

Tri-District Library/Information Literacy Curriculum

**2011
Grades K - 12**



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MISSION STATEMENT

The mission of the Information Literacy Curriculum is to prepare River Edge, Oradell, and River Dell students to become skilled users of resources, ideas, information and other intellectual properties. The School Library Information Literacy Program promotes a love of reading and supports students in their personal and academic reading needs. The School Library is a unique instructional setting in which trained and certified School Librarians collaboratively design and implement instructional strategies to ensure that students master the critical skills of information literacy. Although it is impossible to predict precisely the ways in which digital technology will continue to change the way our students access and use information, it is worth noting that the River Edge, Oradell, and River Dell Regional School Districts believe that at this time there remains a vital role for print information resources in the education of our students. It is critical that all stakeholders in the River Edge, Oradell, and River Dell Regional School Districts, including the Boards of Education, administrators, teachers, and information and technology specialists, stay abreast of the constantly changing information environment as it relates to the education of our students.

The national standards for information literacy are defined in *Standards for the 21st-Century Learner* published by the American Association of School Librarians (AASL), a division of the American Library Association ((ALA). These skills are integrated throughout the *New Jersey Core Curriculum Content Standards* and the national *Common Core Standards*.

Since Library Information Literacy is contingent upon the Library Media Specialists collaborating with classroom teachers, the application of the AASL national standards is somewhat different than all the other state and national curricular standards. We have based our standards on the four broad standards of the AASL. (SEE APPENDICES) It is imperative that information literacy and library skills are integrated across the curriculum.

PHILOSOPHY

Philosophy of Library Information Literacy

The School Library is the vital and integral teaching and learning hub of the school and as a result reflects the philosophy and goals of the School and the District. In the information age, acquiring information literacy skills and a commitment to lifelong reading and learning are paramount. The School Librarian, in collaboration with classroom teachers, guides students in developing critical thinking, problem solving, and communication skills as they search for, access and evaluate a variety of resources to meet the demands of the 21st century curriculum.

The School Library Information Literacy program does not exist in isolation. Information literacy skills are interwoven in all academic disciplines. Information inquiry conducted under the guidance of the Library Media Specialists should occur in all content areas. The School Librarian works in partnership with students, teachers, administrators, board of education

members, and the school community to develop the School Library Information Literacy Curriculum. The School Library Information Literacy Program incorporates the goals and objectives of the *New Jersey Core Curriculum Content Standards (NJCCCS)* and the national *Standards for the 21-Century Learner*. The combined vision supports the goal of educational excellence and the concept of intellectual freedom.

The guiding principles of the Tri-District Information Literacy Curriculum are contained in the *AASL Standards for the 21-Century Learner*. Underlying the philosophy of the Tri-District Library Information Literacy program are the following *Common Beliefs* that anchor the national standards.

- ***Reading is a window to the world.***
 - Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g., picture, video, print) and all contexts is a key indicator of success in school and in life. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings.
- ***Inquiry provides a framework for learning.***
 - To become independent learners, students must gain not only the skills but also the disposition to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Combined, these four elements build a learner who can thrive in a complex information environment.
- ***Ethical behavior in the use of information must be taught.***
 - In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.
- ***Technology skills are crucial for future employment needs.***
 - Today's students need to develop information skills that will enable them to use technology as an important tool for learning, both now and in the future.
- ***Equitable access is a key component for education.***
 - All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning.
- ***The definition of information literacy has become more complex as resources and technologies have changed.***
 - Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century.
- ***The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.***

- The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.
- ***Learning has a social context.***
 - Learning is enhanced by opportunities to share and learn with others. Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.
- ***School libraries are essential to the development of learning skills.***
 - School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment. School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.

("Standards for the 21st-Century"; see Appendices)

Information and technology skills are most meaningful when learned within a subject area, within an interdisciplinary unit, or within a unit which addresses an authentic, real-life need or problem. Students must be prepared to access, evaluate, select, and apply the appropriate information to meet their educational, personal, and recreational needs.

Students must be prepared to acquire materials and resources to meet their current and lifelong needs. They will need to know how to access, evaluate and choose from a constantly changing and growing reservoir of information for educational, personal, and recreational purposes.

Philosophy of Instruction

The school librarian collaborates with the faculty to integrate information literacy skills with content-area instruction and learning activities across the K-12 curriculum by providing:

- equitable access to information;
- scheduling that enables for all students to have access to the School Library Media Center, its staff and resources;
- resources and sequential instruction in the concepts necessary for students to become independent, lifelong learners as well as discerning readers, viewers and listeners;
- opportunities for an active collaboration and partnership with teachers and administrators in working toward shared instructional goals;
- resources that extend beyond the confines of a textbook;
- technology for information retrieval;
- opportunities for ongoing and meaningful assessment of student learning.

Philosophy of Student Achievement

“An abundance of evidence strongly supports the connection between student achievement and the presence of school libraries with qualified school library media specialists. When library media specialists work with teachers to support learning opportunities with books, computer resources, and more, students learn more, get better grades, and score higher on standardized test scores than their peers in schools without good libraries.”

(report summary, *School Libraries Work* [4])

Research shows that student test scores are higher when classroom teachers collaboratively plan with the school librarian and schedule research in the school library using books, online databases, and the Internet.

As the national standards document notes, the constant exponential growth of information demands that students develop the core skills of information literacy so that they can manage an increasingly complex information environment independently. Information literacy is vital to student success, and it must be taught. Learner access to and use of information under the guidance of a credentialed school librarian is a critical learning experience that puts young people on the path of independent lifelong learning.

ROLES OF THE SCHOOL LIBRARY MEDIA SPECIALIST

Instructional Role in Collaboration with Classroom Teachers

- Creates a school library environment that is student-centered, welcoming, and supportive with equitable access to materials.
- Teaches students to access, evaluate, organize, and synthesize appropriate information for specific purposes.
- Understands and incorporates technology in instruction.
- Understands and accommodates different learning styles and explains and demonstrates skills in a variety of ways according to student needs.
- Guides students in the development of critical and appreciative reading, viewing, and listening patterns to encourage them to become life-long readers and life-long learners.
- Assists students in selection of reading materials for curricular, personal, and leisure needs with an understanding of reading levels, interest levels, and curriculum.

Curriculum Leadership Role

- Works with teachers to incorporate new technologies into the curriculum.
- Provides in-service training for teachers and administrators.
- Understands how the *New Jersey Core Curriculum Content Standards* integrate library information literacy skills into all subject areas.
- Collaborates with teachers to incorporate information literacy and research skills into all subject areas and designs instructional experiences.
- Evaluates and selects library materials with an understanding of curricular requirements, learning styles, varied student interests, and reading levels as well as an understanding of state and national standards.
- Suggests a variety of appropriate print, non print, and electronic resources to supplement and complement classroom materials and activities.
- Provides materials to the school community as needed.
- Insures a variety of appropriate print materials to promote the love of literature and lifelong reading.

Administrative Role

- Establishes annual and long-range goals for the School Library Media Program.
- Administers, operates, and supervises the School Library Media Center, developing policy and budgets for efficient operation and optimal service.
- Maintains a current knowledge of national and state legislation and standards affecting the school, and applies this knowledge to library media center operations.
- Communicates with and solicits input from various members of the school community on aspects relating to the School Library Information Literacy Program.
- Uses the District's adopted selection policy to develop a balanced collection of electronic and print resources.
- Maintains accurate records of School Library Media Center holdings.
- Trains and supervises library clerks, paraprofessionals, and adult and student volunteers.
- Applies technological and communication skills to ensure the Library's computer hardware, software, and online access (databases and Online Public Access Catalog (OPAC)) are sufficient to meet the needs of its users.

Professional Role

- Provides reference services to all members of the school community.
- Provides information about and encourages adherence to copyright laws by modeling the ethical use of information.
- Models the principles of intellectual freedom.
- Keeps informed of educationally sound, research-based practices by participating in professional organizations, course work, workshops, conferences, and by reading professional literature.
- Advocates the value of the School Library Information Literacy Program.

TRI-DISTRICT LIBRARY INFORMATION LITERACY CONTENT

GRADES K-2

UNIT 1: ORIENTATION

STATE STANDARD

See Appendix for the American Association of School Librarians (AASL) Standards for the 21st Century Learners, the Common Core Standards for English and Language Arts, the NJCCCS Technology Standards, and the 21st Century Life and Career Skills Standards. For a Crosswalk of the AASL and ELA standards, refer to the AASL website (<http://www.aasl.org>)

BIG IDEAS/COMMON THREADS

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library is a place where students can acquire knowledge and gain insight.

ENDURING UNDERSTANDINGS

Reading for pleasure or information has life-long application
Understand the organization of the library
Understand the proper care and return of library materials
Information can be accessed through electronic sources

ESSENTIAL QUESTIONS

How can I become an effective user of the library?
How can the library impact my personal reading growth?

MODULE ASSESSMENT

Librarian observation of student library use
Formative and summative assessments are embedded in experiences in the library
Teacher created assignments

LESSON OBJECTIVES

Students will be able to...

- demonstrate proper library behavior.
- demonstrate proper care of materials.
- identify, locate, select, and access materials.
- understand the role of the library and the librarian.
- understand and use the library's OPAC.

MODULE SKILLS

Students will be able to...

- respect the library as a quiet place.
- listen to stories with attentive and purposeful listening and viewing skills.
- follow established library procedures.
- check out materials and return them in a timely manner.
- demonstrate proper book care.
- identify the title, author, illustrator, and publisher.
- identify the areas of the library.
- select materials based on personal interests and reading level. (“just right” books)
- recognize alphabetical order in shelving.
- have knowledge of the library’s OPAC and use.

**TRI-DISTRICT LIBRARY INFORMATION LITERACY CONTENT
GRADES K-2
UNIT 2: LITERATURE AND INFORMATIONAL TEXTS**

STATE STANDARD

See Appendix

BIG IDEAS/COMMON THREADS

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library is a place where students can acquire knowledge and gain insight.

