product or performance.
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- 3:2:E4 Identify the audience and purpose before selecting a product format.
-
- 3:2:E5 Share information and creative products with others, using diverse print and non-print formats.
-
- 3:2:E6 Use word processing, drawing, presentation, audio or web tools to develop a complete final product or presentation.
 - Students compose narrative, informative, and persuasive writings or presentations (e.g., literature reviews, instructions, news articles, correspondence) for a specified audience.
-
- 3:2:D7 Use technology to create and present ideas through simple products in different formats.
 - Students produce compositions and multimedia works, using available technology tools, for specified audiences.
 - Students deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas, and use visual aids and contemporary technology as support.

F. Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning of others. (CC.W.4, CC.W.6, CC.W.7)

- 3:2:F1 Share what is known about a topic, problem, or questions with an appropriate audience.
-
- 3:2:F2 Present information clearly so that main points are evident.
 - Students produce organized, elaborate, and coherent documents that convey clear understandings and interpretations of ideas and information.
- 3:2:F4 Edit drafts and improve the inquiry process and final product based upon self-reflection and on feedback from peers and educators.
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- 3:2:F5 Identify ones strengths, and set goals for improvement.
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3. GRADES 6-8

A. Identify authentic problems in informational text in all disciplines and in real-world settings and define significant questions for investigation using digital and media learning tools. (CC.R.10); (CC.W.7)

- 3:3:A1 Use a critical-thinking process that involves asking questions, investigating the answers, and developing new understandings for personal or academic independent-learning activities.

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- 3:3:A2 Determine what information is needed to support the investigation and answer the questions.
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- 3:3:A3 Refine questions depending on the type of information needed (for example, overview, big ideas, specific detail, cause and effect, comparison).
-
- 3:3:A4 Analyze what is already known, or what is observed or experienced to predict answers to inquiry questions.
-
- 3:3:A5 Identify how the topic or question relates to a real-world need through navigating and gleaning ideas from print, audio, video and virtual learning environments.

B. Plan strategies and apply and inquiry-based research process by applying critical thinking skills to guide inquiry for identifying and analysis of key ideas, themes, or facts presented in text and media. (CC.R.2, CC.R.3); (CC.W.4, CC.W.7, CC.W.9); (CC.SL.2)

- 3:3:B1 Observe and analyze an experience, demonstration, or source that introduces a topic, problem, or question to gather background information.
- 3:3:B2 Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.
- 3:3:B3 Generate a list of keywords for an inquiry-based project with guidance from the teacher.
- 3:3:B4 Connect ideas or topics to their own interests and articulate what is known about a topic, problem or question.
- 3:3:B5 Skim/scan to locate information that is appropriate to age and ability level.
- 3:3:B6 Predict answers to inquiry questions based on background knowledge and beginning observations or experiences.
- 3:3:B7 Identify and investigate a local or global issue and generate possible solutions using digital tools and resources.

C. Demonstrate mastery of technology tools and other information tools for accessing information and pursuing inquiry and for analyzing and organizing information to make informed problem-solving decisions. (CC.R.7, CC.R.8); (CC.W.2, CC.W.3, CC.W.8); (CC.SL.5)

- 3:3:C1 Use multiple resources, including print, electronic, and human to locate information and to identify facts and details that support main ideas.
- 3:3:C2 Evaluate sources based on criteria such as copyright date, authority of author or publisher, comprehensiveness, readability, and alignment with research needs.

