

# Media Matters

A Curriculum Guide for K-12 Library Media Specialists

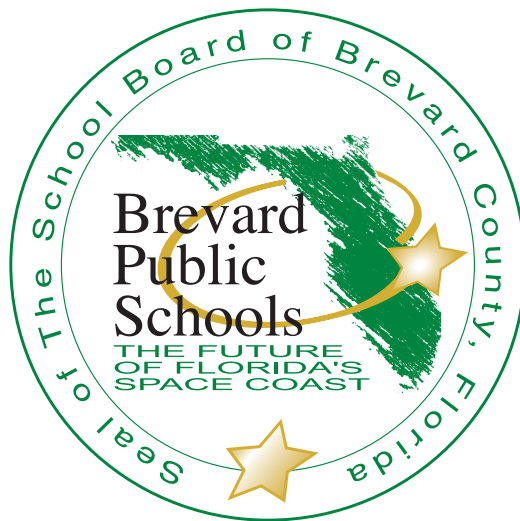


Brevard Public Schools

2014

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# ***Media Matters***

## **Library Media Curriculum Guide**

**Grades K - 12**

**2014**

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## **Library Media Mission Statement**

The mission of the library media center is to prepare students to become information literate citizens who effectively read, access, evaluate and use resources.

## **Library Media Vision Statement**

Brevard Public School libraries build and sustain communities of learning and transliteracy that lead to high academic achievement, independent inquiry, reading, critical thinking, and networks of sharing that support the school curriculum and its goals.

## **Library Media Curriculum**

Instruction/lesson plans for Library Media classes should align with LAFS, NGSSS, ISTE and AASL standards.

## **Library Media Specialists**

**Who Are They?**



# **Library Media Specialist: Five Roles**

**Leader      Teacher      Instructional Partner      Informational Specialist      Program Administrator**

The library media specialist is an essential link in a new educational learning community which includes students, teachers, administrators, and parents as well as local, regional, state, national and communities. The new learning community is not limited by time, place, age, occupation, or borders but instead is linked by interests, needs, and a growing array of telecommunications.

Helping students to be information literate in this learning community is the central concern of student-centered library media programs. The goal is to assist all students in becoming active and creative locators, evaluators, and users of information to solve problems, think critically, and to satisfy their own curiosity through research and reading experiences. The library media specialist teaches students to use information for critical thinking and problem solving using NGSSS, LAFS, ISTE, and AASL standards. As the keystone of a student-centered library media program, the library media specialist works collaboratively with teachers, administrators, and others to facilitate students' entry into the Information and Communication Ages, in the following five roles:

## **Leader**

- creates an environment where collaboration and creative problem solving thrive
- anticipates future obstacles and continually re-tools to meet challenges
- serves on decision making teams in the school and takes an active role in school improvement
- shares expertise by presenting at faculty meetings, parent meetings and district level meetings
- maintains active memberships in professional associations
- advocates for library media programs and the guiding principles

## **Teacher**

- collaborates with students and other members of learning community to determine learning/information needs
- understands and communicates the information the resources provide
- knowledgeable about current research and findings on teaching and learning and skilled in applying its findings to a variety of situations—particularly those that call upon students to access, evaluate, and use information from multiple sources in order to learn, to think, and to create and apply new knowledge
- curricular leader (i.e., participates on the instructional team) create curriculum and promote an engaging learning experience tailored to the individual needs of students
- constantly updates personal skills and knowledge in order to work effectively with teachers, administrators and other staff to develop sophisticated skills in information literacy, including the uses of informational technology

## **Instructional Partner**

- builds and strengthens connections between student information and research needs, curricular content, learning outcomes and information resources
- demonstrates his/her role as an essential and equal partner in the instructional process
- participates in the curriculum development process at both the building and district level to ensure that the curricula includes a full range of literacy skills (information, media, visual, digital, technological literacy) necessary to meet content standards and to develop lifelong learners
- collaborates with teachers and students to design and teach engaging inquiry and learning experiences and assessments that incorporate multiple literacies and foster critical thinking
- participates in the implementation of collaboratively planned learning experiences by providing group and individual instruction, assessing student progress and evaluating activities
- joins with teachers to implement meaningful experiences that will promote a love of reading and lifelong learning
- provides and plans professional development opportunities within the school and district for and with all staff, including other library media specialists

## **Information Specialist**

- provides leadership and expertise in acquiring and evaluating information resources in all formats
- brings awareness of information issues into collaborative relationships w/ teachers, administrators, & students
- models for students and others the strategies for locating, accessing, and evaluating information within and beyond the library media center
- masters sophisticated electronic resources and maintains a constant focus on the nature, quality, and ethical use of information available in these and more traditional tools
- evaluates and “produces” information through the active use of a broad range of tools, resources, and information technologies
- develops and maintains a collection of resources appropriate to the curriculum, the learners, and the teaching styles and instructional strategies used within the school community
- cooperates & networks with other libraries, librarians, & agencies to provide access to resources outside school
- models effective strategies for developing multiple literacies evaluates, promotes and uses existing and emerging technologies to support teaching and learning, supplements school resources, connects the school with the global learning community, communicates with students and teachers, and provides 24/7 access to library services
- provides guidance in software and hardware evaluation, and develops processes for such evaluation
- understands copyright, fair use, and licensing of intellectual property, and assists users with their understanding and observance of the same
- organizes the collection for maximum and effective use

## **Program Administrator**

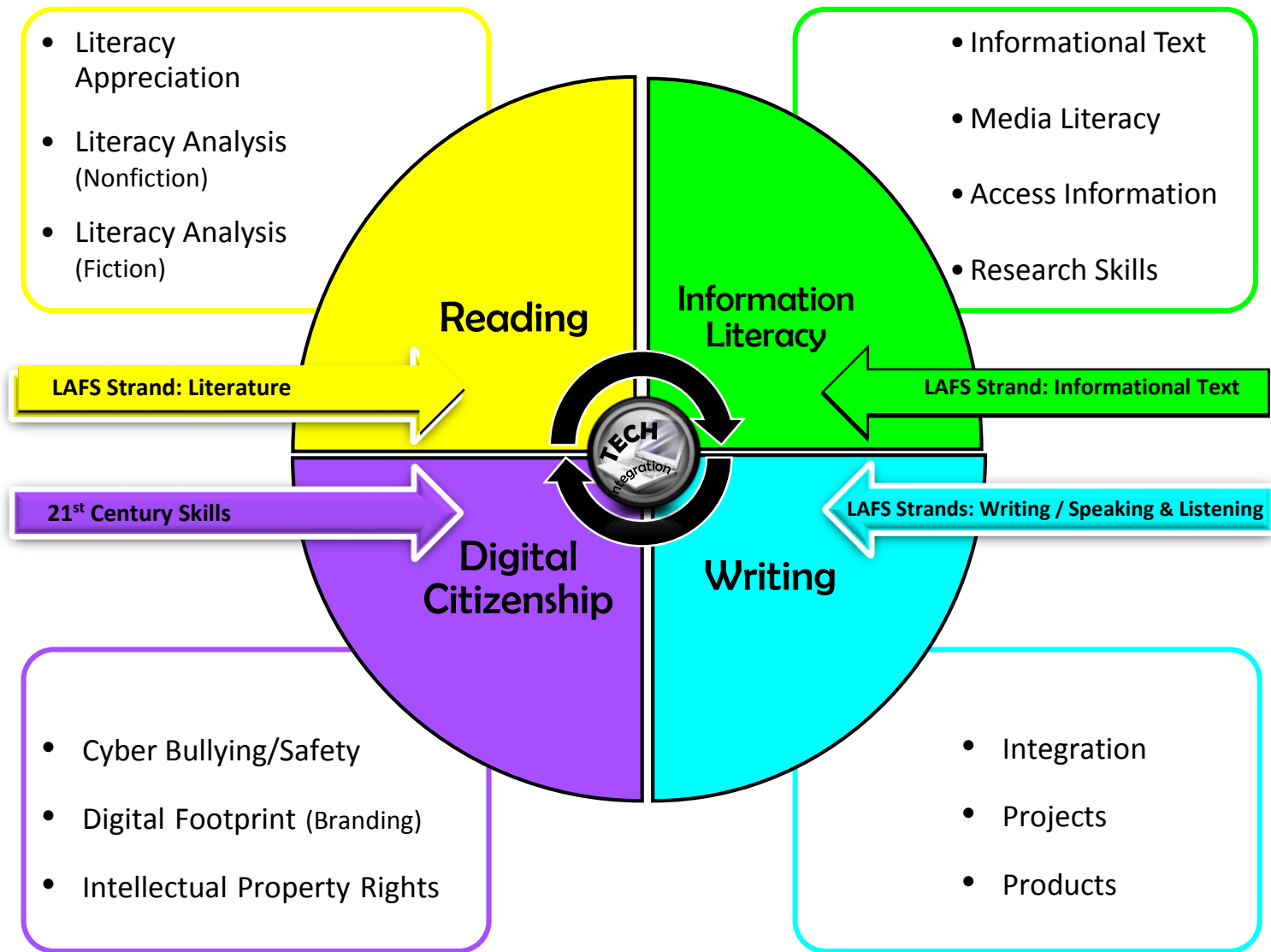
- Works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all the activities related to the program
- Advocates for the library media program in support of the school improvement plan and provides the knowledge, vision, and leadership to steer it creatively and energetically in the 21st Century (collecting this data)
- Manages staff, budgets, equipment and facilities
- Plans, executes and evaluates the program to ensure its quality both at a general level and on a day to day basis
- Orders materials, resources, technology equipment and data bases
- uses strategic planning for the continuous improvement of the program
- ensures that the program goals and objectives are aligned with school and district long-range strategic plans
- uses effective management principles, including the supervision of personnel, resources, and facilities, in developing and implementing program goals and objectives
- uses evidence of practice, particularly in terms of learning outcomes, to support program goals and planning
- generates evidence in practice that demonstrates efficacy and relevance of the school library instructional program
- prepares, justifies and administers the library media program budget to support specific program goals
- establishes processes and procedures for selection, acquisition, circulation, resource sharing, etc., that assures appropriate resources are available when needed
- creates and maintains a teaching and learning environment that is inviting, safe, flexible and conducive to student learning

### **Works Cited**

Ballard, Susan. "Developing the Vision: An L4L Job Description for the 21st Century." Knowledge Quest 38.2 (2009): 78-82. Print.

Information Power: Building Partnerships for Learning. Chicago: American Library Association, 1998. Print.

# Curriculum Components



# LAFS and AASL Crosswalk

## Kindergarten – 6<sup>th</sup> Grade

### READING

Reading is a complex process involving word recognition, comprehension, fluency, and motivation. Word recognition refers to the process of recognizing how written symbols correspond to spoken language. Comprehension is the process of making sense of words, sentences and connected text. Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. Fluent reading encompasses three key elements: *accurate* reading of connected text at a conversational *rate* with appropriate expression (Hudson, Mercer, & Lane, 2000). Motivation is described as a purpose for reading, interest in the content, and self-efficacy. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Reading Objectives Include:

- Students will read fluently and confidently a variety of texts for a variety of purposes
- Students will practice the behaviors of effective, strategic readers
- Students will demonstrate understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.