ENDURING UNDERSTANDINGS

Reading for pleasure or information has lifelong applications
Understand the elements of literature
Understand that literature can influence personal growth and development

ESSENTIAL QUESTIONS

How can the library impact my personal reading growth?
How can stories help me understand the world around me?
How can I understand and appreciate all types of literature?

MODULE ASSESSMENT

Librarian observation of student library use
Formative and summative assessments are embedded in experiences in the library
Create verbal, written and artistic responses to literature

LESSON OBJECTIVES

Students will be able to...

- develop a feeling of familiarity and enjoyment with the library and literature.
- identify the characteristics of fiction and nonfiction.
- identify and utilize parts of a book.
- compare the effects of an audio visual story with a written story.
- select appropriate books based on age, reading level, and personal interest.
- be involved in author and illustrator studies.
- read and discuss stories in various genres.
- be aware of the Caldecott medal and become familiar with Caldecott medal books.

MODULE SKILLS

Students will be able to...

- Listen to stories with attentive and purposeful listening and viewing skills
- Identify the title, author, illustrator, and publisher
- Select materials based on personal interests and reading level (“just right” books)
- Identify and classify fiction and nonfiction books using characteristics of each
- Identify characters, setting, and events of stories
- Identify the characteristics of fairy tales
- Identify the various artistic styles used in creating illustrations for Caldecott Medal winning books
- Recognize books of favorite authors and illustrators
- Identify title/copyright page and table of contents and their uses

**TRI-DISTRICT LIBRARY INFORMATION LITERACY CONTENT
GRADES K-2
UNIT 3: INFORMATION LITERACY**

STATE STANDARD

See Appendix

BIG IDEAS/COMMON THREADS

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library is a place where students can acquire knowledge and gain insight.

ENDURING UNDERSTANDINGS

Reading for information has lifelong applications
Information from various resources must be analyzed and applied appropriately
Acquisition, evaluation, and use of materials should meet a specific need

ESSENTIAL QUESTIONS

What are the learning skills and strategies that students need to successfully find information?
Where can students find relevant and authoritative information?
What is the research process?
How does the research process differ depending on my need (personal vs. school)?

MODULE ASSESSMENT

Librarian observation of student library use
Formative and summative assessments are embedded in experiences in the library

LESSON OBJECTIVES

Students will be able to...

- Select appropriate resources based on age, reading level, and personal interest.
- Be introduced to reference materials and research skills to support their classroom units of study
- Identify features of a nonfiction book
- Recognize the purpose of a dictionary and begin to learn dictionary skills
- Recognize that websites can provide information for research

MODULE SKILLS

Students will be able to...

- Select appropriate resources based on age, reading level, and personal interest.
- Identify the title page and table of contents page
- Identify and classify nonfiction books
- Begin to use a dictionary to find information
- Begin to understand that websites can be used for gathering information

**TRI-DISTRICT LIBRARY INFORMATION LITERACY CONTENT
GRADES 3-4
UNIT 1: ORIENTATION**

STATE STANDARD

See Appendix

BIG IDEAS/COMMON THREADS

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library is a place where students can acquire knowledge and gain insight.

ENDURING UNDERSTANDINGS

Reading for pleasure or information has life-long application
Understand the organization of the library and how the materials are connected to the OPAC
Understand the proper care and return of library materials
Information can be accessed through electronic sources
The Dewey Decimal System provides a framework for the organization of non-fiction

ESSENTIAL QUESTIONS

How can I become an effective user of the library?
How can the library impact my personal reading growth?
How will knowledge of the library's organization impact my ability to use the library independently?

MODULE ASSESSMENT

Librarian observation of student library use
Librarian created rubrics and checklists
Formative and summative assessments are embedded in experiences in the library

LESSON OBJECTIVES

Students will be able to...

- Demonstrate proper library behavior
- Demonstrate proper care of materials
- Identify, locate, select, and access materials
- Understand the role of the library and the librarian
- Understand and use the library's OPAC to access materials
- Use the library to find information based on an information need

- Understand use of the Dewey Decimal system in organizing non-fiction materials

MODULE SKILLS

Students will be able to...

- Demonstrate appropriate library etiquette
- Listen to stories with attentive and purposeful listening and viewing skills
- Follow established library procedures
- Check out materials and return them in a timely manner
- Demonstrate proper book care
- Identify the title, author, illustrator, and publisher of a book
- Identify table of contents, index, and glossary and date of publication
- Identify the collections within the the library
- Select materials based on personal interests and reading level (“just right” books)
- Recognize alphabetical and numerical order in shelving
- Use the OPAC to find and select library materials (using Title, Author, Subject searches)

**TRI-DISTRICT LIBRARY INFORMATION LITERACY CONTENT
GRADES 3-4
UNIT 2: LITERATURE AND INFORMATIONAL TEXTS**

STATE STANDARD

See Appendix

BIG IDEAS/COMMON THREADS

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library is a place where students can acquire knowledge and gain insight.

ENDURING UNDERSTANDINGS

Reading for pleasure or information has lifelong applications
Understand the elements of literature
Understand that literature can influence personal growth and development

ESSENTIAL QUESTIONS

How can the library impact my personal reading growth?
How can stories help me understand the world around me?
How can I understand and appreciate all types of literature?

MODULE ASSESSMENT

Librarian observation of student library use
Formative and summative assessments are embedded in experiences in the library
Create verbal, written and artistic responses to literature

LESSON OBJECTIVES

Students will be able to...

- Develop a feeling of familiarity and enjoyment with the library and literature
- Identify the characteristics of fiction and nonfiction
- Identify and utilize parts of a book
- Compare the effects of an audio visual story with a written story
- Select appropriate books based on age, reading level, and personal interest.
- Be involved in author and illustrator studies
- Read and discuss stories in various genres
- Be aware of the Newbery Medal and become familiar with Newbery Medal books
- Use informational texts create new understandings

MODULE SKILLS

Students will be able to...

- Listen to stories with attentive and purposeful listening and viewing skills
- Identify the title, author, illustrator, publisher, and copyright date
- Select materials based on personal interests and reading level (“just right” books)
- Identify and classify fiction and nonfiction books using characteristics of each
- Analyze the characters, setting, and plot of stories to determine genres
- Identify the characteristics of folk tales and tall tales
- Recognize books of favorite authors and illustrators
- Identify title/copyright page and table of contents and their uses
- Select and use a biography for research projects
- Select and use informational texts for research projects

TRI-DISTRICT LIBRARY INFORMATION LITERACY CONTENT

GRADES 3-4

UNIT 3: INFORMATION LITERACY

STATE STANDARD

See *Appendix*

BIG IDEAS/COMMON THREADS

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library is a place where students can acquire knowledge and gain insight.

ENDURING UNDERSTANDINGS

Reading for information has lifelong applications
Information from various resources must be analyzed and applied appropriately
Acquisition, evaluation, and use of materials should meet a specific need

ESSENTIAL QUESTIONS

What are the learning skills and strategies that students need to successfully find information?
Where can students find relevant and authoritative information?
What is the research process?
How does the research process differ depending on my need (personal vs. school)?

MODULE ASSESSMENT

Librarian observation of student library use
Formative and summative assessments are embedded in experiences in the library
Graphic organizers to aid in the research process
Teacher created worksheets/assignments

LESSON OBJECTIVES

Students will be able to...

- Select appropriate resources based on age, reading level, and personal interest.
- Be introduced to reference materials and research skills
- Identify features of a nonfiction book
- Select the appropriate reference tool based on an information need
- Recognize the purpose of a dictionary and review dictionary skills
- Navigate print and online dictionaries and encyclopedias
- Recognize that websites can provide information for research

- Use the research process to better locate desired information

MODULE SKILLS

Students will be able to...

- Select appropriate resources based on age, reading level, and personal interest.
- Identify, select, and utilizes print and online reference materials to satisfy a particular information need (i.e. dictionary, encyclopedia, atlas, almanac, etc.)
- Identify and utilize the table of contents page, index, and glossary
- Effectively use a dictionary (i.e. guide words, parts of speech, etc.)
- Navigate a print and online encyclopedia to find information
- Extract information from a website or informational text for a research project
- Select and use appropriate biographies in narrative and informational formats

**TRI-DISTRICT LIBRARY INFORMATION LITERACY CONTENT
GRADES 5-6
UNIT 1: ORIENTATION**

STATE STANDARD

See Appendix

BIG IDEAS/COMMON THREADS

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library is a place where students can acquire knowledge and gain insight.

ENDURING UNDERSTANDINGS

Reading for pleasure or information has life-long application
Understand the organization of the library
Understand the proper care and return of library materials
Information can be accessed through electronic sources

ESSENTIAL QUESTIONS

How can I become an effective user of the library?
How can the library impact my personal reading growth?

MODULE ASSESSMENT

Librarian observation of student library use
Teacher created rubrics and checklists
Formative and summative assessments are embedded in experiences in the library

LESSON OBJECTIVES

Students will be able to...

- Demonstrate proper library behavior
- Demonstrate proper care of materials
- Identify, locate, select, and access materials
- Understand the role of the library and the librarian
- Understand and use the library's OPAC

MODULE SKILLS

Students will be able to...

- Respect the library as a quiet place
- Listen to stories with attentive and purposeful listening and viewing skills
- Follow established library procedures
- Check out materials and return them in a timely manner

- Demonstrate proper book care
- Identify the title, author, illustrator, and publisher
- Identify the areas of the library
- Select materials based on personal interests and reading level (“just right” books)
- Understand and use the library’s OPAC to access materials
- Use the library to find information based on an information need
- Understand use of the Dewey Decimal System in organizing non-fiction materials

**TRI-DISTRICT LIBRARY INFORMATION LITERACY CONTENT
GRADES 5-6
UNIT 2: LITERATURE AND INFORMATIONAL TEXTS**

STATE STANDARD

See Appendix

BIG IDEAS/COMMON THREADS

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library is a place where students can acquire knowledge and gain insight.

