

# **TOWNSHIP OF UNION PUBLIC SCHOOLS**



## **Library Media Center**

### **School Library Media Center Program K-12**

## **CURRICULUM GUIDE**

**Adopted 06/2017**

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## **District Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **District Goals**

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

# School Library Program Description

The school library program provides students with the skills, resources, and tools to gain knowledge from information, so they can participate productively and ethically as members of our democratic society and grow personally as lifelong, independent learners.

This is accomplished by:

- Providing equitable access to materials and resources in a wide variety of media and formats.
- Providing standards-based instruction to foster competence and stimulate interest in reading, as well as selecting, evaluating, organizing, synthesizing, creating, and communicating information to create knowledge, answer questions, and solve problems as members of a community of learners
- Collaborating with other educators to design learning strategies to meet the diverse needs of our learning community.

## Related District Policies

[6163.1](#) Media Center

[6161.1](#) Evaluation and Selection of Instructional Materials

[6161.2](#) Complaints Regarding Instructional Materials

[6142.10](#) Technology & Acceptable Use of the Internet

[Plagiarism Policy](#)

## Standards At-a-Glance

Areas of Instruction	NJSL/NJCCCS	AASL	ISTE
<b>1: Library Media Center Procedures</b>		AASL1.3.5; AASL3.1.6; AASL4.3.3; AASL4.3.4	ISTE2.a; ISTE2.b; ISTE2.c; ISTE2.d
<b>2: Planning for Research</b>	NJSLSSL.3.1.C; NJSLSW.3.7; NJSLSSL.4.1.C; NJSLSW.4.7; NJSLSSL.5.1.C; NJSLSW.5.7; NJSLSSL.6.1.C; NJSLSW.6.7; NJSLSSL.7.1.C; NJSLSW.7.7; NJSLSSL.8.1.C; NJSLSW.8.7; NJSLSSL.9-10.1.C; NJSLSW.9-10.7; NJSLSW.11-12.7	AASL1.1.1; AASL1.1.2; AASL1.1.3; AASL1.2.1; AASL1.2.5; AASL1.2.6; AASL4.1.5; AASL4.4.2	ISTE1.a; ISTE3.a; ISTE4.a; ISTE4.b; ISTE5.a
<b>3: Resource Location and Access</b>	NJLSRI.K.5;NJLSRI.K.6; NJLSL.3.4.D; NJLSW.3.8; NJLSL.4.4.C; NJLSW.4.8; NJLSL.5.4.C; NJLSW.5.8; NJLSW.6.8; NJLSW.7.8; NJLSW.8.8; NJLSW.9-10.8; NJLSW.11-12.8	AASL1.1.4; AASL2.2.1; AASL4.1.4; AASL4.1.7; AASL4.2.1; AASL4.2.2; AASL4.3.2	ISTE 3.a; ISTE3.c
<b>4: Selection Strategies</b>	NJLSRL.1.5; NJLSRI.2.6; NJLSL.3.4.D; NJLSRI.3.7; NJLSW.3.8; NJLSL.4.4.C; NJLSRI.4.7; NJLSW.4.8; NJLSL.5.4.C; NJLSRI.5.7; NJLSW.5.8; NJLSRI.6.6; NJLSRI.6.7; NJLSRI.6.9; NJLSW.6.8; NJLSRI.7.6; NJLSRI.7.9; NJLSW.7.8; NJLSRI.8.6; NJLSRI.8.9; NJLSW.8.8; NJLSRI.9-10.6; NJLSRI.11-12.6; NJLSRI.9-10.7; NJLSRI.11-12.7; NJLSRI.9-10.8; NJLSW.9-10.2.B; NJLSW.11-12.2.B; NJLSW.9-10.8; NJLSW.11-12.8 NJCRP7; NJCCCS.8.1	AASL1.1.4; AASL1.1.5; AASL1.1.7; AASL1.2.2; AASL1.2.3; AASL1.2.4; AASL1.2.7; AASL1.3.2; AASL4.1.4; AASL4.2.1; AASL4.2.3; AASL4.3.2	ISTE3.b; ISTE3.c
<b>5: Information Use</b>	NJLSRI.3.1; NJLSRI.3.2; NJLSRI.3.5; NJLSRI.3.7; NJLSRI.4.1; NJLSRI.4.2; NJLSRI.4.7; NJLSW.4.9.A; NJLSW.4.9.B; NJLSSL.4.1.A;	AASL1.1.6; AASL1.1.7; AASL1.3.1; AASL1.3.2; AASL1.3.3;	ISTE3.c; ISTE3.d; ISTE5.b; ISTE5.c; ISTE7.a;

	<p>NJLSSL.4.1.C; NJLSSL.4.2.;  NJLSRI.5.2; NJLSRI.5.4;  NJLSRI.5.7; NJLSRI.5.9;  NJLSW.5.6; NJLSW.5.8;  NJLSW.5.9.B; NJLSSL.5.1.C;  NJLSSL.5.4; NJLSRI.6.1;  NJLSRI.6.2;  NJLSRI.6.3; NJLSRI.6.4;  NJLSRI.6.5; NJLSRI.6.6;  NJLSRI.6.8; NJLSRI.6.9;  NJLSW.6.8; NJLSW.6.9.A;  NJLSW.6.9.B; NJLSSL.6.2;  NJLSSL.6.3; NJLSL.6.4.A;  NJLSL.6.4.B; NJLSL.6.4.C;  NJLSL.6.4.D; NJLSL.6.6;  NJLSRI.7.1; NJLSRI.7.2;  NJLSRI.7.3; NJLSRI.7.4;  NJLSRI.7.5; NJLSRI.7.6;  NJLSRI.7.8; NJLSRI.7.9;  NJLSW.7.8; NJLSW.7.9.A;  NJLSW.7.9.B; NJLSSL.7.2;  NJLSSL.7.3; NJLSL.7.4.A;  NJLSL.7.4.B; NJLSL.7.4.C;  NJLSL.7.4.D; NJLSL.7.6;  NJLSRI.8.1; NJLSRI.8.2;  NJLSRI.8.3; NJLSRI.8.4;  NJLSRI.8.5; NJLSRI.8.6;  NJLSRI.8.8; NJLSRI.8.9;  NJLSW.8.8; NJLSW.8.9.A;  NJLSW.8.9.B; NJLSSL.8.2;  NJLSSL.8.3; NJLSL.8.4.A;  NJLSL.8.4.B; NJLSL.8.4.C;  NJLSL.8.4.D; NJLSL.8.6; NJLSRI.9-  10.1; NJLSRI.9-10.2; NJLSRI.9-10.3;  NJLSRI.9-10.4; NJLSRI.9-10.5;  NJLSRI.9-10.6; NJLSRI.9-10.8;  NJLSRI.9-10.9; NJLSW.9-10.8;  NJLSW.9-10.9.A; NJLSW.9-10.9.B;  NJLSL.9-10.4.A; NJLSL.9-10.4.C;  NJLSL.9-10.4.D; NJLSL.9-10.6;  NJLSRI.11-12.1; NJLSRI.11-12.2;  NJLSRI.11-12.4; NJLSRI.11-12.5;  NJLSRI.11-12.6; NJLSRI.11-12.7;  NJLSRI.11-12.8; NJLSRI.11-12.9;  NJLSW.11-12.8; NJLSW.11-12.9.A;  NJLSW.11-12.9.B; NJLSL.11-12.4.A;</p>	<p>AASL2.1.1;  AASL2.1.2;  AASL2.1.3;  AASL2.1.4;  AASL2.2.1;  AASL2.2.2;  AASL2.2.3;  AASL2.3.1;  AASL2.3.2;  AASL2.3.3;  AASL2.4.1;  AASL2.4.3;  AASL3.1.6;  AASL3.2.1;  AASL3.2.2;  AASL3.2.3;  AASL3.3.1;  AASL3.3.2;  AASL4.1.5;  AASL4.1.6;  AASL4.2.3;  AASL4.4.4</p>	<p>ISTE7.b;  ISTE7.c</p>
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	NJLSL.11-12.4.C; NJLSL.11-12.4.D; NJLSL.11-12.6		
<b>6: Synthesis and Communication</b>	NJLSRI.5.7; NJLSW.5.2.A; NJLSW.5.2.B; NJLSW.5.2.E; NJLSW.5.6; NJLSSL.5.4; NJLSSL.5.5; NJLSRI.6.7; NJLSW.6.1.A; NJLSW.6.1.B; NJLSW.6.1.C; NJLSW.6.2.A; NJLSW.6.2.B; NJLSW.6.2.D; NJLSW.6.6; NJLSSL.6.4; NJLSSL.6.5; NJLSRI.7.7; NJLSW.7.1.A; NJLSW.7.1.B; NJLSW.7.2.A; NJLSW.7.2.B; NJLSW.7.2.D; NJLSW.7.6; NJLSW.7.10; NJLSSL.7.4; NJLSSL.7.5; NJLSRI.8.7; NJLSW.8.1.A; NJLSW.8.1.B; NJLSW.8.1.C; NJLSW.8.2.A; NJLSW.8.2.B; NJLSW.8.2.D; NJLSW.8.6; NJLSW.8.10; NJLSSL.8.4; NJLSSL.8.5; NJLSW.9-10.1.A; NJLSW.9-10.1.B; NJLSW.9-10.2.A; NJLSW.9-10.2.B; NJLSW.9-10.2.D; NJLSW.9-10.6; NJLSW.9-10.7; NJLSW.9-10.8; NJLSW.11-12.1.A; NJLSW.11-12.1.B; NJLSW.11-12.2.A; NJLSW.11-12.2.B; NJLSW.11-12.2.D; NJLSW.11-12.6; NJLSW.11-12.7; NJLSW.11-12.8;	AASL1.3.4; AASL2.1.3; AASL2.1.5; AASL2.1.6; AASL2.2.4; AASL3.1.3; AASL3.1.4; AASL3.2.1; AASL3.3.4; AASL3.3.5; AASL4.1.8	ISTE6.a; ISTE6.b; ISTE6.c; ISTE6.d; ISTE7.a
<b>7: Self-Assessment</b>	NJLSW.5.5; NJLSW.5.6; NJLSW.6.5; NJLSW.6.6; NJLSW.7.5; NJLSW.8.5; NJLSW.9-10.5; NJLSW.9-10.6; NJLSW.11-12.5; NJLSW.11-12.6;	AASL1.4.1; AASL1.4.2; AASL1.4.3; AASL1.4.4; AASL2.4.2; AASL3.4.1; AASL3.4.2; AASL3.4.3; AASL4.4.5	ISTE1.c; ISTE4.c
<b>8: Literature Appreciation</b>	NJLSRL.3.1; NJLSRL.3.2; NJLSRL.3.3; NJLSRL.3.6; NJLSRL.3.10; NJLSRI.3.1; NJLSRI.3.2; NJLSRI.3.7; NJLSRI.3.10; NJLSRL.4.2; NJLSRL.4.3; NJLSRL.4.5; NJLSRL.4.6; NJLSRL.4.10;	AASL4.1.1; AASL4.1.2; AASL4.1.3; AASL4.1.5; AASL4.2.4; AASL4.3.1; AASL4.3.3;	