<http://www.readingrockets.org/helping/target/fluency/>

Hudson, R.F., Mercer, C.D., & Lane, H.B. (2000). *Exploring reading fluency: A paradigmatic overview*. Unpublished manuscript, University of Florida, Gainesville.

### Enduring Understandings:

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

### Essential Questions:

- How do readers construct meaning from text?
- How do readers figure out words they do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## READING LITERATURE- RL

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

**NOTE:** These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These skills are basic components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need continued practice and greater exposure to more complex texts. Struggling readers will require more practice with support from the teacher at appropriate text levels. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

**Note: Shaded 6<sup>th</sup> grade areas represent standards matching those in CPALMS course #1100000**

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Standard	K	1st	2nd	3rd	4th	5th	6th
	<b>RL.1 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>						
LAFS.K12.RL.1.2 AASL 1.1.1 2.4.1 1.1.2 3.1.3 1.1.3 4.1.2 1.1.6 4.1.3 1.1.7 2.1.1 2.1.3 2.2.2 2.3.1	With prompting and support, retell familiar stories, including key details.  Level 2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.  Level 2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  Level 3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  Level 2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.  Level 3	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  Level 3	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  Level 2
	<b>RL.1 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>						
LAFS.K12.RL.1.3 AASL 1.1.6 1.1.7 2.1.1 2.1.2 2.2.4 3.1.3 4.1.3	With prompting and support, identify characters, settings, and major events in a story.  Level 1	Describe characters, settings, and major events in a story, using key details.  Level 2	Describe how characters in a story respond to major events and challenges.  Level 2	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  Level 2	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  Level 2	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  Level 2	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  Level 2



Standard	K	1st	2nd	3rd	4th	5th	6th
<b>Craft and Structure</b>	<b>RL.2 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>						
LAFS.K12.RL.2.4 AASL 1.1.2 1.1.3 1.1.6 1.1.7 4.1.3	With prompting and support, ask and answer questions about unknown words in a text.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Heracles).	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 3
	<b>RL.2 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>						
LAFS.K12.RL.2.5 AASL 1.1.7 2.4.2 4.1.3 4.3.2	Recognize common types of texts (e.g., storybooks, poems).	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
	Level 1	Level 2	Level 2	Level 2	Level 3	Level 3	Level 3

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Standard	K	1st	2nd	3rd	4th	5th	6th
	RL.3 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						
LAFS.K12.RL.3.9 AA.SL 1.1.5 1.1.6 1.1.7 2.1.1 3.1.2 3.2.2 3.3.5 4.1.2 4.1.3 4.2.3	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Compare and contrast the adventures and experiences of characters in stories.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
	Level 3	Level 3	Level 3	Level 3	Level 3	Level 2	Level 3
Range of Reading and Level of Text Complexity	RL.4 Read and comprehend complex literary and informational texts independently and proficiently.						
LAFS.K12.RL.4.10 AA.SL 4.1.1 4.1.2 4.1.3	Actively engage in group reading activities with purpose and understanding.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2

# READING INFORMATIONAL TEXTS - RI

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard	K	1st	2nd	3rd	4th	5th	6th
Informational Text							
Key Ideas and Details	RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.						
LAFS.K12.RI.1.1 AASL 1.1.1 2.1.1 1.1.2 2.1.3 1.1.3 2.2.2 1.1.4 2.2.3 1.1.5 2.3.1 1.1.6 2.4.1 1.1.7 1.3.1	With prompting and support, ask and answer questions about key details in a text.  Level 2	Ask and answer questions about key details in a text.  Level 2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  Level 2	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  Level 2	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  Level 2	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  Level 2	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Level 2
	RI.1 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
LAFS.K12.RI.1.2 AASL 1.1.6 1.1.7 2.1.1 2.1.3 2.2.2 2.2.3 2.3.1 2.4.1 3.1.3 4.1.3	With prompting and support, identify the main topic and retell key details of a text.  Level 2	Identify the main topic and retell key details of a text.  Level 2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  Level 2	Determine the main idea of a text; recount the key details and explain how they support the main idea.  Level 2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.  Level 2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  Level 2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  Level 2

Standard	K	1st	2nd	3rd	4th	5th	6th
	RI.1 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.						
LAFS.K12.RI.1.3 AASL 1.1.6 1.1.7 2.1.1 2.1.3 2.2.2 2.2.3 2.4.2 4.1.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
	Level 3	Level 2	Level 3	Level 3	Level 3	Level 3	Level 2
Craft and Structure	RI.2 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.						
LAFS.K12.RI.2.4 AASL 1.1.3 1.1.6 1.1.7 2.1.1 2.1.3 4.1.3	With prompting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2

Standard	K	1st	2nd	3rd	4th	5th	6th
	<b>RI.2 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>						
LAFS.K12.RI.2.5 AASL 1.1.6 2.1.1 2.1.3 2.2.3 2.4.2 4.1.3	Identify the front cover, back cover, and title page of a book.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
	Level 1	Level 2	Level 2	Level 2	Level 3	Level 3	Level 3
	<b>RI.2 Assess how point of view or purpose shapes the content and style of a text.</b>						
LAFS.K12.RI.2.6 AASL 1.1.6 1.1.7 2.2.2 2.3.2 3.3.1 3.3.2 4.1.3	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Distinguish their own point of view from that of the author of a text.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
	Level 1	Level 1	Level 2	Level 2	Level 3	Level 3	Level 3

Standard	K	1st	2nd	3rd	4th	5th	6th
<b>Integration of Knowledge and Ideas</b>							
<b>RI.3 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.</b>							
LAFS.K12.RI.3.7 AASL 1.1.4 1.1.5 1.1.6 1.1.7 1.2.2 1.2.3 1.2.4 1.3.2 2.1.1 2.1.3 2.2.1 2.2.3 4.1.3	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Use the illustrations and details in a text to describe its key ideas.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
	Level 2	Level 2	Level 2	Level 2	Level 3	Level 2	Level 3
<b>RI.3 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>							
LAFS.K12.RI.3.8 AASL 1.1.5 1.1.6 1.1.7 1.2.3 2.1.1 2.1.3 2.2.2 2.2.3	With prompting and support, identify the reasons an author gives to support points in a text.	Identify the reasons an author gives to support points in a text.	Describe how an author uses reasons to support specific points in a text.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Explain how an author uses reasons and evidence to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
	Level 2	Level 2	Level 3	Level 3	Level 3	Level 3	Level 3

[illegible]



## Writing

The fundamental aim of writing is to communicate. However, its purpose, audience, form, and subject matter vary according to the specific writing situation. Good writers can communicate well in a range of situations. They can perform a variety of writing tasks, ranging from business letters to stories, reports, and essays. To become good writers, students need expert instruction, frequent practice, and constructive feedback. The National Council of Teachers of English Commission on Composition noted that writing is a powerful instrument of thought. In the act of composing, writers learn about themselves and their world and communicate their insights to others. Writing fosters the power to grow personally and to effect change in the world.

### Writing objectives include:

- Students will write for a variety of purposes (narrative, informative, and persuasive).
- Students will write on a variety of tasks and for many different audiences.
- Students will write from a variety of stimulus materials (e.g., prompts, visuals), with opportunities for choice, and within various time constraints.
- Students will generate, draft, revise, and edit ideas and forms of expression in their writing.
- Students will display effective choices in the organization of their writing. They should include detail to illustrate and elaborate their ideas and use appropriate conventions of written English.
- Students will value writing as a communicative activity.

### **ENDURING UNDERSTANDINGS:**

- Writers have a purpose for writing.
- Writers gather their ideas from personal experience, observations, reading, and imagination.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Writing is a multi-stage process.
- Writing is a reflective process.

### **ESSENTIAL QUESTIONS:**

- Why do writers write?
- How do good writers express themselves?
- How do writers develop a well-written product?
- How does process shape the writer's product?
- How does each step in the writing process impact your writing?
- How can writing be evaluated?
- How can evaluation and reflection be used to improve writing?

WRITING- W						
Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.						
Standard	K	1st	2nd	3rd	4th	5th
Writing						6th
Text and Types of Purposes	W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
LAFS.K12.W.1.1 1.1.1 1.1.4 1.1.5 1.1.7 1.1.8 1.2.1 1.2.5 1.2.6 2.1.1 2.1.2 2.1.3 2.1.4 2.1.6 2.2.2 2.2.3 2.2.4 3.1.1 3.1.3 3.3.3 4.1.3	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
	Level 2	Level 3	Level 2	Level 2	Level 3	Level 3

Standard	K	1st	2nd	3rd	4th	5th	6th
	W.1 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.						
LAFS.K12.W.1.2 AASL 1.1.1 1.1.7 1.2.1 2.1.1 2.1.2 2.1.3 2.1.6 2.2.2 2.2.3 2.2.4 3.1.3 3.1.4 4.1.3	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information in paragraphs and sections; include illustrative materials, such as drawings, diagrams, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, quotations, or other information and examples related to the topic. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include illustrative materials, such as drawings, diagrams, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.
	Level 2	Level 3	Level 3	Level 3	Level 2	Level 2	Level 4



Standard	K	1st	2nd	3rd	4th	5th	6th
Production and Distribution of Writing	W.2 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.						
LAFS.K12.W.2.4 AASL 1.1.9 1.4.2 2.1.2 2.1.5 3.1.2 3.2.2 3.2.3 3.4.2	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3	Level 2
	W.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.						
LAFS.K12.W.2.5 AASL 1.1.9 1.4.2 2.1.2 2.1.4 2.1.5 2.1.6 3.1.2 3.1.3 3.2.2 3.2.3 3.4.2	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, develop and strengthen writing as needed by planning, revising, and editing.	With guidance and support from adults, develop and strengthen writing as needed by planning, revising, or trying a new approach.	With guidance and support from adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.
	Level 2	Level 2	Level 2	Level 3	Level 3	Level 3	Level 3

[illegible]

Standard	K	1st	2nd	3rd	4th	5th	6th
	W.3 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.						
LAFS.K12.W.3.6 AASL 1.1.1 1.3.3 2.4.2 1.1.2 1.3.5 3.1.1 1.1.3 2.1.2 3.1.3 1.1.4 2.1.3 3.1.6 1.1.5 2.1.4 3.3.1 1.1.6 2.2.2 3.3.7 1.1.7 2.2.3 4.1.3 1.1.8 2.3.1 4.1.5 1.2.1 2.3.3 1.2.2 2.4.1 1.2.3 1.2.4 1.2.5 1.2.6 1.2.9 1.3.1 1.3.2	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic biographic information for sources.  Level 3
	Level 2	Level 2	Level 2	Level 3	Level 3	Level 2	Level 3

Standard	K	1st	2nd	3rd	4th	5th	6th
	<b>W.3 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>						
LAFS.412.W.3.9 AASL 1.1.5 1.1.6 1.1.7 1.1.8 1.3.5 2.1.2 2.1.3 2.1.4 2.1.6 2.2.2 2.4.2 3.1.2 3.1.3 3.1.4 3.4.2 4.1.3					<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p> <p>Level 3</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]").</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p> <p>Level 3</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not").</p> <p>Level 3</p>



## Speaking and Listening

Besides being an essential aspect of communication, speaking and listening are necessary fundamentals of reading and writing. Research shows that oral language competence is a strong indicator of how easily students learn to read and write (Pence and Justice, 2007). Students should be able to acquire, evaluate, and present increasingly complex information, ideas, and evidence through speaking.