- 3:3:C3 Select a variety of credible sources in different formats relevant to research needs, including grade-level appropriate electronic reference materials and teacher-vetted websites to answer inquiry questions.
 - 3:3:C4 Evaluate and select information based on usefulness, currency, accuracy, authority, and point of view and interpret information and ideas by defining, classifying and inferring information from various media expressing a variety of viewpoints.
 - 3:3:C5 Seek more than one point of view by using diverse sources in various media formats.
 - 3:3:C6 Check ideas for accuracy by analyzing the authority of the source and validating the information through multiple resources located locally and online.
 - 3:3:C7 Restate, respond with detail, and make inferences to facts and main ideas and points of view from more than one source.
 - 3:3:C8 Draw conclusions based on explicit and implied information and form opinions and judgments backed up by supporting evidence.
- D. Explore a variety of digital and print media to critically and creatively answer questions or problems by using background knowledge as context for new learning. (CC.R.2, 4, 9); (CC.W.7,8); (CC.SL.2)**
- 3:3:D1 State and support what is known about a topic, problem, or question and make connection to prior and background knowledge.
 - 3:3:D2 Use with competence grade appropriate technology resources such as online reference resources, databases, and Web resources to locate information, search varied opinions and to answer questions and solve problems.
 - 3:3:D3 Follow a variety of digital, media, or print paths to find the needed information and solve the inquiry.
 - 3:3:D4 Gather data and inquiry solutions from a variety of media formats.
- E. Use the writing process, media and visual literacy skills, speaking and listening skills and digital tools for developing new ideas and to create products for expressing new understandings and reporting data to an appropriate audience. (CC.W.1, CC.W.2, CC.W.6, CC.W.7, CC.W.9); (CC.SL.5)**
- 3:3:E1 Use prewriting to discover alternate ways to present conclusions.
 - 3:3:E2 Select presentation form and media based on audience and purpose.
 - 3:3:E3 Draft the presentation/product following an outline of ideas and add supporting details.
 - 3:3:E4 Create products to convey information, conclusions and supporting facts in a variety of ways using multiple formats, including text, visual, media and digital mediums.
 - 3:3:E5 Share information and creative products with others, using diverse formats, both print and nonprint.
 - 3:3:E6 Use word processing, drawing, presentation, audio or web tools to develop a final product or presentation, making sure that the final product or presentation includes a beginning, middle and end.

3:3:E7 Use technology to create and present ideas through simple products in different formats.

F. Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning of others. (CC.W.4, CC.W.6, CC.W.7)

3:3:F1 Present conclusions and supporting facts in a variety of ways and so that main ideas are clearly stated and supported by evidence..

3:3:F2 Present solutions to problems using modeled examples.

3:3:F3 Use dramatic, audio, and video presentation as appropriate for subject and audience and become an active member of a social and intellectual network of learners to share new knowledge and a final product.

3:3:F4 Edit drafts to improve the inquiry process and final product based upon self-reflection and on feedback from peers and educators.

3:3:F5 Experiment with various types of multimedia and digital applications both locally and virtually to enhance artistic and personal expression.

3:3:F6 Reflect at the end of an inquiry process to identify additional areas of personal interest for pursuit in the future.

4. GRADES 9-12

A. Identify authentic problems in informational text in all disciplines and in real-world settings and define significant questions for investigation using digital and media learning tools. (CC.R.10); (CC.W.7)

3:4:A1 Recognize that the purpose of the inquiry determines the type of questions and the type of thinking required (for example, an historical purpose may require taking a position and defending it).

3:4:A2 Generate specific questions to focus the purpose of the research.

3:4:A3 Design questions that systematically test a hypothesis or validate a thesis statement.

3:4:A4 Review the initial information need to develop, clarify, revise, or refine the question.

3:4:A5 Analyze what is already known, or what is observed or experienced to predict answers to inquiry questions.

3:4:A6 Explore questions or problems for which there are multiple answers or no “best” answer.

3:4:A7 Identify how the topic or question relates to a real-world need through navigating and gleaning ideas from print, audio, video and virtual learning environments.

B. Plan strategies and apply an inquiry-based research process by applying critical thinking skills to guide inquiry for identifying and analysis of key ideas, themes, or facts presented in text and media. (CC.R.2, CC.R.3); (CC.W.4, CC.W.7, CC.W.9); (CC.SL.2)

3:4:A1 Use independently and systematically an inquiry-based process to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.

- 3:4:B2 Compare new background information with prior knowledge to determine direction and focus of new learning.
- 3:4:B3 Connect ideas or topics to their own interests and articulate what is known about a topic, problem or question.
- 3:4:B4 Skim/scan to locate information that is appropriate to age and ability level.
- 3:4:B5 Predict answers to inquiry questions based on background knowledge and beginning observations or experiences.
- 3:4:B6 Identify and investigate a local or global issue and generate possible solutions using digital tools and resources.