ENDURING UNDERSTANDINGS

Reading for pleasure or information has lifelong applications
Understand the elements of literature
Understand that literature can influence personal growth and development

ESSENTIAL QUESTIONS

How can the library impact my personal reading growth?
How can stories help me understand the world around me?
How can I understand and appreciate all types of literature?

MODULE ASSESSMENT

Librarian observation of student library use
Formative and summative assessments are embedded in experiences in the library
Create verbal, written and artistic responses to literature

LESSON OBJECTIVES

Students will be able to...

- Identify the characteristics of fiction and nonfiction
- Identify and utilize parts of a book
- Compare the effects of an audio visual story with a written story
- Select appropriate books based on age, reading level, and personal interest.
- Be involved in author and illustrator studies
- Identify the characteristics of various genres
- Be aware of the Newbery Medal and become familiar with Newbery Medal books
- Use informational texts create new understandings
- Evaluate, analyze, and interpret information in various forms of publication

MODULE SKILLS

Students will be able to...

- Listen to stories with attentive and purposeful listening and viewing skills
- Select materials based on personal interests and reading level (“just right” books)
- Identify and classify fiction and nonfiction books using characteristics of each
- Analyze the characters, setting, and plot of stories to determine genres
- Identify the characteristics of historical fiction and science fiction/fantasy
- Recognize books of favorite authors and illustrators
- Select and use a biography for research projects
- Select and use informational texts for research projects

**TRI-DISTRICT LIBRARY INFORMATION LITERACY CONTENT
GRADES 5-6
UNIT 3: INFORMATION LITERACY**

STATE STANDARD

See Appendix

BIG IDEAS/COMMON THREADS

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library is a place where students can acquire knowledge and gain insight.

ENDURING UNDERSTANDINGS

Reading for information has lifelong applications
Information from various resources must be analyzed and applied appropriately
Acquisition, evaluation, and use of materials should meet a specific need

ESSENTIAL QUESTIONS

What are the learning skills and strategies that students need to successfully find information?
Where can students find relevant and authoritative information?
What is the research process?
How does the research process differ depending on my need (personal vs. school)?

MODULE ASSESSMENT

Librarian observation of student library use
Formative and summative assessments are embedded in experiences in the library
Graphic organizers to aid in the research process
Teacher created worksheets/assignments
NoodleTools bibliographies
Rubrics
Collaborative assessment with classroom/special area teachers

LESSON OBJECTIVES

Students will be able to...

- Select appropriate resources based on age, reading level, and personal interest.
- Continue to effectively use reference materials and research skills
- Evaluate and determine the validity of a website
- Select the appropriate reference tool based on an information need

- Understand, analyze, evaluate, synthesize and apply appropriate information effectively
- Navigate print and online dictionaries and encyclopedias
- Use the research process to better locate desired information
- Understand and use techniques to avoid plagiarism
- Understand the need to cite sources of information in approved bibliographic format
- Develop effective communication skills using technology/digital media tools (i.e. Voicethread, wikis, etc.)

MODULE SKILLS

Students will be able to...

- Select appropriate resources based on age, reading level, and personal interest.
- Identify, select, and utilize print and online reference materials to satisfy a particular information need (i.e. dictionary, encyclopedia, atlas, almanac, etc.)
- Identify and utilize the table of contents page, index, and glossary
- Effectively use a dictionary (i.e. guide words, parts of speech, etc.)
- Navigate a print and online encyclopedia to find information
- Extract information from a website or informational text for a research project (i.e. notetaking skills)
- Identify the parts of a book, encyclopedia, and website needed to create a bibliographic citation
- Use NoodleTools to create a bibliographic citation
- Identify key words/phrases to effectively search for information
- Find and utilize reliable, authoritative websites for research
- Differentiate between skimming and scanning and when to use each technique
- Paraphrase information from resources when completing research projects

TRI-DISTRICT LIBRARY INFORMATION LITERACY CONTENT STANDARD I GRADES 7-12 IDENTIFICATION & DEFINITION OF INFORMATION NEED

STATE STANDARDS

See *Appendix* for the American Association of School Librarians (AASL) *Standards for the 21st Century Learner* cross-walked against the *New Jersey Core Curriculum Content Standards* (NJCCCS).

BIG IDEAS/COMMON THREADS

Citizens constantly have a need to identify and define information needs in school, life, and the workplace. An effective information use process must begin with properly identifying and defining information need. Sometimes students are given the need by a teacher and sometimes it arises from their own personal interests and needs and we must prepare students for all eventualities. Students must learn the skills to meet future information needs independently.

ENDURING UNDERSTANDINGS

Effectively identifying and defining an information need will enable students to cope with and navigate an exponentially growing world of information. Going to Google or Wikipedia and getting “the answer” is not research.

ESSENTIAL QUESTIONS

What is the research process?
How do I begin the research process?
How does the research process differ depending on my need, i.e. personal (recreational, medical, professional) etc. vs. school assignment?

LESSON OBJECTIVES

Students will be able to identify and define a need for information based on demands of the school or classroom curriculum. For example, reading literature, reading for pleasure, solving problems and answering questions, etc.

MODULE SKILLS

Students will be able to...

- follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
- use prior and background knowledge as context for new learning.
- develop and refine a range of questions to frame the search for new understanding
- read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

TRI-DISTRICT LIBRARY INFORMATION LITERACY CONTENT STANDARD II GRADES 7-12 INFORMATION SEEKING

STATE STANDARDS

See *Appendix*

BIG IDEAS/COMMON THREADS

Young learners must navigate a 24-hour, seven-day information environment that grows in volume exponentially by the day. It is imperative that they develop information seeking skills that enable them to navigate this vast information environment successfully in order to locate relevant, timely and authoritative information to meet their academic and personal needs. These information seeking skills must be explicitly taught and practiced throughout the curriculum.

ENDURING UNDERSTANDINGS

High-quality, relevant information to meet academic and personal information needs can be found in a number of places. Today's information environment is so complex that high-quality information can be located only through the application of deliberate and thoughtful search strategies. The Internet and general search engines such as Google are not the only or necessarily the most useful sources of information to meet important academic and personal information needs. Information must be sought in a variety of formats including free Internet, paid academic databases and library print collections.

ESSENTIAL QUESTIONS

What are the learning skills and strategies that students need to successfully find information?

Where can students find relevant and authoritative information?

How can students develop strategies for interrogating the various sources of print and digital information that will be useful to their information tasks?

MODULE ASSESSMENT

Search Strategy Worksheet

NoodleTools Research management / bibliography

LESSON OBJECTIVES

Students will demonstrate command of information seeking skills and strategies to identify and locate information in print and digital resources to solve problems and answer questions.

MODULE SKILLS

Students will be able to...

- develop a written search strategy using keywords and subjects for querying the information databases available to them for research.
- analyze search terms and generate a list of alternative synonymous and related words, subject headings, and/or keywords.
- recognize that search strategy development is a continuous process that occurs throughout research.
- locate relevant information contained in books by searching the online public access catalogs (OPACs) for the River Dell Regional School District library media centers and the Bergen County Cooperative Library System (BCCLS) libraries.
- search for reference and periodical articles, images, videos and other digital materials contained in the River Dell electronic subscription databases.
- search the Internet using generalized and specialized search engines (Google, Sweet Search, USA.gov) and subject directories. (Google Directory, Multnomah County Library Homework Subject Directory)
- distinguish among the different information types. (general periodical, scholarly journal, reference, multimedia, Website) and sources (libraries, the Internet, subscription databases)

TRI-DISTRICT LIBRARY INFORMATION LITERACY CONTENT STANDARD III GRADES 7-12 INFORMATION EVALUATION

STATE STANDARDS

See *Appendix*

BIG IDEAS/COMMON THREADS

Sources of information continue to explode exponentially in print, on the internet, in databases, and other media all the time and students must be prepared to evaluate and use the information in a comprehensible way.

Once again, this is a cross-curricular exercise which can be facilitated by collaboration with the teacher-librarian.

Print sources such as books, newspapers, and magazines have always needed to be evaluated for bias but now the information landscape is complicated by the digitization of those traditional sources in addition to the self-publishing available on the Internet in the form of blogs, books, articles, etc. with no traditional authority (i.e., publishers or publishing houses, editors, proofreaders, copyeditors, etc.) overseeing and vetting the product.

In addition to evaluating for bias, students need to consider the information need while evaluating sources of the information.

ENDURING UNDERSTANDINGS

Students will automatically evaluate information regardless of its source as a matter of course when confronted with information.

ESSENTIAL QUESTIONS

Where is my information coming from? The free web? A subscription database? A blog from a reputable source like the Wall Street Journal or just some random person on the Internet who may or may not be an expert?

Who is the author? What are his/her qualifications? If no author, how can I tell if the information is legitimate?

Do I only need to evaluate web sites or do I need to evaluate information I find on subscription databases?

Why is this important?

Is the bias minimal?

Is there a date associated with the information? When it was created, revised, etc.?

MODULE ASSESSMENT

Evaluating Web Sites worksheet (HS).

Checklist for Evaluating Web Site (MS).

LESSON OBJECTIVES

Students will be able to critically evaluate information from a variety of sources and formats to determine the relevance to the problem or question at hand.

MODULE SKILLS

Students will be able to...

- identify the source of information based on the bibliographic data available. (i.e., author, title of article, title of source, date of publication or copyright date)
- recognize that all information resources need to be critically evaluated.
- recognize that it is the responsibility of each individual student to critically evaluate information resources.
- understand that the Internet is a unique information environment requiring special discrete critical evaluation skills
 - Recognize that the Internet is an open, non-refereed database where any person may post any information regardless of its accuracy, reliability, relevance, and currency
 - Apply a method of web site evaluation, such as CARRDSS, as specified by the teacher librarian, to determine credibility, accuracy, reliability, relevance, date, sources, and scope of sources.
- select appropriate reading level of information sources.
- select appropriate information type based on the information need, i.e. when to use a general or specialized encyclopedia; atlas; almanac; a magazine, newspaper, or journal article; Internet web sites; general nonfiction; biography, etc.
- critically evaluate all information sources for bias (point of view), and determine specific biases such as political viewpoint, value judgments, and stereotypes (high school).
- evaluate the information sources to ensure that a variety of resources and points of view have been identified and consulted.
- evaluate the information sources to ensure that a variety of resources and points of view have been identified and consulted.
- recognize when to use scholarly journals versus general periodicals AP) students and by 11th grade all students will use encyclopedias for background information only and not quote from or cite them as sources.

