

**RESEARCH PROCESS SCOPE AND SEQUENCE
GRADES K-2**

1/5/07

GRADE	STRAND	STANDARD	BENCHMARKS	ISTE AASL	MN CONTENT	RESOURCES
K-2	RESEARCH PROCESS	Students will follow a systematic research process that involves formulating a question, gathering, evaluating, and organizing information, drawing conclusions, presenting results to an audience, and evaluating both the product and the process.	<p>Question:</p> <ol style="list-style-type: none"> 1. Students generate questions based on interests, observations, information or stories. 	<p>ISTE Pre-K-2: 10</p> <p>AASL 1:1,3; 4: 1,2</p>		<p>http://www.big6.com/kids/K-2.htm</p> <p>Examples: Ask a question about personal interest, a detail of a story, or a natural occurrence.</p> <p>International Society for Technology in Education http://www.iste.org.</p> <p>American Association of School Librarians http://www.aasl.org.</p>
			<p>Gather:</p> <ol style="list-style-type: none"> 1. Students identify information sources and locations. <ol style="list-style-type: none"> a. Students identify information experts around the school and community. b. Students understand that each book has a special place on a shelf and can use a shelf marker to mark the place. c. Students find easy reading, picture, fiction, non-fiction, reference, etc. books. d. Students locate designated areas in a library media center such as the computer lab, circulation desk and book return. e. Students identify the difference between fiction and non-fiction 	<p>ISTE Pre-K-2: 4,10</p> <p>AASL 1: 4,5; 2: 4; 4: 1,2</p>		<p>Examples: Information experts might be teachers and other school staff, older students, etc. What kinds of questions can each one answer?</p> <p>Examples: As a group, record facts about a topic using KWL or Venn diagram, or other chart.</p>

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			<p>materials.</p> <p>f. Students identify call numbers on materials.</p> <p>g. Students use call numbers to locate a specific book.</p> <p>h. Students identify the parts of a book including author, illustrator and copyright (symbol and date).</p> <p>i. Students use a table of contents, index and glossary (introduce guide words) to find specific information in a book.</p> <p>j. Students locate a book using an electronic catalog.</p> <p>k. Students navigate to/on a pre-selected web site.</p> <p>l. Students understand the sequence of alphabetical order and can use it to find an article/word in a print encyclopedia or dictionary.</p> <p>m. Students conduct a simple keyword search in an online encyclopedia or age-appropriate site.</p> <p>2. Students identify the best source of information to locate an answer to a question (encyclopedia, dictionary, phone book, atlas).</p> <p>3. Students summarize and record information using a variety of methods.</p>			
			<p>Conclude:</p> <p>1. With teacher guidance, students will identify categories and themes across</p>	<p>ISTE Pre-K-2: 10</p>		

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			<p>multiple sources.</p> <ol style="list-style-type: none"> 2. Students draw a conclusion about what was learned (main idea) from sources with teacher guidance. 3. Students draw conclusions regarding the topic at the end of a theme or research project with teacher guidance. 	<p>AASL 3:1,2,3; 4: 1,2</p>		
			<p><i>Communicate:</i></p> <ol style="list-style-type: none"> 1. Students retell a story, explain a drawing or display, or describe a selected object. 2. Students demonstrate a reaction to a story by drawing a picture or writing a response. 3. Students create an effectively labeled diagram or graph. 	<p>ISTE Pre-K-2: 10</p> <p>AASL 3:4</p>		
			<p><i>Evaluate:</i></p> <ol style="list-style-type: none"> 1. Students seek review through student-teacher dialogue. 2. Students complete project checklist. 3. Students evaluate a computer-generated picture using pre-developed criteria and verbally explain the picture. 	<p>AASL 6:1,2</p>		

ISTE: International Society for Technology in Education

AASL: American Association of School Librarians