

Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.										
The student is expected to:							Based on the student's language proficiency level, the student is expected to:		Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	
Kindergarten 128.2 (12)	Grade 1 128.3 (13)	Grade 2 128.4 (13)	Grade 3 128.5 (13)	Grade 4 128.6 (13)	Grade 5 128.7 (13)	Grade 6 128.21 (13)	ELLA Grade 7 128.22 (13)	ELLA Grade 8 128.23 (13)	ESOL I 128.34 (13)	ESOL II 128.35 (13)
(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions for formal and informal inquiry with adult assistance;	(A) generate questions on a topic for formal and informal inquiry;	(A) generate and clarify questions on a topic for formal and informal inquiry;	(A) generate and clarify questions on a topic for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	(A) develop questions for formal and informal inquiry;	(A) develop questions for formal and informal inquiry;
									(B) critique the research process at each step to implement changes as needs occur and are identified;	(B) critique the research process at each step to implement changes as needs occur and are identified;
(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and follow a research plan with adult assistance;	(B) develop and revise a plan;	(B) develop and revise a plan;	(B) develop and revise a plan;	(C) develop and revise a plan;	(C) develop and revise a plan;
						(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	(D) modify the major research question as necessary to refocus the research plan;	(D) modify the major research question as necessary to refocus the research plan;
(C) gather information from a variety of sources with adult assistance;	(C) identify and gather relevant sources and information to answer the questions with adult assistance;	(C) identify and gather relevant sources and information to answer the questions;	(C) identify and gather relevant information from a variety of sources;	(C) identify and gather relevant information from a variety of sources;	(C) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(D) identify and gather relevant information from a variety of sources;	(E) locate relevant sources;	(E) locate relevant sources;
		(D) identify primary and secondary sources;	(D) identify primary and secondary sources;	(D) identify primary and secondary sources;	(D) understand credibility of primary and secondary sources;	(E) differentiate between primary and secondary sources;	(E) differentiate between primary and secondary sources;	(E) differentiate between primary and secondary sources;		
(D) demonstrate understanding of information gathered with adult assistance; and	(D) demonstrate understanding of information gathered with adult assistance; and	(E) demonstrate understanding of information gathered;	(E) demonstrate understanding of information gathered;	(E) demonstrate understanding of information gathered;	(E) demonstrate understanding of information gathered;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;	(F) synthesize information from a variety of sources;
			(F) recognize the difference between paraphrasing and plagiarism when using source materials;	(F) recognize the difference between paraphrasing and plagiarism when using source materials;	(F) differentiate between paraphrasing and plagiarism when using source materials;	(G) differentiate between paraphrasing and plagiarism when using source materials;	(G) differentiate between paraphrasing and plagiarism when using source materials;	(G) differentiate between paraphrasing and plagiarism when using source materials;		
						(H) examine sources for:	(H) examine sources for:	(H) examine sources for:	(G) examine sources for:	(G) examine sources for:

Kindergarten 128.2	Grade 1 128.3	Grade 2 128.4	Grade 3 128.5	Grade 4 128.6	Grade 5 128.7	Grade 6 128.21	ELLA Grade 7 128.22	ELLA Grade 8 128.23	ESOL I 128.34	ESOL II 128.35
						(i) reliability, credibility, and bias; and	(i) reliability, credibility, and bias; and	(i) reliability, credibility, and bias, including omission; and	(i) credibility and bias, including omission; and	(i) credibility and bias, including omission; and
						(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	(ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;	(ii) faulty reasoning such as ad hominem, loaded language, and slippery slope;	(ii) faulty reasoning such as incorrect premise, hasty generalizations, and either-or;
		(F) cite sources appropriately; and	(G) create a works cited page; and	(G) develop a bibliography; and	(G) develop a bibliography; and	(I) display academic citations and use source materials ethically; and	(I) display academic citations and use source materials ethically; and	(I) display academic citations and use source materials ethically; and	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism;	(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism;
									(I) incorporate digital technology when appropriate; and	(I) incorporate digital technology when appropriate; and
(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or pictorial, or multimodal, to present results.	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.