TRI-DISTRICT LIBRARY INFORMATION LITERACY CONTENT STANDARD IV GRADES 7-12 INFORMATION PROCESSING AND USE

STATE STANDARDS

See *Appendix*

BIG IDEAS/COMMON THREADS

The ability to engage independently with information to meet academic, workplace and personal needs is a critical 21st Century skill. Once located, relevant and authoritative information must be read and/or viewed, analyzed, synthesized and put to final use in communication and decision-making, all complex, high-level cognitive skills.

ENDURING UNDERSTANDINGS

The discrete skills involved in information processing and use must be explicitly taught and practiced throughout a learner's education. In the information age of the 21st Century, the following skills are required for lifelong learning, informed decision-making, workplace success and democratic citizenship: reading and interpreting text, using textual cues and clues, extracting main and supporting ideas, analyzing information, interpreting visual images, and recording and communicating new knowledge and understandings.

ESSENTIAL QUESTIONS

How do students engage with information resources and extract relevant information to answer essential questions?
How can students wrestle with conflicting or confusing information?
What methods can students use to record ideas, thoughts, questions, confusions and connections when processing information for research?

MODULE ASSESSMENT

Student notes taken from source material
Graphic organizers; e.g. cause-and-effect, timeline, compare-and-contrast, etc.

LESSON OBJECTIVES

Students will be able to effectively process information from a variety of sources and formats to interpret, organize, analyze, and synthesize print and digital material.

MODULE SKILLS

Students will be able to...

- articulate the unique attributes of primary versus secondary sources.
- use primary sources to answer essential questions.
- use organizing features of print and digital information resources (table of contents, index menus, bibliographies and hyperlinks) to locate and use information.
- engage in the source (read, hear, view, touch)
 - Recognize and interpret media messages, including the persuasive methods inherent in some media messages
 - Distinguish among statements of inference, fact, and opinion
 - Identify biases and value judgments
 - Use evaluative criteria to recognize inadequacies, omission of information, and logical errors
- extract relevant information
 - Identify central elements and main ideas
 - Classify information through techniques such as grouping and labeling
 - Make inferences from information and data
 - Identify cause-and-effect relationships
 - Summarize, paraphrase, and extract quotations from information
 - Record sources of print and digital information
 - Differentiate between causation and correlation
 - Identify stated and unstated assumptions
- organize information from multiple sources using notes, spreadsheets, charts, graphic organizers, etc.
- develop a personal system of note taking that that may include strategies such as *NoodleTools* notes, Cornell notes, note cards, or other print or electronic strategies of their own design.
- in the course of note taking will use the four basic abilities of constructive engagement with information: recalling, summarizing, paraphrasing, and extending.
- show evidence in notes of constructive engagement with information.
- analyze summarized information to do the following: answer questions; test hypotheses; draw conclusions from specific examples; offer solutions to problems; make predictions; generate further questions or research.

TRI-DISTRICT LIBRARY INFORMATION LITERACY CONTENT STANDARD V GRADES 7-12 APPLICATION & COMMUNICATION

STATE STANDARDS

See *Appendix*

BIG IDEAS/COMMON THREADS

Technology is constantly changing the way we ingest information and communicate it, therefore instruction should not be based or incumbent on the device we happen to use or method of communication (hardware or software). Instruction should foster adaptability to new technology for communication and dissemination of information by encouraging students to figure out new devices or software

ENDURING UNDERSTANDINGS

Students will know that what you communicate is more important than the method of dissemination which may change over time.
A commitment to lifelong learning will allow students to feel competent and comfortable picking up a new device or software and learn how to use it.
Students will determine how to most effectively communicate ideas, solutions, conclusions, and analysis by means of written, visual, oral and/or multimedia presentation products.

ESSENTIAL QUESTIONS

What is my finished product going to be? A blog post? A multimedia project such as Photostory? A written paper or essay?
What form will my finished product take?
Who is my audience?
Do I always include in-text citations and/or works cited or a bibliography?
Do I need help with a new piece of software?

LESSON OBJECTIVES

Determine appropriate format(s) to clearly present information gathered from a variety of print and non-print resources which may include using technology for hypermedia and multimedia production.

MODULE SKILLS

Students will be able to...:

- create an original production/presentation/report that includes all of the following criteria:
 - It is effectively organized

- It uses visual presentation elements such as images, charts, graphs, outlines, graphic organizers, maps, etc.
 - It is appropriate for the intended audience
 - It is aesthetic and creative in its design
 - It has proper documentation of sources cited with in-text citations.
-
- use technology and other information tools to analyze and organize information.
 - demonstrate mastery of technology tools for accessing information and pursuing inquiry.
 - collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
 - use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

TRI-DISTRICT LIBRARY INFORMATION LITERACY CONTENT STANDARD VI GRADES 7-12 RESPONSIBLE USE

STATE STANDARD

See Appendix

BIG IDEAS/COMMON THREADS

Students have special ethical concerns and responsibilities when using information created by others –intellectual property – in their own learning. The advent of the Internet and the ready availability of text and images online present unique challenges to students in the age of cut-and-paste plagiarism and the free use of art images, photography and other visual information.

ENDURING UNDERSTANDINGS

Young learners must be taught and practice ethical use of information. The skills involved in the correct use of the intellectual property of others in learning and communication and presentation of new understandings will be of use throughout their educations and work lives.

ESSENTIAL QUESTIONS

What are student responsibilities regarding the use of information and information technology?

What is intellectual property and why do students need to concern themselves with this issue?

How does copyright law apply to the use of information in schools?

What is plagiarism and what skills do students need to learn in order to avoid committing plagiarism?

Why do scholars cite information used in research?

Why do students have special ethical concerns and responsibilities when using digital images found on the Internet?

MODULE ASSESSMENT

NoodleTools bibliography

LESSON OBJECTIVES

Students will understand and demonstrate the legal and ethical use of information, information resources and information technology. Students will demonstrate understanding of the reasons for and skills required for avoiding plagiarism.

MODULE SKILLS

Students will be able to...

- demonstrate responsible and ethical use and care of print and non-print information resources, computers, other technologies and networks.
- observe school, local, state, and national laws and policies and procedures regarding the use of print and digital information resources, computers, technologies and networks.
- differentiate among various types of ownership and protection of intellectual property (copyright, patents) and observe “fair use” guidelines as they apply to each.
- explain what copyright laws are meant to accomplish.
- explain what constitutes plagiarism and why ethical use of information is an essential feature of responsible citizenship.
- apply the legal principles and ethical conduct related to information technology including copyright laws and avoiding plagiarism.
- adhere to principles of River Dell’s acceptable use and copyright policies.
- understand that the MLA citation format, one of many styles of citing information, is the official style of River Dell Regional School District.
- cite information sources according to the MLA’s citation format using online citation tools specified by the district.
- recognize and correctly use online citation tools specified by the district.

TRI-DISTRICT LIBRARY INFORMATION LITERACY CONTENT STANDARD VII GRADES 7-12 REFLECTION AND EVALUATION

STATE STANDARD

See Appendix

BIG IDEAS/COMMON THREADS

Reflection and evaluation at the conclusion of a research project or any independent learning experience is necessary for a student's continued growth as a learner. Self evaluation is a difficult, high level skill that must become an ingrained habit if students are to be successful in the classroom, in the workplace and in their personal lives.

ENDURING UNDERSTANDINGS

The habit of self reflection and evaluation is acquired through repeated experience in the secondary classroom. Self evaluation involves difficult, high level skills, including the discipline and focus required to revisit an already complex process and the ability to critically examine completed work for accuracy, efficiency, effectiveness of all choices made, and effectiveness of final product for communicating new understanding.

ESSENTIAL QUESTIONS

How do students effectively reflect on and evaluate the research process and final product?

Why is end-of-process reflection important? How does it propel students forward in their skilled use of information and creation of presentation products?

Why is it imperative that students develop the habit of continuous self reflection and evaluation as they engage in the research process and other forms of independent learning at the secondary level?

MODULE ASSESSMENT

Written research/learning reflections conducted at the conclusion of project

LESSON OBJECTIVES

Students will reflect on and evaluate the effectiveness of their information and technology choices for problem-solving and communication.

MODULE SKILLS

Students will be able to...

- independently and continuously reflect on and evaluate the relevance, completeness, and accuracy of gathered information and the efficiency of the research process.
- reflect on and evaluate whether the end product meets established standards for process, product, and presentation according to criteria provided by the teacher.
- reflect on and evaluate whether the rules for ethical use of information were followed: Were all sources cited? Were quotations used effectively? Was material paraphrased and summarized appropriately? Were digital images given proper credit?
- analyze the results of the research process to improve future research experiences and final products. Develop evaluation criteria and conduct self and peer evaluations, i.e. what might I/you do differently next time to improve the outcome?