	<p>NJLSRI.4.1; NJLSRI.4.2;  NJLSRI.4.7; NJLSRI.4.10;  NJLSRL.5.2; NJLSRL.5.3;  NJLSRL.5.4; NJLSRL.5.6;  NJLSRL.5.7; NJLSRL.5.10;  NJLSRI.5.2; NJLSRI.5.5;  NJLSRI.5.6; NJLSRI.5.10;  NJLSRL.6.1; NJLSRL.6.2;  NJLSRL.6.3; NJLSRL.6.4;  NJLSRL.6.6; NJLSRL.6.7;  NJLSRL.6.9; NJLSRL.6.10;  NJLSRI.6.2; NJLSRI.6.5;  NJLSRI.6.6; NJLSRI.6.10;  NJLSRL.7.1; NJLSRL.7.2;  NJLSRL.7.3; NJLSRL.7.4;  NJLSRL.7.6; NJLSRL.7.7;  NJLSRL.7.9; NJLSRL.7.10;  NJLSRI.7.2; NJLSRI.7.5;  NJLSRI.7.6; NJLSRI.7.10;  NJLSRL.8.1; NJLSRL.8.2;  NJLSRL.8.3; NJLSRL.8.4;  NJLSRL.8.6; NJLSRL.8.7;  NJLSRL.8.9; NJLSRL.8.10;  NJLSRI.8.2; NJLSRI.8.5;  NJLSRI.8.6; NJLSRI.8.10;  NJLSRL.9-10.10; NJLSRI.9-10.10;  NJLSRL.11-12.10; NJLSRI.11-12.10</p>	<p>AASL4.4.1;  AASL4.4.6</p>	
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# 1: Library Media Center Procedures

## Summary

Students will use the library media center independently and responsibly.

## Essential Questions

How can the library help me meet my learning goals?

How can I become an effective and responsible user of library services and resources?

## Grades K-2

### Critical Knowledge and Skills

- Locate the library media center, and recognize that there are different physical areas
- Identify the library media specialist and the library media clerk
- Understand that the library media specialist serves as a storyteller and consultant for literature selection, and the library media clerk manages circulation activities
- Recognize students and staff who visit the library media center as information seekers and recreational readers
- Understand that the library media center and its contents are shared by the entire school community
- Understand that the purpose of the library media center is to provide students and staff with a variety of materials for both informational and recreational reading
- Demonstrate care of materials
- Demonstrate appropriate library media center behavior
- Follow circulation procedures for materials in the school library's collection

### Standards

AASL4.3.3

### Suggested Materials/Educational Resources

Automated library circulation system

Age appropriate bookmarks

Age appropriate posters featuring: library behavior, care of materials

Letter to parents

## Grades 3-5

### Critical Knowledge and Skills

- Locate the library media center and recognize that there are different physical and online areas
- Recognize the library media specialist as a resource (storyteller, literature advisor/book talker, reference consultant, technology consultant, and research guide)
- Identify the roles of media center staff
- Describe the purpose of the library as a center for intellectual exploration and related academic activities, as well as a place for free voluntary reading, and

<p>reading materials selection</p> <ul style="list-style-type: none"> <li>● Recognize that there is an online catalog listing the location and availability of the library media center resources</li> <li>● Demonstrate care of materials based on an understanding that they are shared resources</li> <li>● Demonstrate appropriate library media center behavior based on an understanding that the library is a common space for quiet, reading-based activities</li> <li>● Follow circulation procedures for materials in the school library's collection</li> <li>● Follow circulation procedure for materials obtained through interlibrary loan in-district</li> </ul>
<b>Standards</b>
AASL1.3.5; AASL3.1.6; AASL4.3.3; AASL4.3.4; ISTE2.a; ISTE2.b; ISTE2.c; ISTE2.d
<b>Suggested Materials/Educational Resources</b>
<p>Signage          Posted rules          Brochures          Library website          Presentation software, hardware          Automated library circulation system</p>

<b>Grades 6-8</b>
<b>Critical Knowledge and Skills</b>
<ul style="list-style-type: none"> <li>● Locate the library media center and understand the uses of its different physical and online areas</li> <li>● Navigate the district, school, and library media center online presence, and access personal workspace within the network</li> <li>● Recognize the library media specialist as a resource (storyteller, literature advisor/book talker, reference consultant, materials selector/purchaser, research guide, technology consultant)</li> <li>● Differentiate the roles of library media center staff</li> <li>● Understand that the purposes of the library media center are to provide equitable physical and intellectual access to resources for learning and to promote a love of reading</li> <li>● Demonstrate appropriate library media center behavior based on an understanding that the shared space must accommodate a wide variety of needs simultaneously</li> <li>● Demonstrate care of materials</li> <li>● Follow circulation procedures for materials in the school library's collection</li> <li>● Follow circulation procedures for materials obtained through interlibrary loan (in-district, in Union, statewide)</li> </ul>
<b>Standards</b>
AASL1.3.5; AASL3.1.6; AASL4.3.3; AASL4.3.4; ISTE2.a; ISTE2.b; ISTE2.c; ISTE2.d
<b>Suggested Materials/Educational Resources</b>
<p>Signage          Posted rules</p>