Speaking and listening skills are ones that must be explicitly taught. In order for students to be college and career ready, they must have the skills of collaboration, discussion, and problem solving as never before. An important focus of speaking and listening is performance in diverse academic settings - including one-on-one, small-group, and whole-classroom. Although formal presentations are important for communication, informal discussions that take place as students collaborate to answer questions, build understanding, and solve problems are critical as well.

- Participate in age appropriate activities involving speaking and listening.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (*up, down, first, last, before, after, etc.*).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as “Better safe than sorry” and “Look before you leap”

Pence, K. L., and L. M. Justice. 2007. *Language development from theory to practice*. Upper Saddle River, NJ: Prentice-Hall; Sticht, T. G., and J. H. James. 1984. Listening and reading. In *Handbook of reading research*, eds. Pearson et al., 1:293-317. White Plains, NY: Longman.

### Enduring Understandings

- Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.
- Listening skills are critical for learning and communicating.
- Effective listeners are able to interpret and evaluate increasingly complex messages.
- A speaker selects a form and an organizational pattern based on the audience and purpose.
- A speaker's choice of words and style set the tone and define the message.

### Essential Questions

- How does a speaker communicate so others will listen and understand the message?
- How does a listener understand a message?
- What impact does listening have?
- How do you speak effectively?
- How does the choice of words affect the speaker's message and the listener's response?

Speaking and Listening- SL Students use speaking, listening, and information literacy to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).							
Standard	K	1st	2nd	3rd	4th	5th	6th
Speaking and Listening							
Comprehension and Collaboration	SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.						
LAFS.K12.SL.1.1 AASL 1.1.1 1.1.2 1.1.3 1.1.5 1.1.7 1.1.9 1.3.4 1.4.1 1.4.2 1.4.3 1.4.4 2.1.1 2.1.5 2.4.1 2.4.2 3.1.2 3.2.2 3.2.3 3.3.1 3.3.2 3.3.3 3.3.6 3.4.3 4.2.3 4.3.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied material; explicitly draw on that preparation and other information known about the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and agendas, and define individual roles as needed. c. Pose and respond to specific questions by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied material; explicitly draw on that preparation and other information known about the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and agendas, and define individual roles as needed. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

	Level 2	Level 2	Level 3	Level 3	Level 3	Level 3			
Standard	K	1st	2nd	3rd	4th	5th			
	SL.1 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.								
LAFS.K12.SL.1.2 AASL 1.1.3 1.4.4 1.1.4 2.1.1 1.1.5 2.2.2 1.1.6 2.2.3 1.1.7 2.4.1 1.2.1 3.2.2 1.2.2 3.3.3 1.2.3 4.3.2 1.2.4 4.4.4 1.3.2 1.4.1 1.4.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Level 2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Level 2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
	Level 2	Level 2	Level 2	Level 2	Level 2	Level 3			
	SL.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.								
LAFS.K12.SL.1.3 AASL 1.1.3 2.2.1 1.1.4 2.4.1 1.1.5 3.1.3 1.1.6 4.3.2 1.1.7 1.1.9 1.2.1 1.2.4 1.4.2 1.4.4 2.1.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Level 2	Ask and answer questions about what a speaker says in order to clarify information or clarify something that is not understood.	Level 2	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Identify the reasons and evidence a speaker provides to support particular points.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
	Level 2	Level 2	Level 2	Level 2	Level 2	Level 3			

Standard	K	1st	2nd	3rd	4th	5th	6th
Presentation of Knowledge and Ideas	SL.2 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.						
LAFS.K12.SL.2.4 AASL 1.3.4 2.1.6 2.2.4 3.1.1 3.1.3 3.2.1 3.3.3 4.1.6	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Tell a story or recount an experience with appropriate descriptive details, speaking audibly in coherent sentences.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, speaking clearly at an understandable pace.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
	Level 2	Level 2	Level 2	Level 2	Level 3	Level 2	Level 3
SL.2 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.							
LAFS.K12.SL.2.5 AASL 1.1.6 1.2.3 1.3.5 2.1.4 2.1.6 3.1.3 3.1.4 3.3.3 3.3.4 3.4.2	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
	Level 3	Level 2	Level 3	Level 3	Level 3	Level 2	Level 2

Standard	K	1st	2nd	3rd	4th	5th	6th
	SL.2 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.						
LAFS.K12.SL.2.6 AASL 3.1.2 3.1.3 3.3.4 4.1.6	Speak audibly and express thoughts, feelings, and ideas clearly.	Produce complete sentences when appropriate to task and situation.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Level 1	Level 2	Level 1	Level 1	Level 2	Level 2	Level 2

# LAFS and AASL Crosswalk

## 7<sup>th</sup> – 12<sup>th</sup> Grade

### READING

#### Reading Objectives

- Students will read fluently and confidently from a variety of texts for a variety of purposes
- Students will practice the behaviors of effective, strategic readers
- Students will demonstrate understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.

#### Enduring Understandings

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

#### Essential Questions

- How do readers construct meaning from text?
- How does reading influence readers?
- Why do readers need to evaluate what they read?
- How do literary devices enhance a text?
- How do writers use different modes to express their ideas?
- How are rhetorical appeals used to influence an audience?
- How does a new understanding of a text gained through interpretation help or hinder your enjoyment of it?
- What role does literature play in the examination of recurring societal issues?

Note: Shaded 7<sup>th</sup> & 8<sup>th</sup> grade areas represent standards matching those in CPALMS course #1100000

# READING LITERATURE- RL

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

NOTE: These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These skills are basic components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need continued practice and greater exposure to more complex texts. Struggling readers will require more practice with support from the teacher at appropriate text levels. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Standard	7th	8th	9th& 10th	11th & 12th
Literature				
Key Ideas and Details	RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
LAFS.K12.RL.1.1 AASL 1.1.1 2.1.1 1.1.2 2.1.3 1.1.3 2.2.2 1.1.4 2.2.3 1.1.5 2.3.1 1.1.6 2.4.1 1.1.7 4.1.2	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Level 2	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  Level 2	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Level 2	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  Level 3
Standard	7th	8th	9th& 10th	11th & 12th
	RL.1 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
LAFS.K12.RL.1.2 AASL 1.1.1 2.2.2 1.1.2 2.3.1 1.1.3 2.4.1 1.1.5 3.1.3 1.1.6 4.1.2 1.1.7 4.1.3 2.1.1 2.1.3	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  Level 3	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  Level 3	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.  Level 3	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.  Level 3

RL.1 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
LAFS.K12.RL.1.3 AASL 2.2.4 1.1.6 2.2.4 1.1.7 3.1.3 2.1.1 4.1.3 2.1.2	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Level 3	Level 3	Level 3	Level 3	Level 3
Standard	7th	8th	9th & 10th	11th & 12th
RL.2 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				
LAFS.K12.RL.2.4 AASL 1.1.2 1.1.3 1.1.6 1.1.7 4.1.3	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
Level 3	Level 3	Level 3	Level 3	Level 3
RL.2 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.				
LAFS.K12.RL.2.5 AASL 1.1.7 2.4.2 4.1.3 4.3.2	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Level 2	Level 3	Level 3	Level 3	Level 3



Standard	7th	8th	9th & 10th	11th & 12th
	<b>RL.2 Assess how point of view or purpose shapes the content and style of a text.</b>			
LAFS.K12.RL.2.6 AASL 1.1.7 4.1.2 1.2.7 4.1.3 2.3.2 4.4.4 3.1.3 3.3.2	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  <b>Level 2</b>	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  <b>Level 3</b>	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.  <b>Level 3</b>	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  <b>Level 3</b>
Integration of Knowledge and Ideas	<b>RL.3 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.</b>			
LAFS.K12.RL.3.7 AASL 1.1.6 1.1.7 1.2.3 2.1.1 4.2.2 4.1.3	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).  <b>Level 2</b>	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.  <b>Level 3</b>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).  <b>Level 3</b>	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)  <b>Level 3</b>
	<b>RL.3 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>			
LAFS.K12.RL.3.9 AASL 1.1.5 4.2.3 1.1.6 1.1.7 2.1.1 3.1.2 3.2.2 3.3.5 4.1.2 4.1.3	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  <b>Level 2</b>	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.  <b>Level 3</b>	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).  <b>Level 3</b>	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.  <b>Level 3</b>
Standard	7th	8th	9th & 10th	11th & 12th
Range of Reading and Level of Text Complexity	<b>RL.4 Read and comprehend complex literary and informational texts independently and proficiently.</b>			
LAFS.K12.RL.4.1 AASL 4.1.1 4.1.2 4.1.3	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <b>Level 2</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.  <b>Level 2</b>	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.  <b>Level 2</b>	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.  <b>Level 2</b>

READING INFORMATION TEXT-RI					
Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.					
Standard	7th	8th	9th & 10th	11th & 12th	
Informational Text					
Key Ideas and Details	RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
LAFS.K12.RI.1.1 AASL 1.1.1 2.1.1 1.1.2 2.1.3 1.1.3 2.2.2 1.1.4 2.2.3 1.1.5 2.3.1 1.1.6 2.4.1 1.1.7 1.3.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Level 3
	Level 2	Level 2	Level 2		
RI.1 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.					
LAFS.K12.RI.1.2 AASL 1.1.6 2.2.3 1.1.7 2.3.1 2.1.1 2.4.1 2.1.3 3.1.3 2.2.2 4.1.3	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	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.	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.	Level 2 Level 3
	Level 2	Level 2	Level 2		
Standard	7th	8th	9th & 10th	11th & 12th	
RI.1 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.					
LAFS.K12.RI.1.3 AASL 1.1.6 2.2.2 1.1.7 2.2.3 2.1.1 2.4.2 2.1.3 4.1.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Level 2 Level 3

Craft and Structure	RI.2 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
LAFS.K12.RI.2.4 AASL 1.1.3 1.1.5 1.1.6 1.1.7 2.1.1 2.1.3 4.1.3	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	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).
	Level 2	Level 2	Level 3	Level 3
	RI.2 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
LAFS.K12.RI.2.5 AASL 1.1.6 2.2.3 2.1.1 2.4.2 2.1.3 4.1.3	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
	Level 2	Level 2	Level 3	Level 3

Standard	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup> & 10 <sup>th</sup>	11 <sup>th</sup> & 12 <sup>th</sup>
	RI.2 Assess how point of view or purpose shapes the content and style of a text.			
LAFS.K12.RI.2.6 AASL 1.1.6 1.1.7 2.2.2 2.3.2 3.3.1 3.3.2 4.1.3	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
	Level 3	Level 3	Level 3	Level 3
Integration of Knowledge and Ideas	RI.3 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.			
LAFS.K12.RI.3.7 AASL 1.1.4 1.3.2 1.1.5 2.1.1 1.1.6 2.1.3 1.1.7 2.2.1 1.2.2 2.2.3 1.2.3 4.1.3 1.2.4	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	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.
	Level 2	Level 2	Level 2	Level 3

Standard	7th	8th	9th& 10th	11th & 12th
	<b>RI.3 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>			
LAFS.K12.RI.3.8 AASL 1.1.5 1.1.6 1.1.7 1.2.3 2.1.1 2.1.3 2.2.2 2.2.3	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  Level 2	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.  Level 2	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.  Level 3	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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).  Level 3
	<b>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>			
LAFS.K12.RI.3.9 AASL 1.1.6 1.1.7 2.1.1 2.1.2 2.1.3 2.2.2 2.2.3 3.3.6 4.1.3	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  Level 2	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.  Level 2	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.  Level 2	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.  Level 3
Range of Reading and Level of Text Complexity	<b>RI.4 Read and comprehend complex literary and informational texts independently and proficiently.</b>			
LAFS.K12.RI.4.1 0 AASL 1.1.6 3.1.2 3.2.2 3.3.5 4.1.1 4.1.2 4.1.3	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  Level 2	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.  Level 2	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.  Level 2	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.  Level 2

# **WRITING**

## **Writing Objectives**

- Students will write for a variety of purposes (narrative, informative, and persuasive).
- Students will write on a variety of tasks and for many different audiences.
- Students will write from a variety of stimulus materials (e.g., prompts, visuals), with opportunities for choice, and within various time constraints.
- Students will generate, draft, revise, and edit ideas and forms of expression in their writing.
- Students will display effective choices in the organization of their writing. They will include detail to illustrate and elaborate their ideas and use appropriate conventions of written English.
- Students will value writing as a communicative activity.