RESOURCES

GRADES K-2

UNIT 1: ORIENTATION

Various school OPAC websites
Various picture books
Teacher selected workbooks and websites

UNIT 2: LITERATURE AND INFORMATIONAL TEXTS

Various author and storytelling websites
Pictures books in various genres
Nonfiction/informational texts

UNIT 3: INFORMATION LITERACY

Nonfiction/informational texts
Beginners Dictionaries
Various websites to support K-2 curriculum

GRADES 3-4

UNIT 1: ORIENTATION

Various school OPAC websites
Various picture books
Teacher selected workbooks and websites

UNIT 2: LITERATURE AND INFORMATIONAL TEXTS

Various author and storytelling websites
Pictures books in various genres
Nonfiction/informational texts

UNIT 3: INFORMATION LITERACY

Nonfiction/informational texts
Reference sources (i.e. dictionaries, encyclopedias, almanacs, atlases, etc.)
World Book Online Encyclopedia
Various websites to support 3-4 curriculum

GRADES 5-6

UNIT 1: ORIENTATION

Various school OPAC websites
Various picture books
Teacher selected workbooks and websites

UNIT 2: LITERATURE AND INFORMATIONAL TEXTS

Various author and storytelling websites
Pictures books in various genres
Nonfiction/informational texts
Magazines, newspapers, reference materials

UNIT 3: INFORMATION LITERACY

Nonfiction/informational texts
Reference sources (i.e. dictionaries, encyclopedias, almanacs, atlases, etc.)
World Book Online Encyclopedia
Various websites to support 5-6 curriculum
Technology/digital media tools/websites (i.e. Voicethread, Wordle, wikis, blogs)
Appropriate search engines (i.e. SweetSearch, Yahoo!igans, etc.)

GRADE 7-12

STANDARD I

PROFESSIONAL REFERENCES

Callison, Daniel, *The blue book on information age inquiry, instruction and literacy* / Libraries Unlimited, Westport, CT : 2006.
Loertscher, David V., *Ban those bird units! : 15 models for teaching and learning in information-rich and technology-rich environments* / Hi Willow Research & Pub. ; Salt Lake City, UT

STANDARD II

SUPPLIES

Search Strategy Worksheet

TECHNOLOGY

NoodleTools research project management tool

PROFESSIONAL REFERENCES

Callison, Daniel, *The blue book on information age inquiry, instruction and literacy* / Libraries Unlimited, Westport, CT : 2006.
Conover, Patricia Ross. *Technology projects for library media specialists and teachers* / Linworth Books, Worthington, OH : c2007.
Harris, Frances Jacobson. *I found it on the Internet : coming of age online* / American Library Association, Chicago : 2005.
Loertscher, David V., *Ban those bird units! : 15 models for teaching and learning in information-rich and technology-rich environments* / Hi Willow Research & Pub. ; Salt Lake City, UT
November, Alan C. *Web literacy for educators* / Corwin Press, Thousand Oaks, CA : c2008.

STANDARD III

TEXTS

Hey There! Have You Evaluated? – PowerPoint presentation
Elements of Website Evaluation – advance organizer
Checklist for Evaluating Websites (MS) – student checklist
Evaluating Web Sites (HS) – student worksheet

PROFESSIONAL REFERENCES

Birks, Jane. *Hands-on information literacy activities* / Neal-Schuman Publishers, New York : c2003.

Harris, Frances Jacobson. *I found it on the Internet : coming of age online* / American Library Association, Chicago : 2005.

Loertscher, David V., *Ban those bird units! : 15 models for teaching and learning in information-rich and technology-rich environments* / Hi Willow Research & Pub. ; Salt Lake City, UT November, Alan C. *Web literacy for educators* / Corwin Press, Thousand Oaks, CA : c2008.

STANDARD IV

TEXTS

Cornell note-taking method template

WEBSITES

American Association of School Librarians

Essential Links: Information Literacy

http://aasl.ala.org/essentiallinks/index.php?title=Information_Literacy

New Jersey Association of School Librarians

<http://njasl.org/>

Center for International Scholarship in School Libraries

<http://cisrl.rutgers.edu/>

TECHNOLOGY

NoodleTools notes - research project management tool

PROFESSIONAL REFERENCES

Allen, Janet, *Reading history: practical guide to improving literacy* / ed. Oxford University Press, Oxford: 2005

Allen, Janet, *Tools for teaching content literacy* / Stenhouse Publishers, Portland, ME: c2004.

Burke, Jim, *Illuminating texts: how to teach students to read the world* / Heinemann, Portsmouth, NH: c2001.

Burke, Jim, *Reading reminders: tools, tips, and techniques* / Boynton/Cook Publishers, Portsmouth, NH: c2000.

Burke, Jim, *Tools for thought: graphic organizers for your classroom* / Heinemann, Portsmouth, NH: c2002.

Gallagher, Kelly, *Deeper reading: comprehending challenging texts, 4-12* / Stenhouse Publishers, Portland, ME: c2004.

Harvey, Stephanie. *Strategies that work: teaching comprehension for understanding and engagement* / 2nd ed. Stenhouse Publishers; Portland, ME: c2007.

Jacobs, Heidi Hayes. *Active literacy across the curriculum: strategies for reading, writing, speaking, and listening* / Eye On Education, Larchmont, NY: c2006.

Keene, Ellin Oliver. *Mosaic of thought: power of comprehension strategy instruction* / 2nd ed. Heinemann, Portsmouth, NH: c2007.

Kist, William. *New literacies in action: teaching and learning in multiple media* / Teachers College Press, New York: c2005.

Robb, Laura. *Reading strategy lesson for science & social studies: 15 research-based strategy lessons that help students read and learn from content-area texts* / Scholastic, New York: c2009.

Robb, Laura. *Teaching reading in social studies, science, and math* / Scholastic, New York: c2003.

Santman, Donna. *Shades of meaning: comprehension and interpretation in middle school* / Heinemann, Portsmouth, NH: c2005.
Tovani, Cris. *I read it, but I don't get it: comprehension strategies for adolescent readers* / Stenhouse Publishers, Portland, ME: c2000.
Vacca, Richard T. *Content area reading: literacy & learning across curriculum* / 9th ed. Pearson/Allyn&Bacon, Boston: c2008.

STANDARD V

TECHNOLOGY/SOFTWARE

Various licensed and free digital presentation tools

PROFESSIONAL REFERENCES

Harris, Frances Jacobson. *I found it on the Internet: coming of age online* / American Library Association, Chicago: 2005.

Kist, William. *New literacies in action: teaching and learning in multiple media* / Teachers College Press, New York: c2005.

STANDARD VI

WEBSITES

Purdue Online Writing Lab (O.W.L.)

<http://owl.english.purdue.edu/owl/resource/589/01/>

TECHNOLOGY

TurnItIn.com – plagiarism detection program software

NoodleTools research project management tool – bibliography/citation builder

PROFESSIONAL REFERENCES

Birks, Jane. *Hands-on information literacy activities* / Neal-Schuman Publishers, New York : c2003.

November, Alan C. *Web literacy for educators* / Corwin Press, Thousand Oaks, CA : c2008.

Simpson, Carol, *Copyright for schools : a practical guide* / 4th ed. Linworth Books, Worthington, Ohio : c2005.

STANDARD VII

WEBSITES

<http://bit.ly/kMbFEI>

Information Literacy Curriculum Content Standards and Student Objectives Grades 7-12

I. Identification & Definition of Information Need	Students will identify and define a need for information based on demands of the school/classroom curriculum. For example, reading literature, reading for pleasure, solving problems and answering questions, etc.
II. Information Seeking	Students will demonstrate command of information seeking skills and strategies to identify and locate information in print and non-print resources to solve problems and answer questions.
III. Information Evaluation	Students will critically evaluate information from a variety of sources and formats to determine the relevance to the problem/question at hand.
IV. Information Processing & Use	Students will effectively process information from a variety of sources and formats to interpret, organize, analyze, and synthesize print and non-print material.
V. Application & Communication	Students will successfully determine how to most effectively communicate ideas, solutions, conclusions, and analysis by means of written, visual, oral and/or multimedia presentation products.
VI. Responsible Use	Students will understand and demonstrate the legal and ethical use of information, information resources, information technology, and most importantly avoiding plagiarism.
VII. Reflection / Evaluation	Students will reflect on and evaluate the effectiveness of their information and technology choices for problem-solving and communication.

Adapted from Connecticut Department of Education *Information and Technology Literacy Framework* January 2006

I. Identification & Definition of Information Need

What do students need to know and do in the initial stages of the research process?

Students will	By Grade 8	By Grade 12
<i>identify and define a need for information based on demands of the school/classroom curriculum. For example, reading literature, reading for pleasure, solving problems and answering questions, etc.</i>	Recognize that information for learning and pleasure can be found in books, both fiction and nonfiction; in other print materials including newspapers and magazines; in electronic formats including audiobooks and other recordings, e-books, online subscription databases; and on the Internet.	Recognize that information for learning and pleasure can be found in books, both fiction and nonfiction; in other print materials including newspapers and magazines; in electronic formats including audiobooks and other recordings, e-books, online subscription databases; and on the Internet.
	Select and read a book, article, or other reading material for pleasure.	Select and read a book, article, or other reading material for pleasure.
	Differentiate between information needs that arise in the classroom – such as in an assignment by a teacher – or may arise from a student’s personal question, problem, or pleasure reading.	Differentiate between information needs that arise in the classroom – such as in an assignment by a teacher – or may arise from a student’s personal question, problem, or pleasure reading.
	Restate the scope and criteria for a task, with assistance	State the scope and criteria for a task and communicate them to others, independently
	Identify and discuss existing knowledge concerning a task, with assistance	Identify and assess existing knowledge related to a task and articulate information needs to information providers, teachers or peers, independently
	Frame an essential question to be answered in the course of information seeking and pose additional questions related to the topic, with assistance .	Frame essential question/s and formulate a research hypothesis related to a topic, independently .
	Formulate and refine throughout the project a course of action for addressing the essential question, with assistance	Formulate and continuously refine throughout the project a course of action for addressing the essential question, independently

II. Information Seeking

What are the learning skills and strategies that students need to successfully find information?

