

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Library Media Science	Library Media	Kindergarten	N/A

**Course Description:**

The school library media programs of Bristol Public Schools facilitate opportunities for students and faculty to become lifelong learners who thrive in complex learning environments. Through instructional strategies designed to infuse inquiry and technology as tools for learning, students will develop skills to interpret and develop new understandings, seek diverse perspectives, create new knowledge, and grow as ethical, digital citizens. Through equitable access to reading and information resources, the library media programs promote lifelong reading in a safe environment conducive to learning.

**Aligned Core Resources:**

N/A

**Connection to the [BPS Vision of the Graduate](#)**

- Media Literacy
  - Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
- Communications
  - Communicate effectively in diverse environments (including becoming multilingual)
- Communications and Technology Literacy
  - Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society
- Information Literacy
  - Access information on efficiently (time) and effectively (sources)
  - Evaluate information critically and competently
  - Use information accurately and creatively for the issue or problem at hand
  - Manage the flow of information from a wide variety of sources

**Additional Course Information:**  
*Knowledge/Skill Dependent courses/prerequisites*

N/A

Link to [Completed Equity Audit](#)

[LMS Curriculum Audit](#)

**Standard Matrix**

AASL	CCS	ISTE	Module 1	Module 2	Module 3	Module 4
<b>I. Inquire (AASL)</b> Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.						
<b>I.A.1-2 Think</b> Learners display curiosity and initiative by:	W.7 W.8	1A, (K-5)		X	X	

<p><b>1. Formulating questions about a personal interest or a curricular topic.</b></p> <p><b>2. Recalling prior and background knowledge as context for new meaning.</b></p>		3A-B (4-5)				
<p><b>I.B.1 Create (1-5)</b></p> <p>Learners engage with new knowledge by following a process that includes:</p> <p><b>1. Using evidence to investigate questions.</b></p>	W.8	4A				
<p><b>I.B.3 Create (2-5)</b></p> <p>Learners engage with new knowledge by following a process that includes:</p> <p><b>3. Generating products that illustrate learning.</b></p>	W.6 (2-5)	4A				
<p><b>I.D.1 (K-1)</b></p> <p><b>I.D.1-4 Grow (2-5)</b></p> <p>Learners participate in an ongoing inquiry-based process by:</p> <p><b>1. Continually seeking knowledge.</b></p> <p><b>2. Engaging in sustained inquiry.</b></p> <p><b>3. Enacting new understanding through real-world connections.</b></p> <p><b>4. Using reflection to guide informed decisions.</b></p>	W.7	3D			X	
<p><b>II. Include (AASL)</b></p> <p><b>Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</b></p>						
<p><b>II.A.3 Think</b></p> <p>Learners contribute a balanced perspective when participating in a learning community by:</p> <p><b>3. Describing their understanding of cultural relevancy and placement within the global learning community.</b></p>	RI.6	N/A			X	
<p><b>II.B.3 Create [K-3 in Nutmeg Common Experience)</b></p> <p>Learners adjust their awareness of the global learning community by:</p> <p><b>3. Representing diverse perspectives during learning activities.</b></p>	SL.1 in K-2, W.6 in 3-5	7D			X	X
<p><b>II.D.2 Grow</b></p> <p>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</p> <p><b>2. Demonstrating interest in other perspectives during learning activities.</b></p>	SL.1	1B	X		X	
<p><b>II.D.3 Grow</b></p> <p>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</p>	SL.1	1B	X			

<b>3. Reflecting on their own place within the global learning community.</b>						
<b>III. Collaborate (AASL)</b>						
<b>Work effectively with others to broaden perspectives and work toward common goals</b>						
<b>III.B.1 Create</b> Learners participate in personal, social, and intellectual networks by: <b>1. Using a variety of communication tools and resources.</b>	W.6 (2-5)	1C				
<b>III.D.1 Grow</b> Learners actively participate with others in learning situations by: <b>1. Actively contributing to group discussions.</b>	SL.1	7C				X
<b>III.D.2 Grow</b> Learners actively participate with others in learning situations by: <b>2. Recognizing learning as a social responsibility.</b>	SL.1	1B	X			
<b>IV. CURATE (AASL)</b>						
<b>Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.</b>						
<b>IV.A.1-2 Think (K-3)</b> <b>IV.A.1-3 (GRADES 4-5)</b> Learners act on an information need by: <b>1. Determining the need to gather information.</b> <b>2. Identifying possible sources of information.</b> <b>3. Making critical choices about information sources to use.</b>	W.7	3C		X		
<b>IV.B.1-2 Create (K-3)</b> <b>IV.B.1-4 Create (GRADES 4-5)</b> Learners gather information appropriate to the task by: <b>1. Seeking a variety of sources.</b> <b>2. Collecting information representing diverse perspectives.</b> <b>3. Systematically questioning and assessing the validity and accuracy of information.</b> <b>4. Organizing information by priority, topic, or other systematic scheme.</b>	W.7 W.8	6C-D		X		
<b>V. EXPLORE (AASL)</b>						
<b>Discover and innovate in a growth mindset developed through experience and reflection.</b>						
<b>V.A.1 Think</b> Learners develop and satisfy personal curiosity by: <b>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</b>	RI.10 RL.10	3D			X	X
<b>V.A.3 Think (3-5)</b>	W.7	6C				