Brochures  
 Library website  
 Presentation software, hardware  
 District policies for acceptable use of technology  
 Automated library circulation system  
 Membership in statewide interlibrary loan system (JerseyCat), and participation in Cooperative (LibraryLinkNJ) delivery service

**Grades 9-12**

**Critical Knowledge and Skills**

- Locate the library media center and understand the uses of its different physical and online areas
- Navigate the district's, school's, and library media center's online presence, and access personal workspace within the network
- Recognize the library media specialist as a resource (storyteller, literature advisor/book talker, reference consultant, materials selector/purchaser, research guide, technology consultant)
- Differentiate the roles of library media center staff
- Understand that the purposes of the library media center are to provide equitable physical and intellectual access to resources for learning and to promote a love of reading
- Demonstrate appropriate library media center behavior based on an understanding that the shared space must accommodate a wide variety of needs simultaneously
- Demonstrate care of materials
- Follow circulation procedures for materials in the school library's collection
- Follow circulation procedures for materials obtained through interlibrary loan (in-district, in Union, statewide)

**Standards**

AASL1.3.5; AASL3.1.6; AASL4.3.3; AASL4.3.4; ISTE2.a; ISTE2.b; ISTE2.c; ISTE2.d

**Suggested Materials/Educational Resources**

Signage  
 Posted rules  
 Brochures  
 Library website  
 Presentation software, hardware  
 District policies for acceptable use of technology  
 Automated library circulation system  
 Membership in statewide interlibrary loan system (JerseyCat), and participation in Cooperative (LibraryLinkNJ) delivery service

## **ASSESSMENT PLAN**

- Librarian observation of student library use
- Automated circulation system reports of overdue library materials
- Formative and summative assessments embedded in student experiences in the library and/or during lessons

## 2: Planning for Research

### Summary

Students will develop a strategy to approach an information problem by defining the topic, identifying the information needed, and developing questions.

### Essential Questions

How does planning result in more efficient research and more effective solutions?  
How does the ability to ask questions result in deep, relevant, and interesting knowledge?

### Grades 3-5

#### Critical Knowledge and Skills

- Recognize that information is needed to solve a problem or answer a question
- Define the topic and related subtopics to identify the information needed
- Understand that developing questions is essential to the research process
- Conduct guided research based on questions provided by teacher or library media specialist

#### Standards

NJLSSL.3.1.C; NJLSW.3.7; NJLSSL.4.1.C; NJLSW.4.7; NJLSSL.5.1.C;  
NJLSW.5.7;  
AASL1.1.1; AASL1.1.2; ISTE1.a; ISTE3.a

#### Suggested Materials/Educational Resources

Assignment documents  
Research questions  
Pathfinders  
Assigned sources: reference, nonfiction, periodicals, databases and selected websites

### Grades 6-8

#### Critical Knowledge and Skills

- Recognize that information is needed to solve a problem or answer a question
- Analyze assignments to determine needs
- Use prior and/or background knowledge as a context for inquiry
- Develop relevant, open-ended questions to guide inquiry

#### Standards

NJLSSL.6.1.C; NJLSW.6.7; NJLSSL.7.1.C; NJLSW.7.7; NJLSSL.8.1.C;  
NJLSW.8.7; AASL1.1.1; AASL1.1.2; AASL1.1.3; AASL1.2.1; AASL1.2.5; AASL1.2.6;  
AASL4.1.5; AASL4.4.2; ISTE1.a; ISTE3.a; ISTE4.a; ISTE4.b; ISTE5.a

#### Suggested Materials/Educational Resources

Teacher assignment documents  
Research planning organizers  
Pathfinders  
Topic overview articles, videos, other media

## Grades 9-12

### Critical Knowledge and Skills

- Recognize that information is needed to solve a problem or answer a question
- Analyze assignments to determine needs
- Use prior and/or background knowledge as a context for inquiry
- Develop relevant, complex, open-ended, thought-provoking questions to guide investigation for solution of problems and making choices (e.g. compare/contrast, which, cause/effect, evidence-based evaluation)

### Standards

NJSLSL.9-10.1.C; NJSLSW.9-10.7; NJSLSW11-12.7; AASL1.1.1; AASL1.1.2; AASL1.1.3; AASL1.2.1; AASL1.2.5; AASL1.2.6; AASL4.1.5; AASL4.4.2; ISTE1.a; ISTE3.a; ISTE4.a; ISTE4.b; ISTE5.a

### Suggested Materials/Educational Resources

Teacher assignment documents  
Research planning organizers  
Pathfinders  
Topic overview articles, videos, other media

## ASSESSMENT PLAN

- Librarian observation of student-generated questions and planning guides
- Formative and summative assessments embedded in student experiences in the library and/or during lessons

### 3: Location and Access

#### Summary

Students will identify parts of a resource and locate the resources to access specific information.

#### Essential Questions

How does familiarity with the parts of a resource speed access to its information?

How does the classification and organization of resources aid in their location?

How does the type of resource and its medium affect the way information is presented?

#### Grades K-2

##### Critical Knowledge and Skills

- Identify the front cover/dust jacket, back cover, and spine of a book
- Distinguish between the front cover and dust jacket, and the purpose of each
- Locate the title, author, and illustrator of a book on the cover, title page, and spine
- Locate the easy fiction, fiction, nonfiction, biography, and periodical sections of the library
- Understand that easy fiction and fiction books are organized alphabetically by author
- Understand that books are shelved with the spine facing out for ease of location and identification
- Use a shelf marker to select a book on a shelf
- Know that books on display are available to borrow, and that book displays feature new books, or books of special interest or themes
- Consult the library media specialist for aid in locating desired library materials

##### Standards

NJSLRSRI.K.5; NJSLRSRI.K.6; AASL1.1.4; AASL4.1.4; AASL4.1.7; AASL4.2.1; AASL4.3.2;

##### Suggested Materials/Educational Resources

Shelf markers

Book Displays

Posters, books, and games on genres, parts of a book

#### Grades 3-5

##### Critical Knowledge and Skills

- Identify call numbers on spine labels of books and know that every book has one
- Understand that a call number is the book's "address" in the library, and indicates both the section and shelf where the item can be found
- Use the title page as the primary source for the title, author, illustrator, publisher, and place of publication
- Locate the copyright date and identify the copyright symbol on the copyright page/verso
- Understand that some titles may have two parts: a main title and a sub-title, and

the distinguishing features of each

- Understand that some sources are part of a series, and that the series title is also found on the title page
- Identify and distinguish the different roles of authors, editors, and publishers
- Understand that some major works have different authors responsible for individual parts/articles, and be able to locate relevant author information
- Recognize the table of contents as a listing of chapters in page order to aid in the location of information
- Recognize the index as a listing of subjects in alphabetical order to aid in the location of information
- Use glossaries within resources to define unfamiliar terms
- Use guide words within reference sources to aid in the location of information
- Locate book summaries in hardcover and paperback books
- Locate author and illustrator information in hardcover and paperback books
- Locate and use review blurbs to guide selection of books
- Identify the general order of a print source, including all front matter, the body, and all back matter
- Know that books on display are available to borrow, and that book displays feature new books or books of special interest
- Know that fiction collections may be subdivided by genre or special format (e.g. paperback, graphic)
- Locate fiction books alphabetized by author's last name
- Use classification labels to locate specific genres within the fiction collection
- Understand that nonfiction print collections are typically organized by subject (using Dewey Decimal call numbers)
- Locate nonfiction books in numerical order by Dewey number
- Understand that reference sources (general and specialized encyclopedias, almanacs, atlases, dictionaries) are not intended for recreational reading, and are not read in their entirety
- Know that circulation policies for reference materials may differ from other nonfiction books
- Identify and use online reference sources (via Internet and subscription databases)
- Locate and use bibliographic elements of reference sources to create citations
- Know that a biography is about the life of a person
- Know that an autobiography is about the life of a person authored by that same person
- Use biographical information from a variety of sources and formats (full books, databases, websites)
- Locate print biographies arranged alphabetically by subject's last name
- Understand that periodicals (magazines, newspapers) are published on a regular basis (daily, weekly, monthly, etc.)
- Access the online public access catalogs (OPAC) from the school and district web sites
- Use the OPAC to search for books by keyword, subject, title, and author, and be able to read the results