Students will	By Grade 8	By Grade 12
<p><i>demonstrate command of information seeking skills and strategies to identify and locate information in print and non-print resources to solve problems and answer questions.</i></p>	<p>Navigate and access the physical Middle School Library collection (print, electronic book/e-book, audio-visual materials):</p> <ul style="list-style-type: none"> ○ Understand that River Dell Regional Schools and most public libraries use the Dewey Decimal System of classification to organize the physical collection of materials ○ Understand the structure of the Dewey Decimal System and how it is applied in the Middle School Library ○ Identify what a call number is and what the different parts of the call number correspond to ○ Locate materials in the library collection using the Dewey Decimal System of classification in all sections: Fiction; Graphic Novels; Nonfiction; Biography; Story Collection; Reference 	<p>Navigate and access the physical High School Library collection (print, electronic book/e-book, audio-visual materials):</p> <ul style="list-style-type: none"> ○ Understand that River Dell Regional Schools and most public libraries use the Dewey Decimal System of classification to organize the physical collection of materials ○ Deepen their understanding of the structure of the Dewey Decimal System and how it is applied in the High School Library and to different academic disciplines ○ Locate materials in the library collection using the Dewey Decimal System of classification in all sections: Fiction; Graphic Novels; Nonfiction; Biography; Reference ○ Use the Dewey Decimal System to locate materials by call number for classroom assignments independently on a regular basis ○ Understand that there are other systems of library classification they may need to know such as Library of Congress.
	<p>Identify and use OPAC searching strategies including author, title, keyword, and subject</p>	<p>Identify and use more advanced OPAC searching strategies in addition to author, title, keyword, and subject, independently. These strategies include fields, date of publication, series title, local call number</p>
	<p>Begin to use advanced search techniques, for example use of Boolean operators AND, OR, NOT; limiting by reading</p>	<p>Employ basic and advanced search techniques to other electronic databases and the Internet independently. In addition to Boolean operators, field limiters</p>

	<p>level, date of publication, etc.</p> <p>Apply search strategies to other electronic resources such as subscription databases, the Internet, and other electronic library catalogs (BCCLS).</p>	<p>including author, publication title, year of publication, text, abstracts, etc.; truncation; exact phrase searching; and natural language may be used in other electronic resources</p>
	<p>Analyze search terms and generate a list of alternative synonyms, subject headings, or keywords for searching, with assistance</p>	<p>Analyze search terms and generate a list of alternative synonyms, subject headings, or keywords for searching, independently.</p>
	<p>Understand that other libraries provide information resources for learning and pleasure/personal use:</p> <ul style="list-style-type: none"> ○ Search the Online Public Access Catalog (OPAC) of the Bergen County Cooperative Library System (BCCLS), which includes the full collections of 73 public libraries located in Bergen, Passaic and Essex counties, including Oradell and River Edge, with assistance ○ Request materials through BCCLS using inter-library loan (ILL), with assistance ○ Access the online subscription databases made available by BCCLS, such as Proquest Historical Newspapers, using their public library cards, with assistance 	<p>Understand that an information search may be incomplete until other information sources (BCCLS, subscription databases, the Internet) have been consulted</p> <ul style="list-style-type: none"> ○ Search the Online Public Access Catalog (OPAC) of the Bergen County Cooperative Library System (BCCLS), which includes the full collections of 71 public libraries located in Bergen, Passaic and Essex counties, including Oradell and River Edge, independently ○ Request materials through BCCLS using inter-library loan (ILL), independently ○ Access the online subscription databases made available by BCCLS, such as Proquest Historical Newspapers, using their public library cards, independently
	<p>Use organizing features of print and non-print resources(e.g., table of</p>	<p>Independently use organizing features of print and non-print resources and use more advanced reference materials</p>

<i>Standard II, cont.</i>	contents, index menus, bibliographies and hyperlinks) to locate and use information, with assistance	including subject encyclopedias, indexes, and abstracts
	React and adjust information search strategies to a constantly changing information environment, with assistance	React and adjust information search strategies to a constantly changing information environment.
		Distinguish among Internet search engines, subject directories, and meta-search engines

III. Information Evaluation

How do students determine the quality and relevance of information resources?

Students will	By Grade 8	By Grade 12
<p><i>critically evaluate information from a variety of sources and formats to determine the relevance to the problem/question at hand.</i></p>	<p>Recognize that all information resources need to be critically evaluated</p> <p>Recognize that it is the responsibility of each individual student to critically evaluate information resources</p>	<p>Recognize that all information resources need to be critically evaluated</p> <p>Recognize that it is the responsibility of each individual student to critically evaluate information resources.</p>
	<p>Understand that the Internet is a unique information environment requiring special discrete critical evaluation skills</p> <ul style="list-style-type: none"> ○ Recognize that the Internet is an open, non-refereed database where any person may post any information regardless of its accuracy, reliability, relevance, and currency ○ Apply a method of web site evaluation, such as CARRDSS, as specified by the teacher-librarian to determine credibility, accuracy, reliability, relevance, date, sources, and scope of sources, with assistance. 	<p>Understand that the Internet is a unique information environment requiring special discrete critical evaluation skills</p> <ul style="list-style-type: none"> ○ Recognize that the Internet is an open, non-refereed database where any person may post any information regardless of its accuracy, reliability, relevance, and currency ○ Apply a method of web site evaluation, such as CARRDSS, as specified by the teacher librarian, to determine credibility, accuracy, reliability, relevance, date, sources, and scope of sources, independently.
	<p>Select appropriate reading level of information sources</p> <p>Select appropriate information type based on the information need, i.e. when to use a general or specialized encyclopedia; atlas; almanac; a magazine, newspaper, or journal article; Internet web sites; general nonfiction; biography, with assistance</p>	<p>Select appropriate reading level of information sources</p> <p>Select appropriate information type based on the information need, i.e. when to use a general or specialized encyclopedia; atlas; almanac; a magazine, newspaper, or journal article; Internet web sites; general nonfiction; biography, with minimal assistance</p>

	Critically evaluate all information sources for bias (point of view)	Critically evaluate all information sources for bias (point of view), s and determine specific biases such as political viewpoint, value judgments, and stereotypes
	Evaluate the research process for information gaps or unanswered questions, with assistance	Evaluate the research process for information gaps or unanswered questions, independently
	Evaluate the information sources to ensure that a variety of resources and points of view have been identified and consulted	Evaluate the information sources to ensure that a variety of resources and points of view have been identified and consulted
		Recognize when to use scholarly journals versus general periodicals
		AP students and by 11th grade all students will use encyclopedias for background information only and not quote from or cite them as sources

IV. Information Processing & Use

How do students engage with information resources and extract relevant information to answer essential questions?

Students will	By Grade 8	By Grade 12
<p><i>effectively process information from a variety of sources and formats to interpret, organize, analyze, and synthesize print and non-print material.</i></p>	<p>Articulate the unique attributes of primary information sources versus secondary sources</p> <p>Use primary sources to answer essential questions</p>	<p>Articulate the unique attributes of primary information sources versus secondary sources</p> <p>Use primary sources to answer essential questions</p>
	<p>Engage in the source (read, hear, view, touch)</p> <ul style="list-style-type: none"> ○ Begin to recognize and interpret media messages, including the persuasive methods inherent in some media messages, with assistance ○ Distinguish between statements of inference, fact, and opinion, with assistance ○ Identify biases and value judgments 	<p>Engage in the source (read, hear, view, touch)</p> <ul style="list-style-type: none"> ○ Recognize and interpret media messages, including the persuasive methods inherent in some media messages, independently ○ Distinguish between statements of inference, fact, and opinion, independently ○ Identify biases and value judgments ○ Use evaluative criteria to recognize inadequacies, omission of information, and logical errors
	<p>Extract relevant information</p> <ul style="list-style-type: none"> ○ Identify central elements and main ideas ○ Classify information through techniques such as grouping and labeling ○ Make inferences from information and data, with assistance ○ Identify cause-and-effect relationships, with assistance ○ Summarize, paraphrase, and extract quotations from information, with 	<p>Extract relevant information</p> <ul style="list-style-type: none"> ○ Identify central elements and main ideas ○ Classify information through techniques such as grouping and labeling ○ Make inferences from information and data ○ Identify cause-and-effect relationships ○ Summarize, paraphrase, and extract quotations from information ○ Record sources of print, non-print, and electronic

	<p>assistance</p> <ul style="list-style-type: none"> Record sources of print, non-print, and electronic information 	<p>information</p> <ul style="list-style-type: none"> Differentiate between causation and correlation Identify stated and unstated assumptions
	Organize information from multiple sources using notes, spreadsheets, charts, graphic organizers, etc., with assistance	Organize information from multiple sources using notes, spreadsheets, charts, graphic organizers, etc.
	<p>Develop a personal system of note taking that that may include strategies such as the Cornell method, note cards, or other print or electronic strategies of their own design</p> <p>In the course of note taking, practice using the four basic abilities of constructive engagement with information: recalling, summarizing, paraphrasing, and extending</p> <p>Show evidence in notes of constructive engagement with information</p>	<p>Develop a personal system of note taking that that may include strategies such as the Cornell method, note cards, or other print or electronic strategies of their own design</p> <p>In the course of note taking will use the four basic abilities of constructive engagement with information: recalling, summarizing, paraphrasing, and extending</p> <p>Show evidence in notes of constructive engagement with information</p> <p>Know when to summarize, paraphrase, quote, and extend the information, independently</p>
	Analyze summarized information to do one or more of the following: answer questions; test hypotheses; draw conclusions from specific examples; offer solutions to problems; make predictions; generate further questions or research, with assistance	Analyze summarized information to do the following: answer questions; test hypotheses; draw conclusions from specific examples; offer solutions to problems; make predictions; generate further questions or research, independently

V. Application & Communication

How do students use information and technology to express and communicate ideas?

Students will	By Grade 8	By Grade 12
<p><i>determine how to most effectively communicate ideas, solutions, conclusions, and analysis by means of written, visual, oral and/or multimedia presentation products.</i></p>	<p>Determine appropriate format(s) to clearly present information gathered from a variety of print and non-print resources which may include using technology for hypermedia and multimedia production, with assistance</p>	<p>Determine appropriate format(s) to clearly present information gathered from a variety of print and non-print resources which may include using technology for hypermedia and multimedia production, independently</p>
	<p>Create, with assistance, an original production/presentation/report that includes all of the following criteria:</p> <ul style="list-style-type: none"> ○ It is effectively organized ○ It uses visual presentation elements images charts, graphs, outlines, graphic organizers, maps, etc. ○ It is appropriate for the intended audience ○ It is aesthetic and creative in its design ○ It has proper documentation of sources cited 	<p>Create, independently, an original production/presentation/report that includes all of the following criteria:</p> <ul style="list-style-type: none"> ○ It is effectively organized ○ It uses visual presentation elements images charts, graphs, outlines, graphic organizers, maps, etc. ○ It is appropriate for the intended audience ○ It is aesthetic and creative in its design ○ It has proper documentation of sources cited

VI. Responsible Use

What are student responsibilities regarding the use of information and technology?