Learners develop and satisfy personal curiosity by: <b>3. Engaging in inquiry-based processes for personal growth.</b>						
<b>V.B.2 Create [Maker/Tinker, Coding, Indi, LittleBits, Bolts]</b> Learners construct new knowledge by: <b>2. Persisting through self-directed pursuits by tinkering and making.</b>	SL.1	5C			X	
<b>V.C.1 Share</b> Learners engage with the learning community by: <b>1. Expressing curiosity about a topic of personal interest or curricular relevance.</b>	W.7	7B			X	
<b>V.C.3 Share [Collaborating w/Indi, LittleBits, Bolts]</b> Learners engage with the learning community by: <b>3. Collaboratively identifying innovative solutions to a challenge or problem.</b>	SL.1	7C			X	
<b>V.D.1 Grow [iteration]</b> Learners develop through experience and reflection by: <b>1. Iteratively responding to challenges.</b>	SL.1	1C			X	
<b>VI. ENGAGE (AASL)</b> Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.						
<b>VI.A.1 Think (K-2)</b> <b>VI.A.1-2 Think (3)</b> <b>VI.A.1-3 Think (4-5)</b> Learners follow ethical and legal guidelines for gathering and using information by: <b>1. Responsibly applying information, technology, and media to learning.</b> <b>2. Understanding the ethical use of information, technology, and media.</b> <b>3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.</b>	RI.5 (K-3) W.8 SL.2 (3-5)	2C				
<b>VI.B.1-2 Create</b> Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: <b>1. Ethically using and reproducing others' work.</b> <b>2. Acknowledging authorship and demonstrating respect for the intellectual property of others.</b>	RI.2 W.8	2C				
<b>VI.C.2 Share</b> Learners responsibly, ethically, and legally share new information with a global community by:	W.8 SL.2 (3-5)	2C				

2. Disseminating new knowledge through means appropriate for the intended audience.						
<b>VI.D.1, 3</b> <b>Learners engage with information to extend personal learning by:</b> <b>1. Personalizing their use of information and information technologies.</b>	SL.1	2AB,D	X			

### Unit Links

*If unit headings are formatted as a heading, then we can link a Table of Contents to better organize and provide faster access to each unit*

[Module 1: Digital Citizenship](#)

[Module 2: Information and Media Literacy](#)

[Module 3: Growth and Curiosity](#)

[Module 4: Presentation of Information \(Show\)](#)

<b>Module Title:</b>		
Module 1: Digital Citizenship		
<b>Relevant Standards: Bold indicates priority</b>		
<b>AASL</b>	CCS	ISTE
<b>II.D.2-3 Grow</b> Learners demonstrate empathy and equity in knowledge building within the global learning community by: <b>2. Demonstrating interest in other perspectives during learning activities.</b> <b>3. Reflecting on their own place within the global learning community.</b>	SL.1	1B
<b>III.D.2 Grow</b> Learners actively participate with others in learning situations by: <b>2. Recognizing learning as a social responsibility.</b>	SL.1	1B
<b>VI.D.1, 3</b> Learners engage with information to extend personal learning by: <b>1. Personalizing their use of information and information technologies.</b>	SL.1	2AB,D
<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>	
<ol style="list-style-type: none"> <li>How do we find a happy balance between our online and offline activities?</li> <li>How do you say goodbye to technology when you don't want to?</li> <li>How do you go places safely online?</li> </ol>	Communicate effectively in diverse environments (including becoming multi-lingual)	
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>	
Visual Representation Performance Task	Addressed and spiraled throughout the year	
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>	
<a href="#">Kindergarten Family Overview</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>	
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>	
Balance Device Pause Frustrated Online Website	Digital Media Materials	