- Know that each school in the district has their own OPAC
- Distinguish between subscription databases and free websites
- Access specific relevant databases using login information
- Navigate the database with search terms suggested by the school library media specialist
- Locate and identify bibliographic information for database resources in order to create citations
- Use features of hosting platforms to navigate database articles
- Use subject directories as an alternative to keyword searching
- Identify bibliographic information for a web page in order to create citations

### **Standards**

NJSLSL.3.4.D; NJLSLW.3.8; NJSLSL.4.4.C; NJLSLW.4.8; NJSLSL.5.4.C; NJLSLW.5.8; AASL1.1.4; AASL4.1.4; AASL4.1.7; AASL4.2.1; AASL4.3.2; ISTE 3.a; ISTE3.c

### **Suggested Materials/Educational Resources**

Collection of professionally evaluated, up-to-date, reliable information resources (print and online reference and nonfiction)  
 Internet access  
 Presentation software and hardware  
 Online Public Access Catalog

## **Grades 6-8**

### **Critical Knowledge and Skills**

- Locate book summaries on hardcover and paperback books
- Locate author information in hardcover and paperback books
- Locate and use review blurbs to guide selection of books
- Identify call numbers on spine labels of books
- Use title page as primary source of bibliographic information for books, and copyright page/verso as the secondary source
- Locate and differentiate among book titles, subtitles, and series titles
- Identify and distinguish the different roles of authors, editors, and publishers
- Understand that some major works have different authors responsible for individual parts/articles, and be able to locate relevant author information
- Use table of contents, indexes, and guide words to speed location of specific information within both print and online resources
- Use glossaries within resources to define unfamiliar terms
- Know that books on display are available to borrow, and that book displays feature new books or books of special interest
- Know that fiction collections may be subdivided by genre or special format (e.g. paperback, graphic)
- Locate fiction books alphabetized by author's last name
- Use genre stickers to locate specific genres within the fiction collection
- Understand that nonfiction print collections are typically organized by subject (using Dewey Decimal call numbers)
- Understand that reference sources (general and specialized encyclopedias, almanacs, atlases, dictionaries) are not meant to be read in their entirety

- Know that circulation policies for reference materials may differ from other nonfiction books
- Locate and use indexes to non-alphabetically arranged encyclopedias
- Identify and use online reference sources (via Internet and subscription databases)
- Locate and use bibliographic elements of reference sources to create citations
- Know that biographical information is about the life of a person
- Differentiate between biography and autobiography and explain the significance of the difference in perspective provided by each
- Use biographical information from a variety of types of sources and formats (full books, chapters of collective biographies, reference and periodical articles, databases, web sites, videos)
- Locate print biographies arranged alphabetically by subject's last name and by using call numbers for individuals associated with specific subjects
- Understand that periodicals (magazines, newspapers) are published on a regular basis (daily, weekly, monthly, etc.)
- Locate and use periodicals in print, online, and through subscription databases
- Identify the bibliographic elements of periodicals in order to create citations
- Use tables of contents to locate specific information in periodicals
- Access the online public access catalogs (OPAC) from the school and district web sites
- Use the OPAC to search for print and ebooks by keyword, subject, title, and author, and be able to read the results
- Use the OPAC to identify a school that owns a desired book, and use appropriate procedure to request an interlibrary loan
- Distinguish between subscription databases and free websites
- Access specific relevant databases (and/or database hosted ebooks) using login information
- Navigate the database by searching (basic, advanced), browsing topics
- Read and interpret result lists screens, and use limiters to refine search where needed
- Locate and identify bibliographic information for database resources in order to create citations
- Use features of hosting platforms to navigate within ebooks and database articles
- Distinguish between an informational web page and a search engine/result list
- Develop effective search terms for an online search using synonyms, broader terms, narrower terms, Boolean operators, and punctuation
- Use subject directories as an alternative to keyword searching
- Use a browser's "find" feature to locate specific information on a web page
- Identify bibliographic information for a web page in order to create citations

### **Standards**

NJSLSW.6.8; NJSLSW.7.8; NJSLSW.8.8; AASL1.1.4; AASL2.2.1; AASL4.1.4; AASL4.1.7; AASL4.2.1; AASL 4.2.2; AASL4.3.2; ISTE 3.a; ISTE3.c

### **Suggested Materials/Educational Resources**

Collection of professionally evaluated, up-to-date, reliable information resources (print and online reference and nonfiction)

Internet access  
 Pathfinders  
 Presentation software and hardware  
 Online Public Access Catalog  
 Participation in JerseyCat statewide interlibrary loan service  
 Membership in LibraryLinkNJ and participation in delivery service

**Grades 9-12**

**Critical Knowledge and Skills**

- Use title page as primary source of bibliographic information for books, and copyright page/verso as the secondary source
- Locate and differentiate among book titles, subtitles, and series titles
- Identify and distinguish the different roles of authors, editors, and publishers
- Understand that some major works have different authors responsible for individual parts/articles, and be able to locate relevant author information
- Locate and use indexes to non-alphabetically arranged encyclopedias
- Identify and use online reference sources (via Internet and subscription databases)
- Locate and use bibliographic elements of reference sources to create citations
- Use the OPAC to identify a school that owns a desired book, and use appropriate procedure to request an interlibrary loan
- Distinguish between subscription databases and free websites
- Access specific relevant databases (and/or database hosted ebooks) using login information
- Navigate the database by searching (basic, advanced), browsing topics
- Read and interpret result lists screens, and use limiters to refine search where needed
- Locate and identify bibliographic information for database resources in order to create citations
- Use features of hosting platforms to navigate within ebooks and database articles
- Develop effective search terms for an online search using synonyms, broader terms, narrower terms, Boolean operators, and punctuation
- Use subject directories as an alternative to keyword searching
- Use a browser's "find" feature to locate specific information on a web page

**Standards**

NJSLSW.9-10.8; NJSLSW.11-12.8; AASL1.1.4; AASL2.2.1; AASL4.1.4; AASL4.1.7; AASL4.2.1; AASL 4.2.2; AASL4.3.2; ISTE 3.a; ISTE3.c

**Suggested Materials/Educational Resources**

Collection of professionally evaluated, up-to-date, reliable information resources (print and online reference and nonfiction)  
 Internet access  
 Pathfinders  
 Presentation software and hardware  
 Online Public Access Catalog  
 Participation in JerseyCat statewide interlibrary loan service  
 Membership in LibraryLinkNJ and participation in delivery service

### **ASSESSMENT PLAN**

- Librarian observation of student resource searches
- Statistics related to circulation of owned materials, interlibrary loans, database usage
- Formative and summative assessments embedded in student experiences in the library and/or during lessons

## 4: Selection Strategies

### Summary

Students will curate materials by critically evaluating a variety of relevant and valid resources.

### Essential Questions

What makes some information “better” than other information?

How do I choose the best materials to use for a variety of specific purposes?