C. Demonstrate mastery of technology tools and other information tools for accessing information and pursuing inquiry and for analyzing and organizing information to make informed problem-solving decisions. (CC.R.7, CC.R.8); (CC.W.2, CC.W.3, CC.W.8); (CC.SL.5)

- 3:4:C1 Identify the value of and differences among potential resources in a variety of formats.
- 3:4:C2 Use various search systems to retrieve information in a variety of formats.
- 3:4:C3 Seek and use a variety of specialized resources available from libraries, the web, and the community.
- 3:4:C4 Evaluate historical information for validity of interpretation and scientific information for accuracy and reliability of data.
- 3:4:C5 Recognize the social, cultural, or other context within which the information was created and explain the impact of context on interpreting the information from print and nonprint sources.
- 3:4:C6 Analyze initial synthesis of findings and construct new hypotheses or generalizations if warranted.
- 3:4:C7 Investigate different viewpoints encountered and determine whether and how to incorporate or reject these viewpoints.
- 3:3:C8 Draw conclusions based on explicit and implied information and form opinions and judgments backed up by supporting evidence.

D. Explore a variety of digital and print media to critically and creatively answer questions or problems by using background knowledge as context for new learning. (CC.R.2, CC.R.4, CC.R.9); (CC.W.7, CC.W.8); (CC.SL.2)

- 1:4:D1 Follow a variety of digital, media, or print paths to find the needed information and solve the inquiry.
 - Students integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CC.RI.7)
- 1:4:D2 Use a range of electronic resources efficiently, effectively, and safely by applying a variety of search and evaluation strategies.
- 1:4:D3 Select the most appropriate technologies to access and retrieve needed information.

- 1:4:D4 Evaluate all digital, media, or print resources for validity and reliability.
- 1;4:D5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
- E. Use the writing process, media and visual literacy skills, speaking and listening skills and digital tools for developing new ideas and to create products for expressing new understandings and reporting data to an appropriate audience. (CC.W.1, CC.W.2, CC.W.6, CC.W.7, CC.W.9); (CC.SL.5)**
- 3:4:E1 Integrate new information present in various formats with previous information or knowledge.
- 3:4:E2 Use a range of electronic resources efficiently, effectively, and safely by applying a variety of search and evaluation strategies.
- 3:4:E3 Use social tools to demonstrate and share learning.
- 3:4:E4 Create own electronic learning spaces by collecting and organizing links to information resources, working collaboratively, and sharing new ideas and understandings with others.
- 3:4:E5 Apply critical thinking to examine and analyze relevant information selected from a variety of print, media, digital, and web sources to discover relationships and patterns among ideas.
- 3:4:E6 Identify discrepancies in points of view discovered from web, digital, media and print sources and continue research until the discrepancy is resolved.
- 3:4:E7 Use the most appropriate format, tone, and language to communicate ideas and points of view clearly for different audiences.
- F. Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning of others. (CC.W.4, CC.W.6, CC.W.7)**
- 3:4:F1 Organize information independently, deciding the structure based on the relationships among ideas and general patterns discovered.
- 3:4:F2 Combine information and inferences to draw conclusions and create meaning.
- 3:4:E3 Present different perspectives with evidence for each in a media format that enhances understanding of the targeted audience.
- 3:4:F4 Display important connections among ideas by using common productivity tools to categorize and analyze information.
- 3:4:F5 Use locally available and web-based interactive digital presentation and production tools to enhance creativity in effectively organizing and communicating information.
- 3:4:F5 Use online environments or other collaborative tools to facilitate design and development of materials, models, publications, and presentations.
- 3:4:F6 Employ various strategies for revising and reviewing own work.

3:4:F7 Identify own strengths, assess own inquiry processes and products, and set goals for improvement using information and technology tools and platforms.

PK-12 Standard 4: Personal Information and Technology Literacy (ISTE NETS-S Standard 5 & 6, AASL Standard 4)

Students in Wisconsin will apply information and technology skills to issues of personal and academic interest by actively and independently seeking information across curricular disciplines while striving for personal excellence in reading, writing, speaking, viewing and listening.

Learning Priority: Improve personal cross-disciplinary literacy proficiency within a multi-media learning environment.