App			
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
Connect to SEL Advisory Lessons Connect to to ELA Units		Kids are all tech savvy (many will have no basic skills)	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
N/A		Continuation of Module 1 in Grade 1	
<b>Differentiation through <i>Universal Design for Learning</i></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<b>3.1 COMPREHENSION &gt; Comprehension: Activate or supply background knowledge</b>		Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)	
<b>9.2 ENGAGEMENT &gt; Self Regulation: Facilitate personal coping skills and strategies</b>		Provide differentiated models, scaffolds and feedback for: - Managing frustration - Seeking external emotional support - Developing internal controls and coping skills - Use real life situations or simulations to demonstrate coping skills	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <i>CELP standards:</i></b>		<b>Learning Targets:</b>	
K.2: participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		With prompting and supports: <ul style="list-style-type: none"> <li>I can participate in short conversations using words and phrases acquired in conversations, reading, and being read to.</li> <li>I can respond to simple yes/no and wh-questions about familiar topics.</li> </ul>	
<b>Common Learning Experience</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
K.DigCit.1 Media Balance	I can consider the feelings of myself and others when making decisions about when, where, and how much to use technology.	Learn routines as a self-regulation strategy for transitioning from technology to face-to-face interactions.	Digital Media Materials
K.DigCit.2 Safe Spaces Online	I can explain rules for traveling safely on the internet.	Compare how staying safe online is similar to staying safe in the real world.	Digital Media Materials

Module Title:		
Module 2: Information and Media Literacy		
Relevant Standards: Bold indicates priority		
<b>AASL</b>	CCS	ISTE
<b>I.A.1-2 Think</b> Learners display curiosity and initiative by: <b>1. Formulating questions about a personal interest or a curricular topic.</b> <b>2. Recalling prior and background knowledge as context for new meaning.</b>	W.7 W.8	1A
<b>IV.A.1-2 Think</b> Learners act on an information need by: <b>1. Determining the need to gather information.</b> <b>2. Identifying possible sources of information.</b>	W.7	3C
<b>IV.B.1-2 Create</b> Learners gather information appropriate to the task by: <b>1. Seeking a variety of sources.</b> <b>2. Collecting information representing diverse perspectives.</b>	W.7 W.8	6C-D
Essential Question(s):	Enduring Understanding(s):	
<ol style="list-style-type: none"> <li>How do I recall information about topics we are learning about?</li> <li>How do I participate in shared research projects?</li> <li>How do I identify the author and illustrator?</li> </ol>	<p>Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society</p> <p>Use information accurately and creatively for the issue or problem at hand</p> <p>Evaluate information critically and competently</p>	
Demonstration of Learning:	Pacing for Unit	
Locating and Recalling Information Performance Task	Addressed and spiraled throughout the year	
Family Overview (link below)	Integration of Technology:	
<a href="#">Kindergarten Family Overview</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>	
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):	
Questions Background Knowledge	Digital Productivity Tools Online Databases	

Information Gather Respect Author	Print Materials		
<b>Opportunities for Interdisciplinary Connections:</b>		<b>Anticipated misconceptions:</b>	
Connect to ELA Curriculum Connect to science and social studies topics		N/A	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
N/A		Continuation of module in Grade 1	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<b>3.3 REPRESENTATION &gt; Comprehension: Guide information processing and visualization</b>		<ul style="list-style-type: none"> <li>- Give explicit prompts for each step in a sequential process</li> <li>- Provide interactive models that guide exploration and new understandings</li> <li>- Introduce graduated scaffolds that support information processing strategies</li> <li>- Progressively release information (e.g., sequential highlighting)</li> <li>- Remove unnecessary distractions unless they are essential to the instructional goal</li> </ul>	
<b>6.3 ACTION &amp; EXPRESSION &gt; Executive Functioning: Facilitate managing information and resources</b>		<ul style="list-style-type: none"> <li>- Provide graphic organizers and templates for data collection and organizing information</li> <li>- Embed prompts for categorizing and systematizing</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
K.5: conduct research and evaluate and communicate findings to answer questions or solve problems.		With prompting and supports: <ul style="list-style-type: none"> <li>• I can participate in shared research projects to answer a question</li> <li>• I can recall information from experiences</li> <li>• I can gather information from provided sources</li> <li>• I can label information</li> </ul>	
<b>Common Learning Experience</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
K.Inquiry.1 Generating an information need	I can say what I already know about a topic.  I can ask a question about a class topic.	Determine background knowledge and ask questions on an interest or curricular topic.	Online Databases Print Materials