## **ENDURING UNDERSTANDINGS**

- Writers have a purpose for writing.
- Writers gather their ideas from personal experience, observations, reading, and imagination.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Writing is a multi-stage process.
- Writing is a reflective process.

## **ESSENTIAL QUESTIONS**

- How do writers develop a well-written product?
- How does process shape the writer's product?
- How does each step in the writing process impact writing?
- How can evaluation and reflection be used to improve writing?
- What can a writer learn from studying an author's craft and style?
- How do writers synthesize multiple resources into cohesive arguments?
- Why does successful writing require revision?
- How do writers construct persuasive arguments?

# WRITING-W

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard	7th	8th	9th& 10th	11th & 12th
Writing				
Text and Types of Purposes	W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
LAFS.K12.W.1.1 1.1.1 1.1.4 1.1.5 1.1.7 1.1.8 1.2.1 1.2.5 1.2.6 2.1.1 2.1.2 2.1.3 2.1.4 2.1.6 2.2.2 2.2.3 2.2.4 3.1.1 3.1.3 3.3.3 4.1.3	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims 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 and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims 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. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
	Level 3	Level 3	Level 4	Level 4

Standard	7th	8th	9th & 10th	11th & 12th
	<b>W.1 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>			
LAFS.K12.W.1.2 AASL 1.1.1 1.1.7 1.2.1 2.1.1 2.1.2 2.1.3 2.1.6 2.2.2 2.2.3 2.2.4 3.1.3 3.1.4 4.1.3	<p>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>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>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>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>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>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>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>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
	Level 4	Level 4	Level 4	Level 4



Standard	7th	8th	9th& 10th	11th & 12th
	<b>W.1 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>			
LAFS.K12.W.1.3 AASL 2.1.6 2.2.4 2.3.2 2.3.3 3.1.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
	Level 3	Level 3	Level 3	Level 3



Standard	7th	8th	9th& 10th	11th & 12th
Production and Distribution of Writing	W.2 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
LAFS.K12.W.2.4 AASL 1.1.9 1.4.2 2.1.2 2.1.5 3.1.2 3.2.2 3.2.3 3.4.2	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Level 3	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Level 2	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Level 3	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Level 3
	W.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
LAFS.K12.W.2.5 AASL 1.1.9 1.4.2 2.1.2 2.1.4 2.1.5 2.1.6 3.1.2 3.1.3 3.2.2 3.2.3 3.4.2	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.  Level 2	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.  Level 2	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.  Level 3	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.  Level 3



Standard	7th	8th	9th& 10th	11th & 12th
<b>W.3 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b>				
LAFS.K12.W.3.8 AASL 1.1.1 2.1.2 1.1.2 2.1.3 1.1.3 2.1.4 1.1.4 2.2.2 1.1.5 2.2.3 1.1.6 2.3.1 1.1.7 2.3.3 1.1.8 2.4.1 1.2.1 2.4.2 1.2.2 3.1.1 1.2.3 3.1.3 1.2.4 3.1.6 1.2.5 3.3.1 1.2.6 3.3.7 1.2.9 4.1.3 1.3.1 4.1.5 1.3.2 1.3.3 1.3.5	<p>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>Level 2</p>	<p>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>Level 3</p>	<p>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>Level 4</p>	<p>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>Level 2</p>
Standard	7th	8th	9th& 10th	11th & 12th
<b>W.3 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>				
LAFS.412.W.3.9 AASL 1.1.5 1.1.6 1.1.7 1.2.4 2.1.1 2.1.3 2.1.6 2.2.2 2.2.3 2.3.3 2.4.2 3.1.1 4.1.3 4.1.5	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</p> <p>Level 3</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p> <p>Level 3</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>b. 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> <p>Level 3</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 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>b. 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>Level 3</p>

# Speaking and Listening

## Speaking and Listening Objectives

- Participate in age appropriate activities involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (*up, down, first, last, before, after*, etc.).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as “Better safe than sorry” and “Look before you leap”

## Enduring Understandings

- Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.
- Listening skills are critical for learning and communicating.
- Effective listeners are able to interpret and evaluate increasingly complex messages.
- A speaker selects a form and organizational pattern based on the audience and purpose.
- A speaker's choice of words and style set the tone and define the message.

## Essential Questions

- How does a speaker communicate so others will listen and understand the message?
- How does a listener understand a message?
- How do you speak effectively?
- How does the choice of words affect the speaker's message and listener's response?
- How do visual images enhance or create meaning?
- How do people communicate effectively?
- What are the essential elements of an effective oral presentation?
- How does the use of multimedia and technology strengthen my presentation?

SPEAKING AND LISTENING: SL				
Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.				
Standard	7th	8th	9th & 10th	11th & 12th
Speaking and Listening				
Comprehension and Collaboration	SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
LAFS.K12.SL.1.1 AASL 1.1.1 1.1.2 1.1.3 1.1.5 1.1.6 1.1.7 1.1.9 1.3.4 1.4.1 1.4.2 1.4.3 1.4.4 2.1.1 2.1.5 2.4.1 2.4.2 3.1.2 3.2.2 3.2.3 3.3.1 3.3.2 3.3.3 3.3.5 3.4.3 4.2.3 4.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Standard	7th	8th	9th& 10th	11th & 12th
	<b>SL.1 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>			
LAFS.K12.SL.1.2 AASL 1.1.3 1.4.1 1.1.4 1.4.2 1.1.5 1.4.4 1.1.6 2.1.1 1.1.7 2.2.2 1.2.1 2.2.3 1.2.2 2.4.1 1.2.3 3.2.2 1.2.4 3.3.3 1.3.2 4.3.2 4.4.4	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  Level 2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  Level 3	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  Level 3	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.  Level 3
	<b>SL.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b>			
LAFS.K12.SL.1.3 AASL 1.1.3 1.1.4 1.1.5 1.1.6 1.1.7 1.1.9 1.2.1 1.2.4 1.4.2 1.4.4 2.1.3 2.2.1 2.4.1 3.1.3 4.3.2	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  Level 3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.  Level 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Identifying any fallacious reasoning or exaggerated or distorted evidence.  Level 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  Level 3

Standard	7th	8th	9th & 10th	11th & 12th
<b>Presentation of Knowledge and Ideas</b> LAFS.K.12.SL.2.4 AASL 1.3.4 2.1.6 2.2.4 3.1.1 3.1.3 3.2.1 3.3.3 4.1.6	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Level 2	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  Level 3	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.  Level 3	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 of formal and informal tasks.  Level 3
	<b>SL.2 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>			
LAFS.K.12.SL.2.5 AASL 1.1.6 1.2.3 1.3.5 2.1.4 2.1.6 3.1.3 3.1.4 3.3.3 3.3.4 3.4.2 4.1.7 4.1.8 4.3.2 4.4.4	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.  Level 2	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  Level 3	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.  Level 3	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.  Level 3
Standard	7th	8th	9th & 10th	11th & 12th
	<b>SL.2 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>			
LAFS.K.12.SL.2.6 AASL 3.1.2 3.1.3 3.3.4 4.1.8	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  Level 2	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  Level 2	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  Level 2	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  Level 2





## *M/J Library Skills/Information Literacy (MC) (#1100000)*

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### *GENERAL NOTES*

This course covers the basics of information literacy utilizing the Florida FINDS (Focus, Investigate, Note, Develop, Score) research model. Search strategies, database and website evaluation, note taking and organization, citation formats in MLA (Modern Language Association) and APA (American Psychological Association), creation of presentation products (including the utilization of various software programs for the production of multimedia), and an understanding of the meta-cognitive reflection process are an integral part of this course.

**Special Note:** This course may be repeated utilizing the grade level appropriate benchmarks.

### *Course Standards*

#### **Grades 6-8 (Revised for Grade 6)**

##### **Reading Informational Text**

**Benchmark Notes:** *These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

##### **Writing**

**Benchmark Notes:** *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.*

##### **Speaking and Listening**

**Benchmark Notes:** *The following speaking and listening benchmarks offer a focus for instruction each year to help ensure students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

#### **The Florida Standards Mathematical Practices should be incorporated as appropriate.**

With reference to W.2.4 standard W.1.3 reads as follows:

LAFS.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.



Name	Description
<a href="#">MU.68.F.3.2:</a>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<a href="#">TH.68.C.2.3:</a>	Ask questions to understand a peers' artistic choices for a performance or design.
<a href="#">VA.68.C.2.1:</a>	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
<a href="#">VA.68.C.2.4:</a>	Use constructive criticism as a purposeful tool for artistic growth.
<a href="#">VA.68.S.1.1:</a>	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
<a href="#">VA.68.S.2.2:</a>	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
<a href="#">VA.68.S.3.4:</a>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.</p> <div> <b>Remarks/Examples:</b>  e.g., ethics, plagiarism, appropriation from the Internet and other sources </div>
<a href="#">VA.68.O.1.3:</a>	Combine creative and technical knowledge to produce visually strong works of art.
<a href="#">VA.68.O.2.2:</a>	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
<a href="#">VA.68.O.2.4:</a>	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
<a href="#">VA.68.H.3.3:</a>	<p>Create imaginative works to include background knowledge or information from other subjects.</p> <div> <b>Remarks/Examples:</b>  e.g., from history, environment, literary works </div>
<a href="#">VA.68.F.1.4:</a>	<p>Use technology skills to create an imaginative and unique work of art.</p> <div> <b>Remarks/Examples:</b>  e.g., convey depth, scale </div>
<a href="#">LAFS.6.RI.1.1:</a>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.6.RI.1.2:</a>	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<a href="#">LAFS.6.RI.1.3:</a>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

<a href="#">LAFS.6.RI.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<a href="#">LAFS.6.RI.2.5:</a>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<a href="#">LAFS.6.RI.2.6:</a>	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
<a href="#">LAFS.6.RI.3.7:</a>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<a href="#">LAFS.6.RI.3.8:</a>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#">LAFS.6.RI.3.9:</a>	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<a href="#">LAFS.6.RI.4.10:</a>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<a href="#">LAFS.6.W.1.1:</a>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the argument presented.</li> </ol>
<a href="#">LAFS.6.W.1.2:</a>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol>
<a href="#">LAFS.6.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