1. GRADES PK-2

A. Pursue information related to various dimensions of personal interest and academic disciplines through a variety of media formats, literary genres and text types. (CC.W.8); (CC.SL.2)

- 4:1:A1 Locate, select and secure materials in various media formats for enjoyment and information.
- 4:1:A2 Read, view, and listen to a variety of media and begin to recognize that different media formats require different reading, listening, or viewing strategies.
- 4:1:A3 Read, view, and listen to a variety of media in multicultural context to learn about self, family, and local and global community.
- 4:1:A4 Make connections between reading, viewing, and listening experiences relevant to historical and current events and stories and connect learning with personal experiences.
- 4:1:A5 Develop criteria for determining if a book or multi-media source matches interests, needs, and proficiency levels.

B. Demonstrate a sound understanding of grade-appropriate digital concepts, systems, and tools. (CC.W.6); (CC.SL.5)

- 4:1:B1 Locate, access, and process information for personal interests and school assignments from multiple print, nonprint, and digital/web sources with guidance from the School Library Media Specialist or classroom teacher.
- 4:1:B2 Demonstrate simple organization skills such as sorting, categorizing and presenting information in different forms, i.e., charts, drawings, and multi-media.
- 4:1:B3 Use technology tools with proficiency to create and present ideas through simple products in different formats.
 - Students use digital-imaging technology to modify or create works of art for use in a digital presentation. (*ISTE Profiles*)

C. Select and use the most appropriate media tools and conventions for solving a personal or class information question or problem, for gathering information and ideas, and for sharing information and ideas with an appropriate audience. (CC.W.2, 6, 8, 9); (CC.SL.5)

- 4:1:C1 Select and use appropriate sources in various formats: print, digital and web, including picture and image sources and beginning print and digital references to answer questions and pursue personal interests.
- 4:1:C2 Learn to search an online catalog, digital references and databases and Web resources to locate information.
- 4:1:C3 Find facts and ideas to answer information questions or to solve an information problem in more than one sources and more than one media format.
- 4:1:C4 Select, paraphrase and record notes on information from print and online sources using pencil and paper and digital tools, such as graphic organizers and digital drawing programs.

D. Manage the flow of personal learning from a wide variety of sources (textual, visual, auditory and multi-media resources) by connecting new ideas and information to background knowledge and by sharing new learning with others. (CC.W.8, 10); (CC.SL.5)

- 4:1:D1 Complete a graphic organizer using concepts that were learned during the inquiry experience.
- 4:1:D2 Make inferences and draw a conclusion about the topic, main ideas, information question with teacher guidance.
- 4:1:D3 Incorporate writing and speaking skills, text and drawing tools, and embed images and motion to develop a product or performance using a variety of presentation methods and tools.

E. Organize personal knowledge and judgments in a way that can be called upon easily and demonstrate personal responsibility for lifelong learning.

- 4:1:E1 Use technology tools, systems and applications to organize personal knowledge that is easily accessible for future learning and for sharing knowledge and ideas with others.
- 4:1:E2 Use technology to connect new information and new knowledge with current understandings to solve an information question or problem and to share what is known about a topic, problem, or question with peers and personal learning networks.
- 4:1:E3 Use technology to compare and contrast what is learned with what is known and integrate learned and known information and ideas and then share this integrated learning with peers in physical and virtual learning communities.
- 4:1:E4 Reflect at the end of an inquiry experience about new information and ideas to build a foundation for future investigation and learning.
- 4:1:E5 Identify how personal knowledge and learning relates to a real-world need.
- 4:1:E6 Transfer current knowledge and technology literacy skills to learning with new technologies.

2. GRADES 3-5

A. Pursue information related to various dimensions of personal interest and academic disciplines through a variety of media formats, literary genres and text types. (CC.W.8); (CC.SL.2)

- 4:2:A1 Identify and use appropriate print and technology sources to acquire background information related to a personal information inquiry.
- 4:2:A2 Articulate what is known about a topic, information problem, or question through the use of current technology resources.
- 4:2:A3 Generate questions and use a variety of print and technology resources to locate and evaluate sources that provide essential information.
- 4:2:A4 Predict answers to inquiry questions based on background knowledge and beginning initial observations or experiences.
- 4:2:A5 Revise inquiry question or problem as needed to arrive at a manageable topic.
- 4:2:A6 Take notes using graphic organizers and drawing tools for illustrating the main idea in fiction and informational text or content.