Students will	By Grade 8	By Grade 12
<i>understand and demonstrate the legal and ethical use of information, information resources, information technology, and avoiding plagiarism.</i>	Demonstrate responsible and ethical use and care of print and non-print information resources, computers, other technologies and networks	Observe school, local, state, and national laws and policies and procedures regarding the use of print and non-print information resources, computers, other technologies and networks
	Understand the right of individuals to protection of intellectual property and observe, with assistance , “fair use” guidelines	Differentiate among various types of ownership and protection of intellectual property (e.g., copyright, patents) and observe “fair use” guidelines as they apply to each
	Understand what copyright laws are meant to accomplish	Explain what copyright laws are meant to accomplish
	Understand what plagiarism is	Explain what constitutes plagiarism and why ethical use of information is an essential feature of responsible citizenship
	Apply the legal principles and ethical conduct related to information technology including copyright laws and avoiding plagiarism, with assistance	Apply the legal principles and ethical conduct related to information technology including copyright laws and avoiding plagiarism, independently
	Adhere to principles of River Dell’s acceptable use and copyright policies	Adhere to principles of River Dell’s acceptable use and copyright policies
	Understand that the Modern Language Association (MLA) citation format, one of many styles of citing information, is the official style of River Dell Regional Schools	Understand that the MLA citation format, one of many styles of citing information, is the official style of River Dell Regional Schools
	Cite information sources according to the MLA’s citation format consistently, with assistance	Cite information sources according to the MLA’s citation format consistently, independently
	Recognize and use online citation tools specified by the district (i.e., NoodleTools, EndNote, Refworks, Easybib, etc.), with assistance	Recognize and use online citation tools specified by the district (i.e., Noodletools, EndNote, Refworks, Easybib, etc.), independently

VII. Reflection/Evaluation

How do students evaluate research process and final product?

Students will	By Grade 8	By Grade 12
<i>reflect on and evaluate the effectiveness of their information and technology choices for problem-solving and communication.</i>	Reflect and evaluate whether the research process and information gathered were relevant, complete and accurate in response to the assigned need	Reflect and evaluate, independently and continuously , the relevance, completeness, and accuracy of gathered information and the efficiency of the research process
	Reflect and evaluate whether the end product meets established standards for process, product, and presentation according to criteria provided by the teacher	Reflect and evaluate, independently , whether the end product meets established standards for process, product, and presentation according to criteria provided by teacher
	Reflect and evaluate, with assistance , whether the rules for ethical use of information were followed: Were all sources cited? Were quotations used effectively? Was material paraphrased and summarized appropriately?	Reflect and evaluate, independently , whether the rules for ethical use of information were followed: Were all sources cited? Were quotations used effectively? Was material paraphrased and summarized appropriately?
	Analyze, with assistance , the results to improve the process and final product through developing evaluation criteria and doing self and peer evaluations, i.e. what would you do differently next time?	Analyze, independently , the results to improve the process and final product through developing evaluation criteria and doing self and peer evaluations, i.e. what would you do differently next time?

APPENDIX B: Curriculum Standards

National Information Literacy Standards

Standards for the 21st-Century Learner (American Association of School Librarians)

Common Core Standards & New Jersey Core Curriculum Content Standards (NJCCCS)

English Language Arts (ELA)

Social Studies

Information Literacy AASL	English Language Arts National Common Core & NJCCCS	Social Studies NJCCCS
<p>1. Inquire, think critically, and gain knowledge.</p> <p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p>	<p>CC.8.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CC.8.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.9-10.R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.9-10.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.9-10.W.7 Research to Build and Present Knowledge: 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.</p>	<p>New Jersey's Social Studies standards are organized by era and address facts but do not explicitly delineate information research skills. However, if we believe that students should gain knowledge of world history by using sources in addition to their textbooks, then information gathering, use, and evaluation skills are implied. For example, where indicators call for students to evaluate, analyze, explain, compare and contrast, and assess the impact of historical events using information and primary source documents, student could and should gather information for analysis using a variety of information sources and research process skills that must be learned in the context of a library information literacy curriculum.</p> <p>The only explicit information research skills are contained in an appended section called "Social Studies Skills Table." The essential question of the table reads as follows:</p> <p style="text-align: center;"><i>What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a</i></p>

		<p><i>solution to a public policy question?</i></p> <p>In the grade-level skills sets that follow are the following:</p> <p>Critical Thinking:</p> <ul style="list-style-type: none"> • <i>8th Grade: Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</i> • <i>12th Grade: Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</i> <p>Presentational Skills:</p> <ul style="list-style-type: none"> • <i>8th Grade: Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</i> • <i>12th Grade: Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.</i>
1.1.2 Use prior and background knowledge as context for new	Note: The National Common Core ELA standards did not include any	

<p>learning.</p>	<p>standards for this area for grades 6-8</p> <p>CC.9-10.R.1.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.9-10.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.11-12.L.6 Vocabulary Acquisition and Use: 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.</p> <p>CC.9-12.W.7 Research to Build and Present Knowledge: 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.</p>	
<p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p>	<p>CC.8-12.W.7 Research to Build and Present Knowledge: 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</p>	

	<p>investigation.</p> <p>CC.8-12.W.8 Research to Build and Present Knowledge: 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.</p>	
<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p>	<p>CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CC.11-12.R.I.7 Integration of Knowledge and Ideas: 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.</p> <p>CC.8-12.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.8-12.W.8 Research to Build and Present Knowledge: 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.</p>	
<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social</p>	<p>CC.8.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of</p>	

<p>and cultural context.</p>	<p>each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.8.W.9.a Research to Build and Present Knowledge: 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”).</p> <p>CC.8-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.8-12.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.8-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CC.8-12.SL.3 Comprehension and Collaboration: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.8-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC.8-12.R.I.7 Integration of Knowledge and Ideas: 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.</p> <p>CC.8-12.SL.2 Comprehension and</p>	
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	<p>Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.8-12.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.8-12.W.8 Research to Build and Present Knowledge: 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.</p> <p>CC.8-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>	<p>CC.8-12.R.1.4 Craft and Structure: 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).</p> <p>CC.8-12.R.1.7 Integration of Knowledge and Ideas: 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.</p> <p>CC.8-12.SL.2 Comprehension and</p>	

	<p>Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.8-12.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.8-12.W.8 Research to Build and Present Knowledge: 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.</p> <p>CC.8-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>	<p>CC.8.-12W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.8.-12W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CC.8-12.W.7 Research to Build and Present Knowledge: 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</p>	

	<p>investigation.</p> <p>CC.8-12.W.8 Research to Build and Present Knowledge: 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.</p> <p>CC.8-12.W.9.a Research to Build and Present Knowledge: 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”).</p> <p>CC.8-12.W.9.b Research to Build and Present Knowledge: 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”).</p> <p>CC.8-12.R.1.8 Integration of Knowledge and Ideas: 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.</p> <p>CC.9-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.9-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC.8-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of</p>	
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	<p>each source and noting any discrepancies among the data.</p> <p>CC.8-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CC.11-12.W.1.b Text Types and Purposes: Develop claim(s) and counterclaims fairly 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.</p>	
<p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p>	<p>CC.7.W.6 Production and Distribution of Writing: 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.</p> <p>CC.8.W.6 Production and Distribution of Writing: 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.</p> <p>CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, 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.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: 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</p>	

	<p>standard format for citation.</p> <p>Note: Grades 11-12 were not included in the crosswalk from AASL but all of these skills apply to 11th and 12</p>	
<p>1.1.9 Collaborate with others to broaden and deepen understanding.</p>	<p>CC.7.W.5 Production and Distribution of Writing: 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.</p> <p>CC.8.W.5 Production and Distribution of Writing: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)</p> <p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	
<p>2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw</p>	<p>CC.8-10.R.1.8 Integration of Knowledge and Ideas: 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.</p> <p>CC.8-12.R.1.9 Integration of Knowledge and Ideas: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on</p>	

<p>conclusions, and create new knowledge.</p>	<p>matters of fact or interpretation.</p> <p>CC.8-12.W.2.b Text Types and Purposes: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CC.11-12.W.2 Text Types and Purposes: 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.</p> <p>CC.11-12.W.2.b Text Types and Purposes: 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.</p> <p>CC.8-10.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.11-12.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.11-12.R.1.2 Key Ideas and Details: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CC.8-12.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems,</p>	
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	<p>evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.8-12.W.8 Research to Build and Present Knowledge: 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.</p> <p>CC.8-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC.8-12.W.9.b Research to Build and Present Knowledge: Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. 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]”).</p>	
<p>2.1.2 Organize knowledge so that it is useful.</p>	<p>CC.8-12.W.2 Text Types and Purposes: 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.</p> <p>CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.8-12.W.7 Research to Build and Present Knowledge: 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</p>	

	<p>when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.8-12.W.8 Research to Build and Present Knowledge: 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.</p>	
<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>	<p>CC.8-12.R.1.7 Integration of Knowledge and Ideas: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.8-12.W.1.a Text Types and Purposes: 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.</p> <p>CC.8-12.W.2.b Text Types and Purposes: 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.</p> <p>CC.8-12.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.8-12.W.8 Research to Build and Present Knowledge: 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,</p>	

	<p>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.</p> <p>CC.8-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC.8-12.W.9.b Research to Build and Present Knowledge: Apply grades 9–10 Reading standards to literary nonfiction (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”).</p>	
2.1.4 Use technology and other information tools to analyze and organize information.	<p>CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CC.8-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, 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.</p>	
2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	<p>CC.8-12.SL.1.b Comprehension and Collaboration: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	
2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.	<p>CC.8-12.SL.5 Presentation of Knowledge and Ideas: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>CC.8-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CC.8-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas,</p>	