<a href="#">LAFS.6.W.2.5:</a>	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.
<a href="#">LAFS.6.W.2.6:</a>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
<a href="#">LAFS.6.W.3.7:</a>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<a href="#">LAFS.6.W.3.8:</a>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<a href="#">LAFS.6.W.3.9:</a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</li> <li>Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</li> </ol>
<a href="#">LAFS.6.SL.1.2:</a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#">LAFS.6.SL.2.5:</a>	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<a href="#">LAFS.68.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#">LAFS.68.RH.2.5:</a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#">LAFS.68.RH.2.6:</a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#">LAFS.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#">LAFS.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LAFS.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#">LAFS.68.RST.1.1:</a>	Cite specific textual evidence to support analysis of science and technical texts.
<a href="#">LAFS.68.RST.1.2:</a>	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

<a href="#">LAFS.68.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<a href="#">LAFS.68.RST.2.5:</a>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
<a href="#">LAFS.68.RST.2.6:</a>	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
<a href="#">LAFS.68.RST.3.7:</a>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<a href="#">LAFS.68.RST.3.8:</a>	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
<a href="#">LAFS.68.RST.3.9:</a>	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

*There are more than 406 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/PreviewCourse/Preview/3826>*

## Priority Standards for Sixth Grade: M/J Library Skills/Information Literacy (#1100000)

Name	Description
<a href="#">MU.68.F.3.2:</a>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<a href="#">VA.68.S.3.4:</a>	Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.  <b>Remarks/Examples:</b> e.g., ethics, plagiarism, appropriation from the Internet and other sources
<a href="#">LAFS.6.RI.2.5:</a>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<a href="#">LAFS.6.RI.3.7:</a>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<a href="#">LAFS.6.RI.3.8:</a>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#">LAFS.6.RI.3.9:</a>	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<a href="#">LAFS.6.W.2.6:</a>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
<a href="#">LAFS.6.W.3.7:</a>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<a href="#">LAFS.6.W.3.8:</a>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<a href="#">LAFS.6.SL.2.5:</a>	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<a href="#">LAFS.68.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#">LAFS.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#">LAFS.68.RST.3.8:</a>	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

This document was revised (9/2014) from the CPALMS course #1100000 - [www.cpalms.org](http://www.cpalms.org)



## M/J Library Skills/Information Literacy (MC) (#1100000)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

### GENERAL NOTES

This course covers the basics of information literacy utilizing the Florida FINDS (Focus, Investigate, Note, Develop, Score) research model. Search strategies, database and website evaluation, note taking and organization, citation formats in MLA (Modern Language Association) and APA (American Psychological Association), creation of presentation products (including the utilization of various software programs for the production of multimedia), and an understanding of the meta-cognitive reflection process are an integral part of this course.

**Special Note:** This course may be repeated utilizing the grade level appropriate benchmarks.

### Course Standards

#### Grades 6-8 (Revised for Grades 7 & 8)

#### Reading Informational Text

**Benchmark Notes:** *These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

#### Writing

**Benchmark Notes:** *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.*

#### Speaking and Listening

**Benchmark Notes:** *The following speaking and listening benchmarks offer a focus for instruction each year to help ensure students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

**The Florida Standards Mathematical Practices should be incorporated as appropriate.**

LAFS.7.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

LAFS.8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Name	Description
<a href="#">MU.68.F.3.2:</a>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<a href="#">TH.68.C.2.3:</a>	Ask questions to understand a peers' artistic choices for a performance or design.
<a href="#">VA.68.C.2.1:</a>	Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
<a href="#">VA.68.C.2.4:</a>	Use constructive criticism as a purposeful tool for artistic growth.
<a href="#">VA.68.S.1.1:</a>	Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
<a href="#">VA.68.S.2.2:</a>	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.
<a href="#">VA.68.S.3.4:</a>	<p>Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.</p> <div> <b>Remarks/Examples:</b>  e.g., ethics, plagiarism, appropriation from the Internet and other sources </div>
<a href="#">VA.68.O.1.3:</a>	Combine creative and technical knowledge to produce visually strong works of art.
<a href="#">VA.68.O.2.2:</a>	Investigate the problem-solving qualities of divergent thinking as a source for new visual symbols and images.
<a href="#">VA.68.O.2.4:</a>	Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.
<a href="#">VA.68.H.3.3:</a>	Create imaginative works to include background knowledge or information from other subjects.

	<b>Remarks/Examples:</b> e.g., from history, environment, literary works
<a href="#">VA.68.F.1.4:</a>	Use technology skills to create an imaginative and unique work of art.  <b>Remarks/Examples:</b> e.g., convey depth, scale
<a href="#">LAFS.7.RI.1.1:</a>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.7.RI.1.2:</a>	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
<a href="#">LAFS.7.RI.1.3:</a>	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<a href="#">LAFS.7.RI.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<a href="#">LAFS.7.RI.2.5:</a>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
<a href="#">LAFS.7.RI.2.6:</a>	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<a href="#">LAFS.7.RI.3.8:</a>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<a href="#">LAFS.7.RI.3.9:</a>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<a href="#">LAFS.7.RI.4.10:</a>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<a href="#">LAFS.8.RI.1.1:</a>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.8.RI.1.2:</a>	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
<a href="#">LAFS.8.RI.1.3:</a>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<a href="#">LAFS.8.RI.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<a href="#">LAFS.8.RI.2.5:</a>	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.



<a href="#">LAFS.8.RI.2.6:</a>	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<a href="#">LAFS.8.RI.3.7:</a>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<a href="#">LAFS.8.RI.3.8:</a>	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.
<a href="#">LAFS.8.RI.3.9:</a>	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<a href="#">LAFS.8.RI.4.10:</a>	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
<a href="#">LAFS.7.W.1.1:</a>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#">LAFS.7.W.1.2:</a>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<a href="#">LAFS.7.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LAFS.7.W.2.5:</a>	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.

<a href="#">LAFS.7.W.2.6:</a>	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.
<a href="#">LAFS.7.W.3.7:</a>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<a href="#">LAFS.7.W.3.8:</a>	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.
<a href="#">LAFS.7.W.3.9:</a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</li> <li>Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</li> </ol>
<a href="#">LAFS.8.W.1.1:</a>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#">LAFS.8.W.1.2:</a>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<a href="#">LAFS.8.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

<a href="#">LAFS.8.W.2.5:</a>	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.
<a href="#">LAFS.8.W.2.6:</a>	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.
<a href="#">LAFS.8.W.3.7:</a>	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.
<a href="#">LAFS.8.W.3.8:</a>	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.
<a href="#">LAFS.8.W.3.9:</a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>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”).</li> <li>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”).</li> </ol>
<a href="#">LAFS.7.SL.1.2:</a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#">LAFS.7.SL.2.5:</a>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<a href="#">LAFS.8.SL.1.2:</a>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<a href="#">LAFS.8.SL.2.5:</a>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<a href="#">LAFS.68.RH.1.1:</a>	Cite specific textual evidence to support analysis of primary and secondary sources.
<a href="#">LAFS.68.RH.1.2:</a>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<a href="#">LAFS.68.RH.2.5:</a>	Describe how a text presents information (e.g., sequentially, comparatively, causally).
<a href="#">LAFS.68.RH.2.6:</a>	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

<a href="#">LAFS.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#">LAFS.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LAFS.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
<a href="#">LAFS.68.RST.1.1:</a>	Cite specific textual evidence to support analysis of science and technical texts.
<a href="#">LAFS.68.RST.1.2:</a>	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
<a href="#">LAFS.68.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<a href="#">LAFS.68.RST.2.5:</a>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
<a href="#">LAFS.68.RST.2.6:</a>	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
<a href="#">LAFS.68.RST.3.7:</a>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<a href="#">LAFS.68.RST.3.8:</a>	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
<a href="#">LAFS.68.RST.3.9:</a>	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

There are more than 406 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/PreviewCourse/Preview/3826>

# ISTE Standards Students

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## 1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

## 2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

## 3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

## 4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

## 5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

## 6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

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## FINDS Tab



# **FINDS: Research Process Model – Summary**

## **K-12 Scope and Sequence**

<http://findsresources.wikispaces.com/FINDS+Documents>

### **Table of Contents**

#### **Focus**

[1.1 Identify area of inquiry](#)

[1.2 Decide how much information is needed](#)

[1.3 Develop a search action plan and timeline](#)

#### **Investigate**

[2.1 Locate print and digital resources](#)

[2.2 Apply evaluative criteria to select the best resources to answer search question](#)

[2.3 Demonstrate an understanding of how information is organized and located](#)

[2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities](#)

#### **Note and Evaluate**

[3.1 Read, evaluate, and select information to answer search need](#)

[3.2 Take notes and record data required for citations](#)

[3.3 Analyze information gathered and compare with research need](#)

#### **Develop**

[4.1 Select a presentation format appropriate for the topic, audience, and purpose](#)

[4.2 Analyze and synthesize collected information](#)

[4.2 Communicate information and ideas using a variety of formats and media](#)

#### **Score**

[5.1 Apply and develop evaluative criteria for information or product](#)

[5.2 Reflect on the search process, noting strengths and weaknesses](#)

[5.3 Make recommendations for improving and applying process](#)



**Table of Contents – Focus**

- 1.1 Identify area of inquiry, working in groups or individually  
 1.2 Decide how much information is needed  
 1.3 Develop a search action plan and timeline, working in groups or individually

**FINDS: Research Process Model – Focus  
K-12 Scope and Sequence**

**Focus on the information need –**

**1.1 Identify area of inquiry, working in groups or individually. (Return to list)**

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.1.1.1 Ask questions to obtain information, collaborating with others if working in group.	1.1.1.1 Ask questions to obtain information, collaborating with others if working in group.	2.1.1.1 Activate prior knowledge to select topic when appropriate, collaborating with others if working in group.	3.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	4.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	5.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	6.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	7.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	8.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	9.1.1.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.	11.1.2.1.1 Activate prior and background knowledge to select topic when appropriate, collaborating with others if working in group.
K.1.1.2 Narrow or broaden topic.	1.1.1.2 Narrow or broaden topic.	2.1.1.2 Narrow or broaden topic.	3.1.1.2 Narrow or broaden topic.	4.1.1.2 Narrow or broaden topic.	5.1.1.2 Narrow or broaden topic.	6.1.1.2 Narrow or broaden topic.	7.1.1.2 Narrow or broaden topic.	8.1.1.2 Narrow or broaden topic.	9.1.1.1.2 Narrow or broaden topic.	11.1.2.1.2 Narrow or broaden topic.
	1.1.1.3 Use brainstorming or webbing to write presearch questions.	2.1.1.3 Use brainstorming, webbing, or graphic organizers to write presearch questions.	3.1.1.3 Use brainstorming, webbing, or graphic organizers to write presearch questions.	4.1.1.3 Use brainstorming, webbing, or graphic organizers to write presearch questions.	5.1.1.3 Use brainstorming, webbing, or graphic organizers to write presearch questions.	6.1.1.3 Generate presearch questions through brainstorming and use of graphic organizers.	7.1.1.3 Generate presearch questions through brainstorming and use of graphic organizers.	8.1.1.3 Generate a range of presearch questions through brainstorming and use of graphic organizers.	9.1.1.1.3 Generate a range of presearch questions through brainstorming and use of graphic organizers.	11.1.2.1.3 Generate a range of presearch questions through brainstorming and use of graphic organizers.
			3.1.1.4 Define search terms (e.g., alternate terms, keywords).	4.1.1.4 Define search terms (e.g., alternate terms, keywords).	5.1.1.4 Define search terms (e.g., alternate terms, keywords).	6.1.1.4 Define search terms (e.g., Boolean search operators, alternate terms, keywords).	7.1.1.4 Define search terms (e.g., Boolean search operators, alternate terms, keywords).	8.1.1.4 Define search terms (e.g., Boolean search operators, alternate terms, keywords).	9.1.1.1.4 Define search terms (e.g., Boolean search operators, alternate terms, keywords).	11.1.2.1.4 Define search terms (e.g., Boolean search operators, alternate terms, keywords).
			3.1.1.5 Formulate a statement of purpose.	4.1.1.5 Formulate a statement of purpose.	5.1.1.5 Formulate a statement of purpose.	6.1.1.5 Formulate a thesis or statement of purpose.	7.1.1.5 Formulate a thesis or statement of purpose.	8.1.1.5 Formulate a thesis or statement of purpose.	9.1.1.1.5 Formulate a thesis or statement of purpose.	11.1.2.1.5 Formulate a thesis or statement of purpose.