### Grades K-2

#### Critical Knowledge and Skills

- Recognize that the library media center collection includes a variety of fiction and nonfiction subgenres to serve a diverse school community
- Select appropriate reading material(s) for borrowing based on interest, and a self-assessment of word recognition and comprehension within the chosen material(s)
- Examine the principal parts and features of a book including the cover, author, title, illustrations, classification label, and any award labels affixed to the cover as part of the selection process
- Understand that additional books of the same genre, author, subject, award, or character(s) are available for future selections

#### Standards

NJSLSRL.1.5; NJSLSRI.2.6; AASL4.1.4; AASL4.2.1; AASL 4.3.2

#### Suggested Materials/Educational Resources

Posters on book selection

Print collection of age appropriate, current, professionally evaluated fiction and nonfiction materials

### Grades 3-5

#### Critical Knowledge and Skills

- Recognize that a variety of materials in multiple media formats can be used as resources for research, class assignments, and recreational reading
- Identify an encyclopedia set as a reference source for information on people, places, and things in multiple, alphabetized volumes
- Identify an almanac as a reference source published annually for quick facts on a variety of topics
- Identify an atlas as a reference source for maps and other geographic information
- Identify a dictionary as a reference source for language, and understand the parts of a dictionary and a dictionary entry
- Identify a thesaurus as a reference source for synonyms and antonyms, and understand the parts of a thesaurus and a thesaurus entry

- Know the difference between a dictionary and a thesaurus
- Use bibliographic information such as the title, author, and copyright date as a clue to the value of potential informational resources
- Use the parts of a nonfiction print source (table of contents, index, glossary, summary and illustrations) to verify the usefulness of that source
- Evaluate nonprint sources by locating and examining bibliographic information, and apply strategies to determine the relevance, timeliness, accuracy and understandability of contents
- Recognize that effective research is achieved using multiple information resources

**Standards**

NJLSL.3.4.D; NJLSRI.3.7; NJLSW.3.8; NJLSL.4.4.C; NJLSRI.4.7; NJLSW.4.8; NJLSL.5.4.C; NJLSRI.5.7; NJLSW.5.8; AASL1.1.4; AASL1.1.5; AASL1.1.7; AASL1.2.3; AASL4.1.4; AASL4.2.1; AASL 4.3.2; ISTE3.b; ISTE3.c

**Suggested Materials/Educational Resources**

Collection of professionally evaluated, up-to-date, reliable information resources (print and online reference and nonfiction)  
 Books and games on selection strategies  
 Internet access  
 Presentation software and hardware  
 Samples of resources of questionable value or accuracy  
 Evaluation strategy guides

**Grades 6-8**

**Critical Knowledge and Skills**

- Recognize that a variety of materials in multiple media formats can be used as resources for research, class assignments, and recreational reading
- Understand that libraries provide access to a diverse collection of information resources in various media, for different purposes, representing differing perspectives
- Describe and differentiate between secondary and primary sources
- Use bibliographic information as a clue to the value of potential resources
- Assess resources for their relevance to immediate needs (genre, topic, scope)
- Apply strategies to determine the authority of the creator of a resource (relevant education, experience, reputation)
- Determine the date a resource was created/updated and weigh the importance of its timeliness to the topic
- Apply strategies to verify the accuracy of information (prior knowledge, triangulation, reverse image search)
- Determine the purpose and point-of-view of information resources
- Include objective resources and/or balanced perspectives in research

**Standards**

NJLSRI.6.6; NJLSRI.6.7; NJLSRI.6.9; NJLSW.6.8; NJLSRI.7.6; NJLSRI.7.9; NJLSW.7.8; NJLSRI.8.6; NJLSRI.8.9; NJLSW.8.8; NJCRP7; NJCCCS.8.1; AASL1.1.4; AASL1.1.5; AASL1.1.7; AASL1.2.2; AASL1.2.3; AASL1.2.4; AASL1.2.7; AASL1.3.2; AASL4.1.4; AASL4.2.1; AASL4.2.3; AASL 4.3.2; ISTE3.b; ISTE3.c

### **Suggested Materials/Educational Resources**

Collection of professionally evaluated, up-to-date, reliable information resources (print and online reference and nonfiction)  
Internet access  
Presentation software and hardware  
Sample resources of questionable value or accuracy  
Evaluation strategy guides and/or worksheets (e.g. CRAAP)

### **Grades 9-12**

#### **Critical Knowledge and Skills**

- Recognize that a variety of materials in multiple media formats can be used as resources for research, class assignments, and recreational reading
- Understand that libraries provide access to a diverse collection of information resources in various media, for different purposes, representing differing perspectives
- Describe and differentiate between secondary and primary sources
- Use bibliographic information as a clue to the value of potential resources
- Assess resources for their relevance to immediate needs (genre, topic, scope)
- Apply strategies to determine the authority of the creator of a resource (relevant education, experience, reputation)
- Determine the date a resource was created/updated and weigh the importance of its timeliness to the topic
- Apply strategies to verify the accuracy and truth of information (prior knowledge, triangulation, reverse image search)
- Determine the purpose and point-of-view of information resources
- Include objective resources and/or balanced perspectives in research

#### **Standards**

NJSLSRI.9-10.6; NJSLSRI.11-12.6; NJSLSRI.9-10.7; NJSLSRI.11-12.7; NJSLSRI.9-10.8; NJSLSW.9-10.2.B; NJSLSW.11-12.2.B; NJSLSW.9-10.8; NJSLSW.11-12.8; NJCRP7; NJCCCS.8.1; AASL1.1.4; AASL1.1.5; AASL1.1.7; AASL1.2.2; AASL1.2.3; AASL1.2.4; AASL1.2.7; AASL1.3.2; AASL4.1.4; AASL4.2.1; AASL4.2.3; AASL 4.3.2; ISTE3.b; ISTE3.c

### **Suggested Materials/Educational Resources**

Collection of professionally evaluated, up-to-date, reliable information resources (print and online reference and nonfiction)  
Internet access  
Presentation software and hardware  
Sample resources of questionable value or accuracy  
Evaluation strategy guides and/or worksheets (e.g. CRAAP)

### **ASSESSMENT PLAN**

- Librarian observation of student-selected resources
- Formative and summative assessments embedded in student experiences in the library and/or during lessons (e.g. Do Now activities, exit tickets, worksheets)
- Assessment of students' project bibliographies

## 5: Information Use

### Summary

Students will make inferences and gather meaning from a variety of information sources to answer questions.

### Essential Questions

How does familiarity with conventional text structures, image composition, and other techniques of communication aid in understanding meaning as well as the creator's point of view?

How do multiple forms of media used in combination lead to greater understanding and/or enjoyment?

How does note taking help with learning and remembering new concepts?

How can different forms of organization help make connections among ideas?

How can we handle conflicting information (facts and/or interpretations) on the same topic?

How does collaboration with others and the exchange of ideas and information create greater understanding, aid in decision-making, and lead to effective solutions?

How do bibliographies and citations help us build on the knowledge and work of others while demonstrating respect for their contributions?

### Grades 3-5

#### Critical Knowledge and Skills

- Activate prior knowledge of a subject before reading/viewing/listening to a resource
- Identify the main idea and supporting details of a source or part of a source
- Distinguish between fact and opinion in informational sources
- Distinguish between relevant facts and unnecessary information
- Use prereading strategies such as scanning bold print, captions, and subheadings to aid understanding
- Read text closely for understanding
- Use context clues and/or illustrations to determine the meaning of words and phrases as they are used in a resource
- Use reference sources to understand unfamiliar vocabulary
- Make inferences and predictions where appropriate
- Work collaboratively with others by contributing ideas and questions, while seeking and respecting other perspectives in the solution of problems and acquisition of new knowledge
- Use technology tools (such as Google Drive/Classroom, Edmodo, etc.) to facilitate collaboration and the exchange of ideas
- Cite books, websites, and databases in MLA Junior format
- Understand plagiarism and respect copyright
- Use graphic organizers and/or notecards to organize and categorize information
- Organize information with a provided outline

### **Standards**

NJLSLRI.3.1; NJLSLRI.3.2; NJLSLRI.3.5; NJLSLRI.3.7; NJLSLRI.4.1; NJLSLRI.4.2; NJLSLRI.4.7; NJLSLW.4.9.A; NJLSLW.4.9.B; NJLSLSSL.4.1.A; NJLSLSSL.4.1.C; NJLSLSSL.4.2.; NJLSLRI.5.2; NJLSLRI.5.4; NJLSLRI.5.7; NJLSLRI.5.9; NJLSLW.5.6; NJLSLW.5.8; NJLSLW.5.9.B; NJLSLSSL.5.1.C; NJLSLSSL.5.4; AASL1.1.6; AASL1.1.7; AASL1.3.1; AASL1.3.3; AASL2.1.1; AASL2.1.2; AASL2.1.3; AASL2.1.4; AASL2.2.1; AASL2.2.3; AASL2.3.1; AASL2.4.1; AASL2.4.3; AASL3.1.6; AASL 3.2.1; AASL3.2.2; AASL3.2.3; AASL 3.3.1; AASL3.3.2; AASL4.1.5; AASL4.1.6; ISTE3.c; ISTE3.d; ISTE5.b; ISTE5.c; ISTE7.a; ISTE7.b; ISTE7.c