<p>K.Inquiry.2 Use books and online databases to learn about a topic.</p>	<p>I can use a source and find an answer to my question.</p>	<p>Use sources and collect information.</p>	<p>Digital Productivity Tools Online Databases Print Materials</p>
<p>K.Inquiry.3 Use a graphic organizer to record information</p>	<p>I can organize the information to help answer a question.</p>	<p>Find information and organize information using an organizer.</p>	<p>Online Databases Print Materials</p>

**Module Title:**

Module 3: Growth and Curiosity

**Relevant Standards: Bold indicates priority**

<b>AASL</b>	<b>CSS</b>	<b>ISTE</b>
<b>I.A.1-2 Think</b> Learners display curiosity and initiative by: <b>1. Formulating questions about a personal interest or a curricular topic.</b> <b>2. Recalling prior and background knowledge as context for new meaning.</b>	W.7 W.8	1A
<b>I.D.1 Grow</b> Learners participate in an ongoing inquiry-based process by: <b>1. Continually seeking knowledge.</b>	W.7	3D
<b>II.A.3 Think</b> Learners contribute a balanced perspective when participating in a learning community by: <b>3. Describing their understanding of cultural relevancy and placement within the global learning community.</b>	RI.6	N/A
<b>II.B.3 Create [K-3 in Nutmeg Common Experience)</b> Learners adjust their awareness of the global learning community by: <b>3. Representing diverse perspectives during learning activities.</b>	SL.2	7D
<b>II.D.2 Grow</b> Learners demonstrate empathy and equity in knowledge building within the global learning community by: <b>2. Demonstrating interest in other perspectives during learning activities.</b>	SL.1	1B
<b>V.A.1 Think</b> Learners develop and satisfy personal curiosity by: <b>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</b>	RI.10 RL.10	3D
<b>V.B.2 Create</b> Learners construct new knowledge by: <b>2. Persisting through self-directed pursuits by tinkering and making.</b>	SL.1	5C
<b>V.C.1 Share</b> Learners engage with the learning community by: <b>1. Expressing curiosity about a topic of personal interest or curricular relevance.</b>	W.7	7B
<b>V.C.3 Share</b> Learners engage with the learning community by: <b>3. Collaboratively identifying innovative solutions to a challenge or problem.</b>	SL.1	7C
<b>V.D.1 Grow</b> Learners develop through experience and reflection by: <b>1. Iteratively responding to challenges.</b>	SL.1	1C

Essential Question(s):	Enduring Understanding(s):
<ol style="list-style-type: none"> <li>How can I find information to answer my questions?</li> <li>How can I find more than one source to answer my questions?</li> <li>How can I grow as a reader by reading widely and deeply in multiple formats?</li> <li>How can I construct new knowledge by persisting through self-directed pursuits by tinkering and making?</li> </ol>	<p>Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society</p> <p>Use information accurately and creatively for the issue or problem at hand</p> <p>Access information on efficiently (time) and effectively (sources)</p> <p>Manage the flow of information from a wide variety of sources</p>
Demonstration of Learning:	Pacing for Unit
Problem Solving Performance Task	Addressed and spiraled throughout the year
Family Overview (link below)	Integration of Technology:
<a href="#">Kindergarten Family Overview</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
<p>Information Source Gather Appropriate Seek Variety Sequences Loops Debug</p>	<p>Online Databases Print Materials Maker Materials Media in Multiple Formats</p>
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<p>Connect to ELA (literacy) Connect to science and social studies topics Connect to science/math (coding/tinkering)</p>	<p>All books are made up stories I am only interested in one type of book This is too hard for me/I can't do this</p>
Connections to Prior Units:	Connections to Future Units:
N/A	Continuation of module in Grade 1
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
<p><b>7.2 ENGAGEMENT &gt; Recruiting Interest: Optimize relevance, value, and authenticity</b></p>	<p>Vary activities and sources of information so that they can be:</p> <ul style="list-style-type: none"> <li>- Personalized and contextualized to learners' lives</li> <li>- Culturally relevant and responsive</li> </ul>