B. Demonstrate a sound understanding of grade-appropriate digital concepts, systems, and tools. (CC.W.6); (CC.SL.5)

- 4:2:B1 Locate, access, and process information for personal interests and school assignments using the library's online catalog, teacher selected websites and digital databases, web-based critical thinking tools, and interactive web-based applets.
 - Students engage in interactive thinking tools such as Intel *Seeing Reason* to understand complex problems or systems that involve cause and effect relationships and *Visual Ranking* to evaluate and prioritize information by established criteria.
- 4:2:B2 Use clues applicable to different illustration formats to determine important ideas and messages sent and received from print and media illustrations.
- 4:2:B3 Apply common organizational patterns such as chronological or main idea with supporting ideas to record information from a variety of media sources.
- 4:2:B4 Use technology tools to proficiently find similar big multiple sources and to create and present a compilation of these ideas through simple products in different formats.
 - Students complete a digital biography or autobiography by embedding photos and images into a digital story or presentation.

C. Select and use the most appropriate media tools and conventions for solving a personal or class information question or problem, for gathering information and ideas, and for sharing information and ideas with an appropriate audience. (CC.W.2, 6, 8, 9); (CC.SL.5)

- 4:2:C1 Select and use appropriate sources in various formats (print, digital and web, including picture and image sources) to answer questions and pursue personal interests.
- 4:2:C2 Learn to search an online catalog, digital references and databases and Web resources to locate information.
- 4:2:C3 Use text, image, motion, and audio features to enhance information used for inquiry responses.

- 4:2:C4 Use the organizational structure of print or technological resources to locate information and answer questions.
- 4:2:C5 Use various note-taking strategies and aides such as outlining, questioning the content/text, highlighting, and/or graphic organizers.
- Use [*Evernote*](#), a suite of software and services designed for [*note taking*](#) and archiving, to gather and archive new information. A "note" can be a piece of formatted text, a full webpage or webpage excerpt, a photograph, a voice memo, or a handwritten "ink" note. Notes can also have file attachments. Notes can be sorted into folders, then tagged, annotated, edited, given comments, searched and exported as part of a notebook.
- 4:2:C6 Find facts and ideas to answer information questions or to solve information problems in multiple sources and media formats.

D. Manage the flow of personal learning from a wide variety of sources (textual, visual, auditory and multi-media resources) by connecting new ideas and information to background knowledge and by sharing new learning with others. (CC.W.8, 10); (CC.SL.5)

- 4:2:D1 Integrate ideas and information known at the beginning of the inquiry process with knowledge acquired through inquiry.
- 4:2:D2 Gather ideas and information from a variety of media that express different points of view.
- 4:2:D3 Make inferences and draw conclusions about the topic, main ideas, and information questions; form opinions and judgments supported by new knowledge; and share new knowledge with the teacher and peers.
- 4:2:D4 Incorporate writing and speaking skills, text and drawing tools, and images and motion to develop a product or performance, using a variety of presentation methods and tools.
- 4:2:D5 Create a product with a beginning, middle, and end using appropriate media for the audience.
- 4:2:D6 Use appropriate media and formats to create and edit products that communicate synthesized ideas and information.
- 4:2:D7 Use social networking tools and platforms to create and share information and to reflect upon information and ideas share by others.

E. Organize personal knowledge and judgments that can be easily accessed for future learning.

- 4:2:E1 Use technology tools, systems and applications to organize personal knowledge that is easily accessible for future learning and for sharing with others.
- 4:2:E2 Use technology to synthesize prior with new knowledge to solve an information questions or problems and to share such knowledge with peers and personal learning networks.
- 4:2:E3 Use technology to compare and contrast prior and new knowledge and integrate such knowledge and ideas and share this integrated learning with peers through physical and virtual learning communities.

- 4:2:E4 Rely on self-reflection and audience feedback to improve future inquiries, presentations, and products.
- 4:2:E5 Reflect on new information and ideas, at the end of an inquiry-based experience, to build a foundation for future investigation and learning.
- 4:2:E6 Identify how personal knowledge and learning relates to a real-world need.
- 4:3:E7 Transfer current knowledge and technology literacy skills to learning with new technologies.

