

# Third Grade Inquire

High Priority Standards (AASL)

**AASL I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems**

**Learning Goal**

The student will display curiosity and initiative. (Think)

**Proficiency Scale**

Innovating: Student demonstrates an in-depth inference, advanced application, or innovation with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- formulating questions about a personal interest or a curricular topic.
- recalling prior and background knowledge as context for new meaning.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
  - generating questions to explore.
  - recalling some information.
  - recognizing and recalling specific vocabulary such as: background knowledge, critical thinking, inquiry.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

**Learning Targets**

- The student will use prior knowledge to generate questions about a topic to create new understandings.

High Priority Standards (AASL)

**AASL I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems**

**Learning Goal**

The student will engage with new knowledge. (Create)

**Proficiency Scale**

Innovating: Student demonstrates an in-depth inference, advanced application, or innovation with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- using evidence to investigate questions.
- deciding and implementing a plan to fill knowledge gaps.
- generating products that illustrate learning.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
  - using some evidence to investigate questions.
  - generate a product.
  - recognizing and recalling specific vocabulary such as: database, evidence, investigate, learning plan, sources.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

**Learning Targets**

- The student will create a product based on research findings on a given topic.

High Priority Standards (AASL)

**AASL I. Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems**

**Learning Goal**

The student will adapt, communicate, and exchange learning, products with others.  
(Share)

**Proficiency Scale**

Innovating: Student demonstrates an in-depth inference, advanced application, or innovation with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- interacting with content presented by others.
- providing constructive feedback.
- acting on feedback to improve.
- sharing products with an authentic audience.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
  - attending to content presented by others.
  - recognizing and recalling specific vocabulary such as: authentic audience, constructive feedback, revise.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

**Learning Targets**

- The student will share and present findings to a group and act on feedback to improve.

# Third Grade Curate

## High Priority Standards (AASL)

**AASL IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.**

### Learning Goal

The student will act on an information need. (Think)

### Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovation with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- identifying possible sources of information.
- making critical choices about information sources to use.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
  - determining the need to gather information.
  - recognizing and recalling specific vocabulary such as: catalog, copyright date, database, Dewey Decimal System, keyword search, nonfiction, subject search, website.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- The student will be able to identify appropriate information sources.

High Priority Standards (AASL)

**AASL IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.**

**Learning Goal**

The student will gather information appropriate to the task. (Create)

**Proficiency Scale**

Innovating: Student demonstrates an in-depth inference, advanced application, or innovation with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- seeking a variety of sources.
- identifying diverse perspectives.
- questioning the validity of information.

Approaching: Student demonstrates he/she is nearing proficiency by:

- organizing information by priority, topic, or other systematic scheme.
  - recognizing and recalling specific vocabulary such as: browse, call numbers, database, labels, nonfiction sources, signs, varied perspectives, WorldBook Online.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

**Learning Targets**

- The student will be able to gather multiple non-fiction sources including the WorldBook Online database and text sources.

High Priority Standards (AASL)

**AASL IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.**

**Learning Goal**

The student will exchange information resources within and beyond their learning community. (Share)

**Proficiency Scale**

Innovating: Student demonstrates an in-depth inference, advanced application, or innovation with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- joining with others to compare and contrast information.
- evaluating information sources.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
  - sharing information.
  - recognizing and recalling specific vocabulary such as: collaborate, compare, contrast, evaluate, graphic organizer.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

**Learning Targets**

- The student will be able to compare and contrast information with others.
- The student will be able to evaluate information sources.

# Third Grade

## Explore

High Priority Standards (AASL)

**AASL V. Explore: Discover and innovate in a growth mindset developed through experience and reflection.**

### Learning Goal

The student will develop and satisfy personal curiosity. (Think)

### Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovation with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- reading widely and deeply in multiple formats and write and create for a variety of purposes.
- reflecting and questioning.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
  - reflecting and questioning.
  - recognizing and recalling specific vocabulary such as: award books, curiosity, Dewey Decimal System, genre, reflect, respond, series books.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- The student will be able to read, write, question, and reflect on personal reading topics.

High Priority Standards (AASL)

**AASL V. Explore: Discover and innovate in a growth mindset developed through experience and reflection.**

**Learning Goal**

The student will construct new knowledge.  
(Create)

**Proficiency Scale**

Innovating: Student demonstrates an in-depth inference, advanced application, or innovation with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- persisting through self-directed pursuits by thinking and making.
- problem solving through cycles of design.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
  - creating a plan.
  - modify product based on feedback.
  - recognizing and recalling specific vocabulary such as: brainstorm, design, feedback, persevere, modification.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

**Learning Targets**

- The student will be able to create a product based on a curricular or a personal choice topic.



High Priority Standards (AASL)

**AASL V. Explore: Discover and innovate in a growth mindset developed through experience and reflection.**

**Learning Goal**

The student will engage with learning community. (Share)

**Proficiency Scale**

Innovating: Student demonstrates an in-depth inference, advanced application, or innovation with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- collaboratively identifying solutions to a challenge or problem.
- expressing curiosity about a topic of personal or curricular relevance.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
  - individually identifying solutions.
  - recognizing and recalling specific vocabulary such as: collaborate, curiosity, innovation, problem, solution.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

**Learning Targets**

- The student will be able to express curiosity about a topic.
- The student will be able to work together to identify solutions to a problem.

# Third Grade Engage

## High Priority Standards (AASL)

**AASL VI. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.**

### Learning Goal

The student will follow ethical and legal guidelines for gathering and using information. (Think)

### Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovation with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- responsibly applying information, technology and media to learning.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
  - understanding the ethical use of information, technology, and media.
  - recognizing and recalling specific vocabulary such as: Acceptable User Agreement (AUA), address bar, bookmarks, Internet, media, password, privacy, unacceptable content, username, website.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

### Learning Targets

- The student will be able to utilize technology safely.
- The student will be able to utilize information, technology, and media ethically.

High Priority Standards (AASL)

**AASL VI. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.**

**Learning Goal**

The student will use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge.  
(Create)

**Proficiency Scale**

Innovating: Student demonstrates an in-depth inference, advanced application, or innovation with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- acknowledging authorship and demonstrating respect for the intellectual property of others.
- ethically using and reproducing others' work.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
  - acknowledging authorship.
  - recognizing and recalling specific vocabulary such as: Acceptable User Agreement (AUA), bibliography, cloud account, copyright page, plagiarism, works cited.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

**Learning Targets**

- The student will be able to give credit to authors and illustrators.
- The student will be able to give credit to sources.
- The student will follow the district Acceptable User Agreement (AUA.)

High Priority Standards (AASL)

**AASL VI. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.**

**Learning Goal**

The student will responsibly, ethically, and legally share new information with the global community. (Share).

**Proficiency Scale**

Innovating: Student demonstrates an in-depth inference, advanced application, or innovation with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- disseminating new knowledge through means appropriate for the intended audience.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
  - sharing new knowledge.
  - sharing information sources.
  - recognizing and recalling specific vocabulary such as: bibliography, copyright, modify, works cited.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

**Learning Targets**

- The student will be able to share new knowledge about a topic with peers.
- The student will be able to share information sources in accordance with copyright policies.