		<ul style="list-style-type: none"> <li>- Socially relevant</li> <li>- Age and ability appropriate</li> <li>- Appropriate for different racial, cultural, ethnic, and gender groups</li> <li>- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways</li> </ul>	
<b>8.2 ENGAGEMENT &gt; Sustaining Effort &amp; Persistence: Vary demands and resources to optimize challenge</b>		<ul style="list-style-type: none"> <li>- Differentiate the degree of difficulty or complexity within which core activities can be completed</li> <li>- Vary the degrees of freedom for acceptable performance</li> <li>- Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <u>CELP standards:</u></b>		<b>Learning Targets:</b>	
K.8: determine the meaning of words and phrases in oral presentations and literary and informational text.		In simple oral presentations and read-alouds about familiar topics, experiences, or events: <ul style="list-style-type: none"> <li>• I can use prompting, context, and visual aids to recognize the meaning of some words and phrases.</li> </ul>	
Common Learning Experience	Learning Target	Success Criteria/ Assessment	Resources
K.Grow.1 Self-selected interest opportunities: Develop questions to answer  Use ENF materials to search for books with answers  Use database categories to identify articles that can answer the questions	I can ask a question about a topic that I am curious about.   I can use a source to answer my question.	Develop a topic/question and use resources to address the topic.	Online Databases Print Materials Media in Multiple Formats
K.Grow.2 Guided discovery opportunities: Students explore books and a database and share their learning	I can find answers to my questions in more than one source.	Use a variety of sources to gather information.	Online Databases Print Materials Media in Multiple Formats
K.Grow.3 Listening and responding to diverse texts.	I can listen to and/or read a variety of books.  I can adjust my awareness of diverse perspectives during	Read/listen to and respond to a variety of books.	Online Databases Print Materials Media in Multiple Formats

Award Books	<p>learning activities.</p> <p>I can demonstrate empathy and equity in other perspectives during learning activities.</p>		
<p>K.Grow.4 Coding</p> <p>Tinkering and Making</p>	<p>I can persevere through tinkering and making challenges.</p> <p>I can use logical thinking to solve a problem.</p>	Complete a variety of challenges involving coding, tinkering and making.	Maker Materials Media in Multiple Formats

Module Title:		
Module 4: Presentation of Information (Show)		
Relevant Standards: Bold indicates priority		
<b>AASL</b>	CCS	ISTE
<b>II.B.3 Create [K-3 in Nutmeg Common Experience]</b> Learners adjust their awareness of the global learning community by: <b>3. Representing diverse perspectives during learning activities.</b>	SL.1	7D
<b>III.D.1 Grow</b> Learners actively participate with others in learning situations by: <b>1. Actively contributing to group discussions.</b>	SL.1	7C
<b>V.A.1 Think</b> Learners develop and satisfy personal curiosity by: <b>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</b>	RI.10 RL.10	3D
Essential Question(s):	Enduring Understanding(s):	
1. How do I share information I learned?	Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society  Use information accurately and creatively for the issue or problem at hand	
Demonstration of Learning:	Pacing for Unit	
Visual Representation of Information	Addressed and spiraled throughout the year	
Family Overview (link below)	Integration of Technology:	
<a href="#">Kindergarten Family Overview</a>	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>	
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):	
Share Responsibly Community Audience	N/A	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:	
Connect to ELA units.	All stories are make-believe.	

Connect to science and social studies topics.		Computers are for games. Showing what you learn is optional or doesn't matter. The teacher is the only audience of finished work.	
<b>Connections to Prior Units:</b>		<b>Connections to Future Units:</b>	
N/A		Continuation of module in Grade 1	
<b>Differentiation through <a href="#">Universal Design for Learning</a></b>			
<b>UDL Indicator</b>		<b>Teacher Actions:</b>	
<b>5.1 ACTION 7 EXPRESSION &gt; Expression &amp; Communication: Use multiple media for communication</b>		<ul style="list-style-type: none"> <li>- Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video</li> <li>- Use physical manipulatives (e.g., blocks, 3D models)</li> <li>- Use interactive web tools (e.g., storyboards, comic strips, animation presentations)</li> <li>- Solve problems using a variety of strategies</li> </ul>	
<b>Supporting Multilingual/English Learners</b>			
<b>Related <a href="#">CELP standards:</a></b>		<b>Learning Targets:</b>	
K.3: speak and write about grade-appropriate complex literary and informational texts and topics.		With prompting and supports, <ul style="list-style-type: none"> <li>• I can communicate basic information or feelings about familiar topics, experiences, or events.</li> </ul>	
<b>Common Learning Experience</b>	<b>Learning Target</b>	<b>Success Criteria/ Assessment</b>	<b>Resources</b>
K.Show.1 Students share their work with their classmates.	I can share information I've learned in different ways.	Share information learned.	N/A
K.Show.2 Create a drawing and/or write a fact to show understanding.	I can share information I've learned in different ways.	Create a product that showcases learning.	N/A