3. GRADES 6-8

A. Pursue information related to various dimensions of personal interest and academic disciplines through a variety of media formats, literary genres and text types. (CC.W.8); (CC.SL.2)

- 4:23A1 Use a critical-thinking process that involves asking questions, investigating the answers, and developing new understandings for personal or academic independent-learning activities.
- 4:3:A2 State and support what is known about a topic, problem, or question, and make connections to prior knowledge.
- 4:3:A3 Generate questions and use a variety of print and technology resources to locate and evaluate sources that provide needed information.
- 4:3:A4 Observe and analyze an experience, demonstration, or source that introduces a topic, problem, or question to gather background information.
- 4:3:A5 Analyze and refine what information is needed to support the investigation and answer the inquiry.

B. Demonstrate a sound understanding of grade-appropriate digital concepts, systems, and tools. (CC.W.6); (CC.SL.5)

- 4:3:B1 Locate, access, and process information for personal interests and school assignments using the library online catalog, teacher selected websites and digital databases, and web-based critical thinking tools and interactive web-based applets such as Intel *Seeing Reason* and *Visual Ranking* tools.
- 4:3:B2 Use clues applicable to different illustration formats to determine important ideas and messages sent and received from print and media illustrations.
- 4:3:B3 Apply common organizational patterns such as chronological or main idea with supporting ideas to record information from a variety of media sources.
- 4:3:B4 Use technology tools with proficiency to find similar big ideas in more than one source and to create and present a compilation of these ideas through simple products in different formats.

C. Select and use the most appropriate media tools and conventions for solving a personal or class information question or problem, for

gathering information and ideas, and for sharing information and ideas with an appropriate audience. (CC.W.2, 6, 8, 9); (CC.SL.5)

- 4:3:C1 Locate, evaluate and select multi-type sources based on known criteria, such as timeliness, authority, comprehensiveness, point of view, readability and alignment with inquiry.
- 4:3:C2 Evaluate, paraphrase, and summarize information found in various formats using applicable digital and web tools.
- 4:3:C3 Use facts, data, and opinions responsibly by identifying and verifying each source and information piece for relevancy and reliability.
- 4:3:C4 Interpret and combine information and ideas by applying defining, classifying and inference strategies to develop and demonstrate new personal knowledge.
- 4:3:C5 Continue research until all discrepancies is resolved.
- 4:3:C6 Express new knowledge through a variety of creative products in a media selected based on purpose and audience.
- 4:3:C7 Revise future research and search for new knowledge based on constructive peer and professional feedback and self-reflection.

D. Manage the flow of personal learning from a wide variety of sources (textual, visual, auditory and multi-media resources) by connecting new ideas and information to background knowledge and by sharing new learning with others. (CC.W.8, 10); (CC.SL.5)

- 4:3:D1 Gather ideas and information from a variety of media that express different points of view.
- 4:3:D2 Review, compare and merge ideas and information known at the beginning of the inquiry process with those learned from a variety of media resources during the inquiry.
- 4:3:D3 Make inferences and draw conclusions about the topic, main ideas, information questions, form opinions and judgments supported by new knowledge and share new knowledge with the teacher and peers.
- 4:3:D4 Create a product with a beginning, middle, and end using appropriate media for the audience, including social networking tools and platforms.
- 4:3:D5 Incorporate writing and speaking skills, text and drawing tools, and embed images and motion to develop a product or performance using a variety of presentation methods and tools that communicate a syntheses of information gathered and ideas learned.
- 4:3:D6 Rely and reflect upon audience and personal feedback to improve future inquiries and presentation and products.

E. Organize personal knowledge and judgments in a way that can be called upon easily and demonstrate personal responsibility for lifelong learning.

- 4:3:E1 Use technology tools, systems and applications to organize personal knowledge that is easily accessible for future learning and for sharing knowledge and ideas with others.