### **Suggested Materials/Educational Resources**

Collection of professionally evaluated, up-to-date, reliable information resources (print and online reference and nonfiction)

Internet access

Student access to collaborative and/or socially networked learning apps

Presentation software and hardware

Graphic organizers and templates for a variety of purposes (print and online)

### **Grades 6-8**

#### **Critical Knowledge and Skills**

- Use reading strategies to comprehend literature and informational text
- Activate prior knowledge of a subject before reading/viewing/listening to a resource
- Identify the main idea and supporting details of a source or part of a source
- Use prereading strategies such as scanning bold print, captions, subheadings to aid understanding
- Read text closely for understanding
- Use context clues and/or illustrations to determine the meaning of words and phrases as they are used in a resource
- Use reference sources to understand unfamiliar vocabulary
- Make inferences and predictions where appropriate
- Take notes to aid recall of information
- Define, distinguish among, and use summary, paraphrase, and quotation as appropriate
- Distinguish between relevant facts and unnecessary information
- Distinguish between fact and opinion
- Compare information from multiple sources to verify its accuracy, and determine how to handle conflicts
- Work collaboratively with others by contributing ideas and questions, while seeking and respecting other perspectives in the solution of problems and acquisition of new knowledge
- Use technology tools (such as Google Drive/Classroom, Edmodo, etc.) to facilitate collaboration and the exchange of ideas
- Cite source information in MLA Junior format, using an online tool such as Noodletools
- Know when and how to use in-text citation
- Understand plagiarism and respect copyright

- Use graphic organizers and/or notecards to organize and categorize information
- Outline or organize information as an aid to understanding for a particular purpose (e.g. chronologically, compare/contrast, order of importance, pro/con, etc.)

### **Standards**

NJLSRI.6.1; NJLSRI.6.2; NJLSRI.6.3; NJLSRI.6.4; NJLSRI.6.5; NJLSRI.6.6; NJLSRI.6.8; NJLSRI.6.9; NJLSW.6.6; NJLSW.6.8; NJLSW.6.9.A; NJLSW.6.9.B; NJLSSL.6.2; NJLSSL.6.3; NJLSL.6.4.A; NJLSL.6.4.B; NJLSL.6.4.C; NJLSL.6.4.D; NJLSL.6.6; NJLSRI.7.1; NJLSRI.7.2; NJLSRI.7.3; NJLSRI.7.4; NJLSRI.7.5; NJLSRI.7.6; NJLSRI.7.8; NJLSRI.7.9; NJLSW.7.8; NJLSW.7.9.A; NJLSW.7.9.B; NJLSSL.7.2; NJLSSL.7.3; NJLSL.7.4.A; NJLSL.7.4.B; NJLSL.7.4.C; NJLSL.7.4.D; NJLSL.7.6; NJLSRI.8.1; NJLSRI.8.2; NJLSRI.8.3; NJLSRI.8.4; NJLSRI.8.5; NJLSRI.8.6; NJLSRI.8.8; NJLSRI.8.9; NJLSW.8.8; NJLSW.8.9.A; NJLSW.8.9.B; NJLSSL.8.2; NJLSSL.8.3; NJLSL.8.4.A; NJLSL.8.4.B; NJLSL.8.4.C; NJLSL.8.4.D; NJLSL.8.6; AASL1.1.6; AASL1.1.7; AASL1.3.1; AASL1.3.2; AASL1.3.3; AASL2.1.1; AASL2.1.2; AASL2.1.3; AASL2.1.4; AASL2.2.1; AASL2.2.2; AASL2.2.3; AASL2.3.1; AASL2.3.2; AASL2.3.3; AASL2.4.1; AASL2.4.3; AASL3.1.6; AASL 3.2.1; AASL3.2.2; AASL3.2.3; AASL 3.3.1; AASL3.3.2; AASL3.3.3; AASL3.3.5; AASL4.1.5; AASL4.1.6; AASL4.2.3; AASL4.4.4; ISTE3.c; ISTE3.d; ISTE5.b; ISTE5.c; ISTE 6.a; ISTE6.c; ISTE7.a; ISTE7.b; ISTE7.c; ISTE7.d

### **Suggested Materials/Educational Resources**

Collection of professionally evaluated, up-to-date, reliable information resources (print and online reference and nonfiction)  
 Internet access  
 Student access to collaborative and/or socially networked learning apps  
 Presentation software and hardware  
 Graphic organizers and templates for a variety of purposes (print and online)

## **Grades 9-12**

### **Critical Knowledge and Skills**

- Use reading strategies to comprehend literature and informational text
- Activate prior knowledge of a subject before reading/viewing/listening to a resource
- Identify the main idea and supporting details of a source or part of a source
- Read text closely for understanding
- Use reference sources to understand unfamiliar vocabulary
- Make inferences and predictions where appropriate
- Take notes to aid recall of information
- Define, distinguish among, and use summary, paraphrase, and quotation as appropriate
- Distinguish between relevant facts and unnecessary information
- Distinguish between fact and opinion
- Work collaboratively with others by contributing ideas and questions, while seeking and respecting other perspectives in the solution of problems and acquisition of new knowledge

- Use technology tools (such as Google Drive/Classroom, Edmodo, etc.) to facilitate collaboration and the exchange of ideas
- Compare information from multiple sources to verify its accuracy, and determine how to handle conflicts
- Cite source information in MLA or APA format as required, using an online tool such as Noodletools
- Know when and how to use in-text citation
- Understand plagiarism and respect copyright
- Use graphic organizers and/or notecards to organize and categorize information
- Outline or organize information as an aid to understanding for a particular purpose (e.g. chronologically, compare/contrast, order of importance, pro/con, etc.)

### **Standards**

NJLSL.9-10.1; NJLSL.9-10.2; NJLSL.9-10.3; NJLSL.9-10.4; NJLSL.9-10.5; NJLSL.9-10.6; NJLSL.9-10.8; NJLSL.9-10.9; NJLSL.9-10.8; NJLSL.9-10.9.A; NJLSL.9-10.9.B; NJLSL.9-10.4.A; NJLSL.9-10.4.C; NJLSL.11-12.1; NJLSL.11-12.2; NJLSL.11-12.4; NJLSL.11-12.5; NJLSL.11-12.6; NJLSL.11-12.7; NJLSL.11-12.8; NJLSL.11-12.9; NJLSL.11-12.8; NJLSL.11-12.9.A; NJLSL.11-12.9.B; NJLSL.11-12.4.A; NJLSL.11-12.4.C; NJLSL.11-12.4.D; NJLSL.11-12.6; NJLSL.9-10.4.D; NJLSL.9-10.6; AASL1.1.6; AASL1.1.7; AASL1.3.1; AASL1.3.2; AASL1.3.3; AASL2.1.1; AASL2.1.2; AASL2.1.3; AASL2.1.4; AASL2.2.1; AASL2.2.2; AASL2.2.3; AASL2.3.1; AASL2.3.2; AASL2.3.3; AASL2.4.3; AASL3.1.6; AASL3.2.1; AASL3.2.2; AASL3.2.3; AASL3.3.1; AASL3.3.2; AASL3.3.3; AASL3.3.5; AASL4.1.5; AASL4.1.6; AASL4.2.3; AASL4.4.4; ISTE3.c; ISTE3.d; ISTE5.b; ISTE5.c; ISTE6.a; ISTE6.c; ISTE7.a; ISTE7.b; ISTE7.c; ISTE7.d

### **Suggested Materials/Educational Resources**

Collection of professionally evaluated, up-to-date, reliable information resources (print and online reference and nonfiction)  
 Internet access  
 Student access to collaborative and/or socially networked learning apps  
 Presentation software and hardware  
 Graphic organizers and templates for a variety of purposes (print and online)  
 Citation tools (e.g. MLA Handbook, Noodletools)

### **ASSESSMENT PLAN**

- Librarian review of student notes, bibliographies, organizers
- Formative and summative assessments embedded in student experiences in the library and/or during lessons

## 6: Synthesis and Communication

### Summary

Students will organize, draw conclusions, and communicate new understandings using writing, speaking, media, visual, and technology literacy skills.