**Focus on the information need –**

**1.2 Decide how much information is needed, working in groups or individually. (Return to list)**

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
	1.1.2.1 Recognize when there is a need for more than one source of information.	2.1.2.1 Recognize when there is a need for more than one source of information.	3.1.2.1 Recognize when there is a need for more than one source of information.	4.1.2.1 Recognize when there is a need for more than one source of information.	5.1.2.1 Recognize need for multiple information sources.	6.1.2.1 Recognize need for multiple information sources.	7.1.2.1 Recognize need for multiple information sources.	8.1.2.1 Recognize need for multiple information sources.	9.1.1.2.1 Recognize need for multiple information sources.	11.1.2.2.1 Recognize need for multiple information sources.
	1.1.2.2 Predict	2.1.2.2 Predict	3.1.2.2 Identify	4.1.2.2 Identify	5.1.2.2 Identify	6.1.2.2 Identify	7.1.2.2 Identify	8.1.2.2 Identify	9.1.1.2.2 Identify	11.1.2.2.2

	possible sources of appropriate materials.	possible sources of appropriate materials.	possible sources of appropriate materials.	possible sources of information.	possible sources of information.	potential information sources.	potential information sources.	potential information sources.	potential information sources.	Identify potential information sources.
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Focus on the information need – 1.3 Develop a search action plan and timeline, working in groups or individually. (Return to list)										
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.1.3.1 Work individually or in cooperative group to decide who can assist in locating an answer to a librarian/teacher directed activity.	1.1.3.1 Work individually or in cooperative group to decide who can assist in locating an answer to a librarian/teacher directed activity.	2.1.3.1 Work individually or in cooperative group to decide who can assist in locating information for a librarian/teacher directed activity.	3.1.3.1 Work individually or in cooperative group to contribute to a librarian/teacher-devised search action plan which lists: <ul style="list-style-type: none"> <li>● topic and subtopics;</li> <li>● keywords and alternate terms;</li> <li>● presearch questions;</li> <li>● possible information sources; and</li> <li>● people to provide assistance with research (e.g., teacher, parents, school and/or public librarian).</li> </ul>	4.1.3.1 Work individually or in cooperative group to develop a simple search action plan which lists: <ul style="list-style-type: none"> <li>● topic and subtopics;</li> <li>● keywords and alternate terms;</li> <li>● presearch questions;</li> <li>● possible information sources; and</li> <li>● people to provide assistance with research (e.g., teacher, school and/or public librarian) .</li> </ul>	5.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> <li>● topic and subtopics;</li> <li>● keywords and alternate terms;</li> <li>● presearch questions;</li> <li>● possible information sources;</li> <li>● people to provide assistance with research (e.g., teacher, parents, school and/or public librarian); and</li> <li>● due dates for project.</li> </ul>	6.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> <li>● topic and subtopics;</li> <li>● keywords and alternate terms;</li> <li>● presearch questions;</li> <li>● thesis or statement of purpose;</li> <li>● possible information sources;</li> <li>● people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and</li> <li>● due dates for project.</li> </ul>	7.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> <li>● topic and subtopics;</li> <li>● keywords and alternate terms;</li> <li>● presearch questions;</li> <li>● thesis or statement of purpose;</li> <li>● possible information sources;</li> <li>● people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and</li> <li>● due dates for project.</li> </ul>	8.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> <li>● topic and subtopics;</li> <li>● keywords and alternate terms;</li> <li>● presearch questions;</li> <li>● thesis or statement of purpose;</li> <li>● possible information sources;</li> <li>● people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and</li> <li>● due dates for project.</li> </ul>	9.10.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> <li>● topic and subtopics;</li> <li>● keywords and alternate terms;</li> <li>● presearch questions;</li> <li>● thesis or statement of purpose;</li> <li>● possible information sources;</li> <li>● people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and</li> <li>● due dates for projects.</li> </ul>	11.12.1.3.1 Work individually or in cooperative group to develop a search action plan with timeline which lists: <ul style="list-style-type: none"> <li>● topic and subtopics;</li> <li>● keywords and alternate terms;</li> <li>● presearch questions;</li> <li>● thesis or statement of purpose;</li> <li>● possible information sources;</li> <li>● people to provide assistance with research (e.g., teacher, subject specialists, school and/or public librarian); and</li> <li>● due dates for project phases.</li> </ul>
			3.1.3.2 Understand online navigation procedures (e.g., buttons, toolbar, links, favorites or bookmarks).	4.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).	5.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).	6.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).	7.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).	8.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).	9.10.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).	11.12.1.3.2 Understand online navigation procedures (e.g., toolbar, links, favorites or bookmarks).
					5.1.3.3 Sequence the steps in the research process.	6.1.3.3 Sequence the steps in the research process.	7.1.3.3 Sequence the steps in the research process.	8.1.3.3 Sequence the steps in the research process.	9.10.1.3.3 Sequence the steps in the research process.	11.12.1.3.3 Sequence the steps in the research process.

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## **FINDS: Research Process Model – Investigate** **K-12 Scope and Sequence**

Investigate resources to search for answers – 2.1 Locate print and digital resources, working in groups or individually. (Return to list)										
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.2.1.1 Select books from easy shelves based on personal interests; choose books from library display for classroom projects.	1.2.1.1 Select books from easy and fiction collections, using author's surname; choose books from library display for classroom projects.	2.2.1.1 Select books from easy and fiction collections, using author's surname; locate nonfiction books using library signage, beginning to recognize that nonfiction section is arranged by DDC numbers.	3.2.1.1 Retrieve fiction, nonfiction, and reference books from shelves using call numbers.	4.2.1.1 Retrieve fiction, nonfiction, and reference books from shelves using call numbers.	5.2.1.1 Retrieve fiction, nonfiction, and reference books from shelves using call numbers.	6.2.1.1 Retrieve fiction, nonfiction, and reference books from shelves using call numbers.	7.2.1.1 Retrieve fiction, nonfiction, and reference books from shelves using call numbers.	8.2.1.1 Retrieve fiction, nonfiction, and reference books from shelves using call numbers.	910.2.1.1 Retrieve fiction, nonfiction, and reference books from shelves using call numbers.	1112.2.1.1 Retrieve fiction, nonfiction, and reference books from shelves using call numbers.
K.2.1.2 Recognize that the library catalog has information about all the books and materials in the library media center.	1.2.1.2 Recognize that the library catalog has information about all the books and materials in the library media center.	2.2.1.2 Use a keyword search in a school or public library online catalog (OPAC).	3.2.1.2 Use title, subject, author, or keyword searches to locate resources in the school or public library online catalog (OPAC).	4.2.1.2 Use title, subject, author, or keyword searches to locate resources in the school or public library online catalog (OPAC).	5.2.1.2 Use title, subject, author, or keyword searches to locate resources in the school or public library online catalog (OPAC).	6.2.1.2 Use advanced search strategies to locate resources using an online public access catalog (OPAC) in the local school, district, and public libraries.	7.2.1.2 Use advanced search strategies to locate resources using an online public access catalog (OPAC) in the local school, district, and public libraries.	8.2.1.2 Use advanced search strategies to locate resources using an online public access catalog (OPAC) in the local school, district, and public libraries.	910.2.1.2 Use advanced search strategies to locate resources using an online public access catalog (OPAC) in the local school, district, public, or university libraries.	1112.2.1.2 Use advanced search strategies to locate resources using an online public access catalog (OPAC) in the local school, district, public, or university libraries.
K.2.1.3 Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).	1.2.1.3 Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).	2.2.1.3 Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).	3.2.1.3 Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).	4.2.1.3 Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).	5.2.1.3 Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).	6.2.1.3 Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).	7.2.1.3 Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).	8.2.1.3 Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).	910.2.1.3 Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).	1112.2.1.3 Identify appropriate resources to answer a personal or academic information need from various locations (e.g., school/public library or book store).
	1.2.1.4 Use preselected online resources to locate information, with teacher or librarian	2.2.1.4 Use preselected online resources to locate information, with teacher or librarian	3.2.1.4 Use selected online databases and other resources (e.g., dictionaries and selected	4.2.1.4 Use subscription-based online databases and other digital resources (e.g., encyclopedias and	5.2.1.4 Use subscription-based online sources (e.g., periodical and reference databases) and	6.2.1.4 Use subscription-based online sources (e.g., periodical and reference databases) and	7.2.1.4 Use subscription-based online sources (e.g., periodical and reference databases) and	8.2.1.4 Use subscription-based online sources (e.g., periodical and reference databases) and	910.2.1.4 Use subscription-based online sources (e.g., periodical and reference databases) and	1112.2.1.4 Use subscription-based online sources (e.g., encyclopedias, periodical and

## Investigate resources to search for answers –

### 2.1 Locate print and digital resources, working in groups or individually. (Return to list)

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
	assistance.	assistance.	Internet sites) with assistance to locate information.	selected Internet sites) to locate information.	selected Internet sites to locate information.	selected Internet sites to locate information.	selected Internet sites to locate information.	selected Internet sites to locate information.	Internet sites to locate information.	reference databases) and Internet sites to locate information.