- 4:3:E2 Use technology to connect new information and new knowledge with current understandings to solve an information question or problem and to share what is known about a topic, problem, or question with peers and personal learning networks.
- 4:3:E3 Identify how personal knowledge and learning relates to a real-world need.
- 4:3:E4 Use technology to compare and contrast what is learned with what is known and integrate learned and known information and ideas and then share this integrated learning with peers in physical and virtual learning communities.
- 4:3:E5 Reflect at the end of an inquiry experience about new information and ideas to build a foundation for future investigation and learning.
- 4:3:E6 Transfer current knowledge and technology literacy skills to learning with new technologies.

4. GRADES 9-12

A. Pursue information related to various dimensions of personal interest and academic disciplines through a variety of media formats, literary genres and text types. (CC.W.8); (CC.SL.2)

- 4:4:A1 Recognize the purpose of an inquiry sets the parameters of the questions, as well as the problem-solving framework and the range of media and genres to be searched.
- 4:4:A2 Identify and value parameters and differences among potential resources in a variety of formats.
- 4:4:A3 Determine relevancy of a resource by analyzing the structure, design and logic of supporting information, arguments or methods utilized.
- 4:4:A4 Compare initial information found to tentative thesis or hypothesis and revisit or revise as appropriate.
- 4:4:A5 Independently pursue a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest to be researched.
- 4:4:A6 Build a conceptual framework by synthesizing ideas gathered from multiple texts and media formats.

B. Demonstrate a sound understanding of grade-appropriate digital concepts, systems, and tools. (CC.W.6); (CC.SL.5)

- 4:4:B1 Assess the capabilities and limitations of current print and technology resources and select the most efficient and effective textual, digital, and web tools or resources to resolve the inquiry.
- 4:4:B2 Select a variety of credible sources in different formats relevant to the research need and focus on specialized reference materials to find specific and in-depth information and data.
- 4:4:B3 Use a variety of search engines and professional learning communities that specialize in the inquiry focus area.

C. Select and use the most appropriate media tools and conventions for solving a personal or class information question or problem and for sharing new information and ideas with an appropriate audience.

(CC.W.2, 6, 8, 9); (CC.SL.5)

- 4:4:C1 Select and use appropriate sources in various formats: print, digital and web, including picture and image sources and beginning print and digital references to answer questions and pursue personal interests.
- 4:4:C2 Use various search systems and the organizational structure to locate and retrieve information in a variety of formats.
- 4:4:C3 Seek and use specialized print, digital, media and web resources that meet the criteria determined by the informational question or problem.
- 4:4:C4 Use various note-taking strategies such as outlining, questioning the content/text, highlighting, or graphic organizers that are applicable to the inquiry.
- 4:4:C5 Share findings and new ideas with an appropriate audience via physical and virtual learning communities.

D. Manage the flow of personal learning from a wide variety of sources (textual, visual, auditory and multi-media resources) by connecting new ideas and information to background knowledge and by sharing new learning with others. (CC.W.8, 10); (CC.SL.5)

- 4:4:D1 Use an inquiry-based process independently and systematically to deepen content knowledge, connect academic learning with the real world, pursue personal interests, and investigate opportunities for personal growth.
- 4:4:D2 Review ideas and information known at the beginning of the inquiry process with those learned from a variety of media resources during the inquiry.
- 4:4:D3 Make inferences and draw conclusions about the topic, main ideas, information questions, form opinions and judgments supported by new knowledge and share new knowledge with the teacher and peers.
- 4:4:D4 Use appropriate media and formats to create and edit products that communicate a syntheses of information gathered and ideas learned.
- 4:4:D5 Use social networking tools and platforms to create and share information and to reflect upon information and ideas share by others.

E. Organize personal knowledge and judgments in a way that can be called upon easily and demonstrate personal responsibility for lifelong learning.

- 4:4:E1 Compare new background information with prior knowledge to determine direction and focus of new learning.
- 4:4:E2 Use technology to compare, contrast, and integrate what is learned with what is known and integrate learned and known information and ideas to be shared with peers and experts in physical and virtual learning communities.
- 4:4:E3 Rely and reflect upon audience and personal feedback to improve future inquiries and presentation and products.

- 4:4:E4 Reflect at the end of an inquiry experience about new information and ideas to build a foundation for future investigation and learning.
- 4:4:E5 Transfer current knowledge and technology literacy skills to learning with new technologies.

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