### Essential Questions

How do information, purpose, and audience affect the selection of words, media, and organization used to convey ideas?

### Grades 3-5

#### Critical Knowledge and Skills

- Use technology to produce and publish writing to explain, inform and/or persuade
- Use evidence from investigation, research, and analysis to support conclusions

#### Standards

NJLSRI.5.7; NJLSW.5.2.A; NJLSW.5.2.B; NJLSW.5.2.E; NJLSW.5.6;  
 NJLSSL.5.4; NJLSSL.5.5; AASL1.3.4; AASL2.1.3; AASL2.1.5; AASL2.1.6;  
 AASL2.2.4; AASL3.1.3; AASL3.1.4; AASL3.2.1; AASL3.3.4; AASL4.1.8; ISTE6.a;  
 ISTE6.b; ISTE6.c; ISTE6.d; ISTE7.a

#### Suggested Materials/Educational Resources

Google Drive/Classroom  
 Internet access

### Grades 6-8

#### Critical Knowledge and Skills

- Use technology to produce and publish writing to explain, inform, and/or persuade
- Use evidence from investigation, research, and analysis to support conclusions
- Use media ethically and strategically to strengthen presentation of information and enhance audience understanding (charts, images, video, audio, text)

#### Standards

NJLSRI.6.7; NJLSW.6.1.A; NJLSW.6.1.B; NJLSW.6.1.C; NJLSW.6.2.A;  
 NJLSW.6.2.B; NJLSW.6.2.D; NJLSW.6.6; NJLSSL.6.4; NJLSSL.6.5;  
 NJLSRI.7.7; NJLSW.7.1.A; NJLSW.7.1.B; NJLSW.7.2.A; NJLSW.7.2.B;  
 NJLSW.7.2.D; NJLSW.7.6; NJLSW.7.10; NJLSSL.7.4; NJLSSL.7.5;  
 NJLSRI.8.7; NJLSW.8.1.A; NJLSW.8.1.B; NJLSW.8.1.C; NJLSW.8.2.A;  
 NJLSW.8.2.B; NJLSW.8.2.D; NJLSW.8.6; NJLSW.8.10; NJLSSL.8.4;  
 NJLSSL.8.5; AASL1.3.4; AASL2.1.3; AASL2.1.5; AASL2.1.6; AASL2.2.4; AASL3.1.3;  
 AASL3.1.4; AASL3.2.1; AASL3.3.4; AASL3.3.5; AASL4.1.8; ISTE6.a; ISTE6.b; ISTE6.c;  
 ISTE6.d; ISTE7.a

#### Suggested Materials/Educational Resources

Document, spreadsheet, presentation tools  
 Media tools for capture, creation, and editing  
 Internet access

Collection of professionally evaluated, up-to-date, reliable media resources

### **Grades 9-12**

#### **Critical Knowledge and Skills**

- Use technology to produce and publish writing to explain, inform, and/or persuade
- Use evidence from investigation, research, and analysis to support conclusions
- Use media ethically and strategically to strengthen presentation of information and enhance audience understanding (charts, images, video, audio, text)

#### **Standards**

NJSLSW.9-10.1.A; NJSLSW.9-10.1.B; NJSLSW.9-10.2.A; NJSLSW.9-10.2.B;  
NJSLSW.9-10.2.D; NJSLSW.9-10.6; NJSLSW.9-10.7; NJSLSW.9-10.8;  
NJSLSW.11-12.1.A; NJSLSW.11-12.1.B; NJSLSW.11-12.2.A; NJSLSW.11-12.2.B;  
NJSLSW.11-12.2.D; NJSLSW.11-12.6; NJSLSW.11-12.7; NJSLSW.11-12.8;  
AASL1.3.4; AASL2.1.3; AASL2.1.5; AASL2.1.6; AASL2.2.4; AASL3.1.3; AASL3.1.4;  
AASL3.2.1; AASL3.3.4; AASL3.3.5; AASL4.1.8; ISTE6.a; ISTE6.b; ISTE6.c; ISTE6.d;  
ISTE7.a

#### **Suggested Materials/Educational Resources**

Document, spreadsheet, presentation tools  
Media tools for capture, creation, and editing  
Internet access  
Collection of professionally evaluated, up-to-date, reliable media resources

### **ASSESSMENT PLAN**

- Formative and summative assessments embedded in student experiences in the library and/or during lessons
- Librarian observation and classroom/subject teacher assessment of student products and presentations

## 7: Self-Assessment

### Summary

Students will assess their process and products, both during and at the conclusion of their research.

### Essential Questions

How can continuous reflection and revision lead to a more efficient working process, and better quality products?

How can feedback and assistance from others help us assess the effectiveness of works in progress, and lead to improvements in process and product?

### Grades 3-5

#### Critical Knowledge and Skills

- Use note taking organizers, project rubrics, assignment directions, and teacher and librarian comments to assess and revise as necessary:
  - quality of information sources
  - completeness of information gathered
  - meeting project requirements
  - quality and effectiveness of final products
- Know who, how, and when to ask for help when it is needed
- Practice time management with extended due dates, and with reminders and through reflection, improve ability to use a systematic approach to project completion

#### Standards

NJSLSW.5.5; NJSLSW.5.6; AASL1.4.1; AASL1.4.2; AASL1.4.3; AASL1.4.4; AASL2.4.2; AASL3.4.1; AASL3.4.2; AASL4.4.5; ISTE1.c; ISTE4.c

#### Suggested Materials/Educational Resources

Note taking organizers  
Assignment rubrics and directions

### Grades 6-8

#### Critical Knowledge and Skills

- Use note taking organizers, project rubrics, assignment directions, teacher and librarian comments, and/or peer editing to assess and revise as necessary:
  - quality of information sources
  - completeness of information gathered
  - meeting project requirements
  - quality and effectiveness of final products
- Recognize newly acquired knowledge, acknowledge its limits, and develop questions for further investigation
- Know who, how, and when to ask for help when it is needed
- Practice time management with extended due dates, and with reminders and through reflection, improve ability to use a systematic approach to project

completion
<b>Standards</b>
NJSLSW.6.5; NJSLSW.6.6; NJSLSW.7.5; NJSLSW.8.5; AASL1.4.1; AASL1.4.2; AASL1.4.3; AASL1.4.4; AASL2.4.2; AASL3.4.1; AASL3.4.2; AASL3.4.3; AASL4.4.5; ISTE1.c; ISTE4.c
<b>Suggested Materials/Educational Resources</b>
Guided and/or self-developed note taking organizers Assignment rubrics and directions Student access to collaborative and/or socially networked learning apps

<b>Grades 9-12</b>
<b>Critical Knowledge and Skills</b>
<ul style="list-style-type: none"> <li>● Use note taking organizers, project rubrics, assignment directions, teacher and librarian comments, and/or peer editing to assess and revise as necessary: <ul style="list-style-type: none"> <li>○ quality of information sources</li> <li>○ completeness of information gathered</li> <li>○ meeting project requirements</li> <li>○ quality and effectiveness of final products</li> </ul> </li> <li>● Recognize newly acquired knowledge, acknowledge its limits, and develop questions for further investigation</li> <li>● Know who, how, and when to ask for help when it is needed</li> <li>● Use time management to meet extended due dates, and through reflection, improve ability to use a systematic approach to project completion</li> </ul>
<b>Standards</b>
NJSLSW.9-10.5; NJSLSW.9-10.6; NJSLSW.11-12.5; NJSLSW.11-12.6; AASL1.4.1; AASL1.4.2; AASL1.4.3; AASL1.4.4; AASL2.4.2; AASL3.4.1; AASL3.4.2; AASL3.4.3; AASL4.4.5; ISTE1.c; ISTE4.c
<b>Suggested Materials/Educational Resources</b>
Guided and/or self-developed note taking organizers Assignment rubrics and directions Student access to collaborative and/or socially networked learning apps

<b>ASSESSMENT PLAN</b>
<ul style="list-style-type: none"> <li>● Formative and summative assessments embedded in student experiences in the library and/or during lessons</li> <li>● Librarian observation and classroom/subject teacher assessment of student products and presentations</li> </ul>

## 8: Literature Appreciation

### Summary

Students will appreciate literature by reading, listening, viewing, and discussing.