## Investigate resources to search for answers –

### 2.2 Apply evaluative criteria to select the best resources to answer search question, working in groups or individually. (Return to list)

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, nonfiction, photograph).	1.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, nonfiction, photograph).	2.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, nonfiction, photograph).	3.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, encyclopedia, nonfiction, photograph).	4.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, thesaurus, encyclopedia, nonfiction, newspaper).	5.2.2.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, newspaper, magazine, Internet source).	6.2.2.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, magazine, Internet source).	7.2.2.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, periodical, Internet source).	8.2.2.1 Understand that the information need determines the resources selected (e.g., encyclopedia, almanac, nonfiction, newspaper, periodical, Internet source).	9.10.2.2.1 Understand that the information need determines the resources selected (e.g., subject encyclopedia, almanac, nonfiction, newspaper, periodical, Internet source).	11.12.2.2.1 Understand that the information need determines the resources selected (e.g., subject encyclopedia, handbook, nonfiction, newspaper, periodical, Internet source).
			3.2.2.2 Begin to apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).	4.2.2.2 Begin to apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).	5.2.2.2 Begin to apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).	6.2.2.2 Apply predetermined evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability) with guidance as needed.	7.2.2.2 Create and apply evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability) with guidance as needed.	8.2.2.2 Create and apply evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).	9.10.2.2.2 Create and apply evaluative criteria for selecting resources (e.g., relevance, currency, authority, readability).	11.12.2.2.2 Create and apply evaluative criteria for selecting resources (e.g., relevance, currency, authority, coverage).
			3.2.2.3 Begin to identify primary sources (e.g., letters, family photographs) and secondary sources (e.g., textbooks, biographies).	4.2.2.3 Begin to identify primary sources (e.g., letters, family photographs) and secondary sources (e.g., textbooks, biographies).	5.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, encyclopedias).	6.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs) and secondary sources (e.g., textbooks, biographies, encyclopedias).	7.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs, speeches) and secondary sources (e.g., textbooks, biographies, encyclopedias).	8.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs, speeches) and secondary sources (e.g., textbooks, biographies, encyclopedias).	9.10.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs, interviews, speeches) and secondary sources (e.g., textbooks, biographies).	11.12.2.2.3 Identify and use primary sources (e.g., letters, autobiographies, photographs, interviews, treaties, speeches) and secondary sources (e.g., textbooks, biographies, historical analyses).
				4.2.2.4 Select a variety of information sources in	5.2.2.4 Select a variety of information sources in	6.2.2.4 Select a variety of information sources	7.2.2.4 Select a variety of information sources	8.2.2.4 Select a variety of information sources	9.10.2.2.4 Select a variety of information sources	11.12.2.2.4 Select a variety of information sources



## Investigate resources to search for answers –

### 2.2 Apply evaluative criteria to select the best resources to answer search question, working in groups or individually. (Return to list)

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
				different formats.	different formats.	representing a range of viewpoints and formats.	representing a range of viewpoints and formats.	representing a range of viewpoints and formats.	representing a range of viewpoints and formats.	representing a range of viewpoints and formats.

## Investigate resources to search for answers –

### 2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually. (Return to list)

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries).	1.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries).	2.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries, encyclopedias, almanacs).	3.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries, encyclopedias, almanacs, atlases).	4.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries, encyclopedias, almanacs, atlases).	5.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, encyclopedias, almanacs, atlases, biographical sources).	6.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, encyclopedias, almanacs, atlases, biographical sources).	7.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, encyclopedias, almanacs, atlases, biographical sources).	8.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, almanacs, atlases, biographical sources).	9.10.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, atlases, biographical sources).	11.12.2.3.1 Recognize that reference information is organized in specific formats (e.g., subject-specific dictionaries, atlases, biographical sources).
K.2.3.2 Understand that resources may be organized according to type or format either alphabetically or numerically.	1.2.3.2 Understand that resources may be organized according to type or format either alphabetically or numerically.	2.2.3.2 Understand that resources may be organized according to type or format either alphabetically or numerically.	3.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, or topically.	4.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, or topically.	5.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.	6.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.	7.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.	8.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.	9.10.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.	11.12.2.3.2 Understand that resources may be organized according to type or format either alphabetically, numerically, topically, chronologically, or graphically.
	1.2.3.3 Use headings, captions, keywords, tables of contents, and indexes.	2.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	3.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	4.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	5.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	6.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	7.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	8.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	9.10.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.	11.12.2.3.3 Use headings, captions, keywords, glossaries, tables of contents, and indexes.
		2.2.3.4 Begin to understand and use the organizational structure of the library (e.g., Dewey Decimal System).	3.2.3.4 Understand and begin to use the organizational structure of the library (e.g., Dewey Decimal System).	4.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System).	5.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System).	6.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System).	7.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System).	8.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System).	9.10.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System).	11.12.2.3.4 Understand and use the organizational structure of the library (e.g., Dewey Decimal System and Library of Congress Classification System).

## Investigate resources to search for answers –

### 2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually. (Return to list)

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.2.4.1 Follow procedures for circulation and timely return of materials.	1.2.4.1 Follow procedures for circulation and timely return of materials.	2.2.4.1 Follow procedures for circulation and timely return of materials.	3.2.4.1 Follow procedures for circulation and timely return of materials.	4.2.4.1 Follow procedures for circulation and timely return of materials.	5.2.4.1 Follow procedures for circulation and timely return of materials.	6.2.4.1 Follow procedures for circulation and timely return of materials.	7.2.4.1 Follow procedures for circulation and timely return of materials.	8.2.4.1 Follow procedures for circulation and timely return of materials.	910.2.4.1 Follow procedures for circulation and timely return of materials.	1112.2.4.1 Follow procedures for circulation and timely return of materials.
K.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.	1.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.	2.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.	3.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.	4.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.	5.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.	6.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.	7.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.	8.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.	910.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.	1112.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.
K.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	1.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	2.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	3.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	4.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	5.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	6.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	7.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	8.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	910.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	1112.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.
			3.2.4.4 Begin to demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	4.2.4.4 Begin to demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	5.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	6.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	7.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	8.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	910.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.	1112.2.4.4 Demonstrate responsible use of Internet and other e-resources consistent with the school's Acceptable Use Policy.

**Table of Contents – Note and Evaluate**

[3.1 Read, evaluate, and select information to answer search need](#)

[3.2 Take notes and record data required for citations](#)

[3.3 Analyze information gathered and compare with research need](#)

# **FINDS: Research Process Model – Note and Evaluate** **K-12 Scope and Sequence**

Note and evaluate facts – 3.1 Read, evaluate, and select information to answer search need, working in groups or individually. (Return to list)											
Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth	
K.3.1.1 Differentiate between fiction and nonfiction.	1.3.1.1 Differentiate between fiction and nonfiction.	2.3.1.1 Differentiate between fiction and nonfiction.	3.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.	4.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.	5.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.	6.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.	7.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.	8.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.	9.10.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.	11.12.3.1.1 Differentiate between fiction and nonfiction, fact and opinion.	
K.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	1.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	2.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	3.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	4.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	5.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	6.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	7.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	8.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	9.10.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	11.12.3.1.2 Predict outcomes, sequences, and events, as well as use visual and oral clues to interpret information.	
	1.3.1.3 Use graphs, charts, tables, maps, photographs, and other visuals.	2.3.1.3 Use graphs, charts, tables, maps, photographs, and other visuals.	3.3.1.3 Use graphs, charts, tables, diagrams, maps, illustrations, photographs, and other visuals.	4.3.1.3 Use graphs, charts, tables, diagrams, maps, illustrations, photographs, and other visuals.	5.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.	6.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.	7.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.	8.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.	9.10.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.	11.12.3.1.3 Use graphs, charts, tables, diagrams, maps, schedules, illustrations, photographs, and other visuals.	
		2.3.1.4 Recognize that information is presented for a variety of purposes.	3.3.1.4 Recognize that information is presented for a variety of purposes.	4.3.1.4 Recognize that information is presented for a variety of purposes.	5.3.1.4 Recognize that information is presented for a variety of purposes.	6.3.1.4 Recognize that information is presented for a variety of purposes.	7.3.1.4 Recognize that information is presented for a variety of purposes.	8.3.1.4 Recognize that information is presented for a variety of purposes.	9.10.3.1.4 Recognize that information is presented for a variety of purposes.	11.12.3.1.4 Recognize that information is presented for a variety of purposes.	
		2.3.1.5 Select relevant details (e.g., facts apply to topic) to answer questions.	3.3.1.5 Select relevant details (e.g., facts apply to topic) to answer questions.	4.3.1.5 Select relevant details (e.g., facts apply to topic) to answer questions.	5.3.1.5 Select relevant details to answer questions.	6.3.1.5 Select relevant details to answer questions.	7.3.1.5 Select relevant details to answer questions.	8.3.1.5 Select relevant details to answer questions.	9.10.3.1.5 Select relevant details to answer questions.	11.12.3.1.5 Select relevant details to answer questions.	
			3.3.1.6 Use specialized resources (e.g., biographical resources, atlases, periodicals) in print, nonprint, or e-resource format.	4.3.1.6 Use specialized resources (e.g., biographical resources, atlases, periodicals) in print, nonprint, or e-resource format.	5.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format.	6.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format.	7.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format.	8.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format.	9.10.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format.	11.12.3.1.6 Use specialized resources (e.g., atlases, periodicals, handbooks) in print, nonprint, or e-resource format.	
			3.3.1.7 Begin to identify author's perspective in ideas and	4.3.1.7 Begin to identify author's perspective in ideas and	5.3.1.7 Begin to identify author's perspective in ideas and	6.3.1.7 Identify author's perspective in ideas and	7.3.1.7 Identify author's perspective in ideas and	8.3.1.7 Identify author's perspective in ideas and	9.10.3.1.7 Identify author's perspective in ideas and	11.12.3.1.7 Identify author's perspective in ideas and	

## Note and evaluate facts –

### 3.1 Read, evaluate, and select information to answer search need, working in groups or individually. (Return to list)

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
			information.	information.	information.	information.	information.	information.	information.	information.
			4.3.1.8 Begin to recognize that ideas and information can be enhanced or distorted ( <i>e.g.</i> , persuasion or propaganda).	4.3.1.8 Begin to recognize that ideas and information can be enhanced or distorted ( <i>e.g.</i> , persuasion or propaganda).	5.3.1.8 Begin to recognize that ideas and information can be enhanced or distorted ( <i>e.g.</i> , persuasion or propaganda).	6.3.1.8 Recognize that ideas and information can be enhanced or distorted ( <i>e.g.</i> , persuasion or propaganda).	7.3.1.8 Recognize that ideas and information can be enhanced or distorted ( <i>e.g.</i> , persuasion or propaganda).	8.3.1.8 Recognize that ideas and information can be enhanced or distorted ( <i>e.g.</i> , persuasion or propaganda).	9.10.3.2.1 Recognize that ideas and information can be enhanced or distorted ( <i>e.g.</i> , persuasion or propaganda).	11.12.3.1.8 Recognize that ideas and information can be enhanced or distorted ( <i>e.g.</i> , persuasion or propaganda).