	<p>concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.8-12.W.2.b Text Types and Purposes: 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.</p> <p>CC.8-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, 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.</p> <p>CC.11-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	
<p>3. Share knowledge and participate ethically and productively as members of our democratic society.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p>	<p>CC.8-12.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.8-12.W.8 Research to Build and Present Knowledge: 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.</p>	
<p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p>	<p>CC.8-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 8–12 topics, texts, and issues, building on others' ideas and expressing</p>	

	<p>their own clearly and persuasively.</p> <p>CC.8.W.5 Production and Distribution of Writing: 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.</p> <p>CC.8-12.SL.1.b Comprehension and Collaboration: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>CC.8-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, 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.</p>	
<p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>Note: Most of these correlating standards have already been used.</p> <p>CC.8-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.11-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p> <p>CC.8-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CC.8-10.W.1.b Text Types and</p>	

	<p>Purposes: Develop claim(s) and counterclaims fairly, 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.</p> <p>CC.11-12.W.1.b Text Types and Purposes: Develop claim(s) and counterclaims fairly 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.</p> <p>CC.8-12.W.2 Text Types and Purposes: 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.</p> <p>CC.8-12.W.2.b Text Types and Purposes: 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.</p> <p>CC.8-10.W.8 Research to Build and Present Knowledge: 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.</p> <p>CC.11-12.W.8 Research to Build and Present Knowledge: 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.</p>	
3.1.4 Use technology and other information tools to organize and	CC.8-12.SL.5 Presentation of Knowledge and Ideas: Make strategic	

<p>display knowledge and understanding in ways that others can view, use, and assess.</p>	<p>use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CC.8-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, 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.</p> <p>CC.11-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	
<p>3.1.5 Connect learning to community issues.</p>	<p>CC.8.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.9-10.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.11-12.W.7 Research to Build and Present Knowledge: 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.</p>	
<p>3.1.6 Use information and technology ethically and responsibly.</p>	<p>CC.8-12.L.3.a Knowledge of Language: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline</p>	

	<p>and writing type.</p> <p>CC.8-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, 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.</p> <p>CC.11-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CC.8-12.W.8 Research to Build and Present Knowledge: 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.</p>	
<p>4. Pursue personal and aesthetic growth.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p>	<p>CC.8-10.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 8–10 text complexity band independently and proficiently.</p> <p>CC.11-12.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>CC.8-12.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literature, including stories, dramas, and</p>	

	poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently	
4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.	<p>CC.8-10.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p>CC.9-10.R.L.6 Craft and Structure: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>CC.8-10.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p>CC.11-12.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	
4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	CC.8-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and	

	<p>research.</p> <p>CC.8-12.W.9.a Research to Build and Present Knowledge: Apply grades 8–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>CC.8-12.W.9.b Research to Build and Present Knowledge: Apply grade 8-12 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”).</p> <p>CC.8-10.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p>CC.11-12.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>CC.8-10.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	
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	<p>CC.11-12.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p>CC.11-12.R.I.7 Integration of Knowledge and Ideas: 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.</p>	
4.1.6 Organize personal knowledge in a way that can be called upon easily.	CC.8-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	
4.1.7 Use social networks and information tools to gather and share information.	CC.8-12.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	

APPENDIX C

National Information Literacy Standards

STANDARDS FOR THE 21ST-CENTURY LEARNER

American Association of School Librarians (AASL)

Learners use skills, resources, and tools to:

1. Inquire, think critically, and gain knowledge.

1.1 Skills

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.3 Develop and refine a range of questions to frame search for new understanding.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.
- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.
- 1.1.9 Collaborate with others to broaden and deepen understanding.

1.2 Dispositions in Action

- 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
- 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- 1.2.6 Display emotional resilience by persisting in information searching despite challenges.
- 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

1.3 Responsibilities.

- 1.3.1 Respect copyright/intellectual property rights of creators and producers.
- 1.3.2 Seek divergent perspectives during information gathering and assessment.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies

- 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
- 1.4.4 Seek appropriate help when it is needed.

2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

- 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- 2.1.2 Organize knowledge so that it is useful.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- 2.1.4 Use technology and other information tools to analyze and organize information.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Action

- 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
- 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.
- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

- 2.3.1 Connect understanding to the real world.
- 2.3.2 Consider diverse and global perspectives in drawing conclusions.
- 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies

- 2.4.1 Determine how to act on information (accept, reject, modify).
- 2.4.2 Reflect on systematic process, and assess for completeness of investigation.
- 2.4.3 Recognize new knowledge and understanding.
- 2.4.4 Develop directions for future investigations.

3. Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

- 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.5 Connect learning to community issues.
- 3.1.6 Use information and technology ethically and responsibly.

3.2 Dispositions in Action

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3 Responsibilities

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

3.3.4 Create products that apply to authentic, real-world contexts.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

3.3.6 Use information and knowledge in the service of democratic values.

3.3.7 Respect the principles of intellectual freedom.

3.4 Self-Assessment Strategies

3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

3.4.2 Assess the quality and effectiveness of the learning product.

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

4. Pursue personal and aesthetic growth.

4.1 Skills

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.1.5 Connect ideas to own interests and previous knowledge and experience.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

4.1.7 Use social networks and information tools to gather and share information.

4.1.8 Use creative and artistic formats to express personal learning.

4.2 Dispositions in Action

4.2.1 Display curiosity by pursuing interests through multiple resources.

4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3 Responsibilities

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

4.3.2 Recognize that resources are created for a variety of purposes.

- 4.3.3 Seek opportunities for pursuing personal and aesthetic growth.
- 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

4.4 Self-Assessment Strategies

- 4.4.1 Identify own areas of interest.
- 4.4.2 Recognize the limits of own personal knowledge.
- 4.4.3 Recognize how to focus efforts in personal learning.
- 4.4.4 Interpret new information based on cultural and social context.
- 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.
- 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

** Link to PDF of the Standards document on the AASL web site:*

http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

Appendix D

Tri-District K-6 Library/Information Literacy Curriculum Matrix

Key:

Technology

I=Introduce R=Reinforce

21st Century Life and Careers

I. Orientation

Common Core Standards English Language Arts

RL: Reading Literature

RI: Reading Informational Text

SL: Speaking and Listening

Common Core Standards :

8.1

Common Core Standards :

9.1

Course Objectives	K	1	2	3	4	5	6	Common Core Standards	AASL Standards
A. Demonstrate proper media center behaviors.	I	I	R	R	R	R	R	9.1.4.F.3	3, 4
B. Demonstrate proper care of materials.	I	I	R	R	R	R	R		4
C. Identify, locate, select and access materials (easy/picture books, fiction, nonfiction, biographies, periodicals, reference).	I	I	R	R	R	R	R	RI 5 (K-2)	1, 4
1. Alphabetical order in shelving			I	R	R	R	R		
2. Location of fiction/nonfiction	I	I	R	R	R	R	R	RI 5 (K-6)	
3. Dewey Decimal system				I	R	R	R		
4. Understand and use school OPAC			I	I	R	R	R		
5. Be introduced to BCCLS (public library OPAC)						I	I		

II. Literature and Informational Texts

Course Objectives	K	1	2	3	4	5	6	Common Core Standards	AASL Standards
A. Develop a feeling of familiarity and enjoyment with the library and literature.	I	I	R	R	R	R	R		1, 4
B. Identify, locate, and utilize parts of a book	I	I	R	R	R	R	R	RI 5 (K-6)	1, 4
1. Author, Illustrator	I	I	R	R	R	R	R	RL 6 (K-6)	
2. Title/Copyright Page (Verso)		I	R	R	R	R	R	RI 5 (K-2)	
3. Spine/Spine Label (Call Number)			I	R	R	R	R	RI 5 (K-2)	
4. Index, Table of Contents, Glossary			I	I	R	R	R	RL 1-10 (K-6)	
C. Identify the characteristics of fiction and nonfiction.		I	R	R	R	R	R	RL 10 (K-6)	1, 2, 4
D. Select appropriate books based on age, reading level, and personal interests.	I	I	I	R	R	R	R	RL 1-10 (K-6)	1, 4
E. Be exposed to author and illustrator studies.	I	I	R	R	R	R	R	RL 1-10 (K-6)	1, 4
F. Read and discuss stories in various genres (folktales, fairy tales, tall tales, mystery, historical fiction, biographies, fantasy, etc.)		I	I	R	R	R	R	RL 1-10 (K-6)	1, 4
G. Be aware of the Caldecott Award and become familiar with Caldecott Medal books.		I	I	R	R	R	R	RL 10 (4-6)	1, 4
H. Be aware of the Newbery Medal and become familiar with Newbery Medal books.					I	I	R	RL 10 (4-6)	1, 4

III. Information Literacy

Course Objectives	K	1	2	3	4	5	6	Common Core Standards	AASL Standards
A. Identify, locate, select, and utilize online reference materials (Internet, online encyclopedia)		I	I	I	I	I	R	8.1.4.E.2 RI 5 (3-6)	1 - 4
1. Evaluate and determine the validity of a Website.						I	I		
2. Search Strategies				I	I	R	R		
B. Identify, locate, select, and utilize print reference materials		I	I	I	I	R	R	8.1.4.E.2 RI 7 (3-6)	1 - 4
1. Information evaluation (understand, analyze, evaluate, synthesize, and apply appropriate information effectively).				I	I	R	R		
2. Search Strategies				I	I	R	R		
C. Create Bibliographic Citation (MLA format)					I	I	I	8.1.4.D.1;	3, 4
D. Understand and use techniques to avoid plagiarism (i.e. paraphrasing).						I	I	SL 2-6 (3-6)	3, 4
E. Use the research process to better locate desired information.				I	I	R	R	9.1.4.B.1; 9.1.4.D.1;	1 - 4