### Essential Questions

How does literature relate to our personal experiences and enlarge them?

How does reading in a variety of genres help to reveal our interests?

How does reading literature from a diversity of perspectives develop knowledge, understanding, and empathy?

What devices and strategies do authors use to influence our enjoyment of their work?

How do sharing and discussing enhance our enjoyment of literature?

### Grades 3-5

#### Critical Knowledge and Skills

- View or listen to stories with attention and purpose
- Describe genre characteristics and explain the differences among them:
  - Fiction and sub-genres: realistic, historical, mystery, fantasy, science fiction
  - Literary nonfiction
  - Biography and autobiography
  - Folktales and sub-genres: fairy tales, myths, legends, fables, tall tales
  - Poetry
  - Graphic fiction and nonfiction
- Recall and respond to details in a text related to:
  - Characters
  - Setting
  - Plot
  - Conflict
- Identify point of view of narration and discuss its effect
- Describe how illustrations contribute to understanding
- Identify an author's implied message(s) and/or theme(s)
- Identify literary devices:
  - Repetition
  - Rhyme
  - Alliteration
  - Figurative language (metaphor, simile)
- .Relate elements of literature to personal experiences
- Compare and contrast texts:
  - One text with different text
  - Different version of same story
- Use strategies to select reading that is engaging and appropriate for personal interests, abilities, and needs, including:
  - genre identification labels
  - familiarity with author

- review blurbs and summaries (on book, online, in publications)
- social book review sites
- librarian and friend recommendations
- previewing to assess vocabulary level and grammatical complexity

**Standards**

NJLSRL.3.1; NJLSRL.3.2; NJLSRL.3.3; NJLSRL.3.6; NJLSRL.3.10;  
 NJLSRI.3.1; NJLSRI.3.2; NJLSRI.3.7; NJLSRI.3.10; NJLSRL.4.2; NJLSRL.4.3;  
 NJLSRL.4.5; NJLSRL.4.6; NJLSRL.4.10; NJLSRI.4.1; NJLSRI.4.2; NJLSRI.4.7;  
 NJLSRI.4.10; NJLSRL.5.2; NJLSRL.5.3; NJLSRL.5.4; NJLSRL.5.6;  
 NJLSRL.5.7; NJLSRL.5.10; NJLSRI.5.2; NJLSRI.5.5; NJLSRI.5.6;  
 NJLSRI.5.10; AASL4.1.1;  
 AASL4.1.2; AASL4.1.3; AASL4.1.5; AASL4.2.4; AASL4.3.1; AASL4.3.3; AASL4.4.1;  
 AASL4.4.6

**Suggested Materials/Educational Resources**

Collection of professionally evaluated, engaging, popular, and classic literature at a wide range of reading levels, appropriate for the interests, abilities and needs of elementary school students

**Grades 6-8**

**Critical Knowledge and Skills**

- Describe genre characteristics and explain the differences among them:
  - Fiction and sub-genres (realistic, historical, mystery, fantasy, science fiction, romance, short stories, etc.)
  - Literary nonfiction
  - Biography and autobiography
  - Folktales, fairytales, myths
  - Poetry (and verse novels)
  - Drama
  - Graphic fiction and nonfiction
- Recall and respond to details in a text related to:
  - Characters
  - Setting
  - Plot
  - Conflict
- Identify point of view of narration and discuss its effect
- Describe how illustrations and multimedia elements contribute to understanding
- Describe how structure of text contributes to its meaning/effect
- Identify an author’s implied message(s) and/or theme(s)
- Identify motifs and literary devices and describe how they support a text:
  - Meter
  - Repetition
  - Rhyme
  - Alliteration/Assonance
  - Figurative language (metaphor, simile)
- Relate elements of literature to personal experiences and/or universal experiences

- Compare and contrast texts:
  - One text with different text
  - Different version of same story
  - Text with use of alternative media to convey an idea
- Use strategies to select reading that is engaging and appropriate for personal interests, abilities, and needs, including:
  - genre identification labels
  - familiarity with author
  - review blurbs and summaries (on book, online, in publications)
  - social book review sites
  - librarian and friend recommendations
  - previewing to assess vocabulary level and grammatical complexity

**Standards**

NJLSRL.6.1; NJLSRL.6.2; NJLSRL.6.3; NJLSRL.6.4; NJLSRL.6.6;  
 NJLSRL.6.7; NJLSRL.6.9; NJLSRL.6.10; NJLSRI.6.2; NJLSRI.6.5;  
 NJLSRI.6.6; NJLSRI.6.10; NJLSRL.7.1; NJLSRL.7.2; NJLSRL.7.3;  
 NJLSRL.7.4; NJLSRL.7.6; NJLSRL.7.7; NJLSRL.7.9; NJLSRL.7.10;  
 NJLSRI.7.2; NJLSRI.7.5; NJLSRI.7.6; NJLSRI.7.10; NJLSRL.8.1; NJLSRL.8.2;  
 NJLSRL.8.3; NJLSRL.8.4; NJLSRL.8.6; NJLSRL.8.7; NJLSRL.8.9;  
 NJLSRL.8.10; AASL4.1.1; AASL4.1.2; AASL4.1.3; AASL4.1.5; AASL4.2.4; AASL4.3.1;  
 AASL4.3.3; AASL4.4.1; AASL4.4.6

**Suggested Materials/Educational Resources**

Collection of professionally evaluated, engaging, popular, and classic literature at a wide range of reading levels, appropriate for the interests, abilities and needs of middle school students.

**Grades 9-12**

**Critical Knowledge and Skills**

- Use strategies to select reading that is engaging and appropriate for personal interests, abilities, and needs, including:
  - genre identification labels
  - familiarity with author
  - review blurbs and summaries (on book, online, in publications)
  - librarian and friend recommendations
  - social book review sites
  - previewing to assess vocabulary level and grammatical complexity

**Standards**

NJLSRL.9-10.10; NJLSRI.9-10.10; NJLSRL.11-12.10; NJLSRI.11-12.10;  
 AASL4.1.1; AASL4.1.2; AASL4.1.3; AASL4.1.5; AASL4.2.4; AASL4.3.1; AASL4.3.3;  
 AASL4.4.1; AASL4.4.6

**Suggested Materials/Educational Resources**

Collection of professionally evaluated, engaging, popular, and classic literature at a wide range of reading levels, appropriate for the interests, abilities and needs of high school students.

## **ASSESSMENT PLAN**

- Librarian observation
- Circulation statistics
- Formative and summative assessments embedded in student experiences in the library and/or during lessons

## Appendix 1: NJ Student Learning Standards Cited

### **Kindergarten:**

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### **Grade 1:**

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

### **Grade 2:**

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### **Grade 3:**

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

C. Ask questions to check understanding of information presented, stay on topic, and link their

comments to the remarks of others.

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

#### **Grade 4:**

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.7. 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 the information contributes to an understanding of the text in which it appears.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

C. Pose and respond to specific questions to clarify or follow up on information, and make

comments that contribute to the discussion and link to the remarks of others.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

W.4.7. Conduct short research projects that build knowledge through investigation of different

aspects of a topic.

W.4.8. 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.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### **Grade 5:**

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

C.. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.4. 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.

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### **Grade 6:**

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) and organize the reasons and evidence clearly.

B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

B. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. 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.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

RL.6.7. 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.

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Grade 7:**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

B. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”)

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.7. 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).

RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

## **Grade 8:**

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically

B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

B. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals,

ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a

filmed or live production of a story or drama stays faithful to or departs from the text or script.  
RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

### **Grades 9-10:**

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

B. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the

research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s

position or function in a sentence) as a clue to the meaning of a word or phrase.

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

### **Grades 11-12:**

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the

subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in *Federalist No. 10*).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. 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.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

**NJ Career Ready Practices:**

CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**NJ Educational Technology:**

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

## **Appendix 2: National Standards (AASL & ISTE)**

[American Association of School Librarians \(AASL\) Standards for the 21st Century Learner](#)

(Revised standards scheduled for release Nov. 2017)

[International Society for Technology in Education \(ISTE\) Standards for Students, 2016](#)