## Note and evaluate facts –

### 3.2 Take notes and record data required for citations, working in groups or individually. (Return to list)

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.3.2.1 Identify useful facts on topic with librarian/teacher direction.	1.3.2.1 Compile notes using strategies such as graphic organizers or note cards.	2.3.2.1 Compile notes using strategies such as graphic organizers or note cards.	3.3.2.1 Compile notes using strategies such as graphic organizers or note cards.	4.3.2.1 Compile notes using strategies such as graphic organizers or note cards.	5.3.2.1 Compile notes using strategies such as Power Notes, graphic organizers, or note cards.	6.3.2.1 Compile notes using strategies such as Power Notes, graphic organizers, or note cards.	7.3.2.1 Compile notes using strategies such as Power Notes, graphic organizers, or note cards.	8.3.2.1 Compile notes using strategies such as Power Notes, graphic organizers, or note cards.	9.10.3.2.1 Compile notes using appropriate strategies.	11.12.3.2.1 Compile notes using appropriate strategies.
	1.3.2.2 Begin to recognize rights of authors and illustrators with librarian/teacher direction.	2.3.2.2 Begin to recognize rights of authors and illustrators with librarian/teacher direction.	3.3.2.2 Begin to recognize intellectual property rights with librarian/teacher direction ( <i>e.g.</i> , taking notes in words and phrases only).	4.3.2.2 Begin to recognize intellectual property rights with librarian/teacher taking notes in words and phrases only).	5.3.2.2 Recognize intellectual property rights.	6.3.2.2 Recognize intellectual property rights.	7.3.2.2 Recognize intellectual property rights.	8.3.2.2 Recognize intellectual property rights.	9.10.3.2.2 Recognize intellectual property rights.	11.12.3.2.2 Recognize intellectual property rights.
		2.3.2.3 Record sources with assistance ( <i>e.g.</i> , author and title).	3.3.2.3 Record sources of materials used ( <i>e.g.</i> , author, title, publisher, date, or URL).	4.3.2.3 Record sources of materials used ( <i>e.g.</i> , author, title, publisher, date, or URL).	5.3.2.3 Record sources of materials used ( <i>e.g.</i> , author, title, place of publication, publisher, date of publication, URL, or date of download).	6.3.2.3 Record sources of materials used ( <i>e.g.</i> , author, title, place of publication, publisher, date of publication, URL, or date of download).	7.3.2.3 Record sources of materials used ( <i>e.g.</i> , author, title, place of publication, publisher, date of publication, URL, or date of download).	8.3.2.3 Record sources of materials used ( <i>e.g.</i> , author, title, place of publication, publisher, date of publication, URL, or date of download).	9.10.3.2.3 Record sources of materials used ( <i>e.g.</i> , author, title, place of publication, publisher, date of publication, URL, or date of download).	11.12.3.2.3 Record sources of materials used ( <i>e.g.</i> , author, title, place of publication, publisher, date of publication, URL, or date of download).
				4.3.2.4 Begin to observe ethical practices including paraphrasing and the selective use of quotations ( <i>e.g.</i> , avoids plagiarism).	5.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations ( <i>e.g.</i> , avoids plagiarism).	6.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations ( <i>e.g.</i> , avoids plagiarism).	7.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations ( <i>e.g.</i> , avoids plagiarism).	8.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations ( <i>e.g.</i> , avoids plagiarism).	9.10.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations ( <i>e.g.</i> , avoids plagiarism).	11.12.3.2.4 Observe ethical practices including paraphrasing and the selective use of quotations ( <i>e.g.</i> , avoids plagiarism).



## Note and evaluate facts –

### 3.3 Analyze information gathered and compare with research need, working in groups or individually. (Return to list)

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
	1.3.3.1 Sequence information alphabetically, numerically, or categorically, as appropriate.	2.3.3.1 Sequence information alphabetically, numerically, or categorically, as appropriate.	3.3.3.1 Sequence information alphabetically, numerically, or categorically, as appropriate.	4.3.3.1 Sequence information alphabetically, numerically, or categorically, as appropriate.	5.3.3.1 Sequence information alphabetically, numerically, or categorically, or chronologically, as appropriate.	6.3.3.1 Sequence information alphabetically, numerically, or categorically, or chronologically, as appropriate.	7.3.3.1 Sequence information alphabetically, numerically, or categorically, or chronologically, as appropriate.	8.3.3.1 Sequence information alphabetically, numerically, or categorically, or chronologically, as appropriate.	910.3.3.1 Sequence information alphabetically, numerically, or categorically, or chronologically, as appropriate.	1112.3.3.1 Sequence information alphabetically, numerically, or categorically, or chronologically, as appropriate.
	1.3.3.2 Determine if question is answered with librarian/teacher assistance.	2.3.3.2 Determine if question is answered with librarian/teacher assistance.	3.3.3.2 Review notes and/or information for completeness.	4.3.3.2 Review notes and/or information for clarity and completeness.	5.3.3.2 Review notes and/or information for clarity, coherence, and completeness.	6.3.3.2 Review notes and/or information for clarity, coherence, and completeness.	7.3.3.2 Review notes and/or information for clarity, coherence, and completeness.	8.3.3.2 Review notes and/or information for clarity, coherence, and completeness.	910.3.3.2 Review notes and/or information for clarity, coherence, and completeness.	1112.3.3.2 Review notes and/or information for clarity, coherence, and completeness.
	1.3.3.3 Add new questions with librarian/teacher guidance, if needed.	2.3.3.3 Add new questions with librarian/teacher guidance, if needed.	3.3.3.3 Change and/or add new questions, if appropriate.	4.3.3.3 Modify and/or add new questions based on information gathered.	5.3.3.3 Modify and/or add new questions based on information gathered.	6.3.3.3 Revise and/or add new questions based on information gathered.	7.3.3.3 Revise and/or add new questions based on information gathered.	8.3.3.3 Reflect on and revise questions based on information gathered.	910.3.3.3 Reflect on and refine questions based on information gathered or new insights on topic.	1112.3.3.3 Reflect on and refine questions based on information gathered or new insights on topic.
	1.3.3.4 Search for additional information, if needed.	2.3.3.4 Search for additional information, if needed.	3.3.3.4 Search for additional facts, if needed.	4.3.3.4 Search for additional facts, if needed.	5.3.3.4 Search for additional information, if needed.	6.3.3.4 Search for additional information, if needed.	7.3.3.4 Search for additional information, if needed.	8.3.3.4 Search for additional information, if needed.	910.3.3.4 Search for additional information, if needed.	1112.3.3.4 Search for additional information, if needed.

### Table of Contents – Develop

4.1 Select a presentation format appropriate for the topic, audience, and purpose

4.2 Analyze and synthesize collected information

4.2 Communicate information and ideas using a variety of formats and media

## FINDS: Research Process Model – Develop K-12 Scope and Sequence

### Develop information into knowledge for presentation –

#### 4.1 Select a presentation format appropriate for the topic, audience, and purpose, working in groups or individually. (Return to list)

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.4.1.1 Use a teacher or librarian selected method to communicate information.	1.4.1.1 Use a teacher or librarian selected method to communicate information.	2.4.1.1 Use a teacher or librarian selected method to communicate information.	3.4.1.1 Choose a presentation method from teacher or librarian choices.	4.4.1.1 Choose a presentation method from teacher or librarian choices.	5.4.1.1 Choose a presentation method based on appropriateness and personal preference.	6.4.1.1 Choose a presentation method based on appropriateness and personal preference.	7.4.1.1 Choose a presentation method based on appropriateness and personal preference.	8.4.1.1 Choose a presentation method based on appropriateness and personal preference.	9.10.4.1.1 Choose a presentation method based on appropriateness and personal preference.	11.12.4.1.1 Choose a presentation method based on appropriateness and personal preference.
			3.4.1.2 Begin to identify the strengths and weaknesses of presentation methods.	4.4.1.2 Begin to identify the strengths and weaknesses of presentation methods.	5.4.1.2 Identify the strengths and weaknesses of presentation methods.	6.4.1.2 Identify the strengths and weaknesses of presentation methods.	7.4.1.2 Identify the strengths and weaknesses of presentation methods.	8.4.1.2 Identify the strengths and weaknesses of presentation methods.	9.10.4.1.2 Identify the strengths and weaknesses of presentation methods.	11.12.4.1.2 Identify the strengths and weaknesses of presentation methods.

### Develop information into knowledge for presentation –

#### 4.2 Analyze and synthesize collected information, working in groups or individually. (Return to list)

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.4.2.1 Draw conclusions from information to answer search question.	1.4.2.1 Draw conclusions from information to answer search question.	2.4.2.1 Summarize and draw conclusions from information to develop product.	3.4.2.1 Summarize and draw conclusions from information to develop product.	4.4.2.1 Evaluate information and draw conclusions to develop product.	5.4.2.1 Evaluate and analyze information to draw conclusions for product development.	6.4.2.1 Analyze and synthesize information to draw conclusions for product development.	7.4.2.1 Analyze and synthesize information to make inferences and draw conclusions for product development.	8.4.2.1 Analyze and synthesize information to make inferences and draw conclusions for product development.	9.10.4.2.1 Analyze, synthesize, and reflect on information gathered to conceptualize product.	11.12.4.2.1 Analyze, synthesize, and reflect on information gathered to conceptualize product.
		2.4.2.2 Plan product by sequencing facts and ideas using an appropriate organizer (e.g., webbing).	3.4.2.2 Plan product by sequencing facts and ideas using an appropriate organizer (e.g., webbing).	4.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, webbing).	5.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, webbing).	6.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).	7.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).	8.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).	9.10.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).	11.12.4.2.2 Plan product by integrating facts and ideas using an appropriate organizer (e.g., outlining, storyboarding, webbing).

## Develop information into knowledge for presentation –

### 4.3 Communicate information and ideas using a variety of formats and media, working in groups or individually. (Return to list)

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.4.3.1 Convey information by sharing ideas and experiences.	1.4.3.1 Convey information findings orally, visually or in writing with teacher and/or librarian assistance.	2.4.3.1 Convey information findings orally, visually or in writing with teacher and/or librarian assistance.	3.4.3.1 Use the writing process, oral, or visual techniques to create products that express learning about a topic.	4.4.3.1 Use the writing process, oral, or visual techniques to create products that express learning about a topic.	5.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	6.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	7.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	8.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	910.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.	1112.4.3.1 Use the writing process; media, oral, and visual techniques; and technology skills to create products that express new understandings about a topic.
			3.4.3.2 Show respect for creators by listing facts about sources used with librarian/teacher guidance ( <i>e.g.</i> , author's name, title).	4.4.3.2 Show respect for creators by listing facts about sources used with librarian/teacher guidance ( <i>e.g.</i> , author's name, title, copyright date).	5.4.3.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	6.4.3.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	7.4.3.2 Show respect for intellectual property rights of creators by creating bibliographies of sources used.	8.4.3.2 Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic format to list sources and including quotations and in-text citations when appropriate.	910.4.3.2 Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic format to list sources and including quotations and in-text citations when appropriate.	1112.4.3.2 Demonstrate understanding of and respect for copyright laws and intellectual property rights by using standard bibliographic format to list sources and including quotations and in-text citations when appropriate.
			3.4.3.3 Revise and edit the information product as needed.	4.4.3.3 Revise and edit the information product as needed.	5.4.3.3 Revise and edit the information product as needed.	6.4.3.3 Revise and edit the information product as needed.	7.4.3.3 Revise and edit the information product as needed.	8.4.3.3 Revise and edit the information product as needed.	910.4.3.3 Revise and edit the information product as needed.	1112.4.3.3 Revise and edit the information product as needed.

### Table of Contents – Score

[5.1 Apply and develop evaluative criteria for information or product](#)

[5.2 Reflect on the search process, noting strengths and weaknesses](#)

[5.3 Make recommendations for improving and applying process](#)

## FINDS: Research Process Model – Score K-12 Scope and Sequence

### Score presentation and search –

#### 5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually. (Return to list)

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.5.1.1 Recognize when information problem is answered.	1.5.1.1 Recognize when information problem is answered.	2.5.1.1 Recognize when information problem is answered.	3.5.1.1 Use teacher or librarian generated criteria to evaluate success in answering search question.	4.5.1.1 Use teacher or librarian generated criteria to evaluate success in answering search question.	5.5.1.1 Develop and use criteria to evaluate success in answering search question with teacher or librarian assistance.	6.5.1.1 Develop and use criteria to evaluate success in answering search question with teacher or librarian assistance.	7.5.1.1 Develop and use criteria to evaluate success in answering search question.	8.5.1.1 Develop and use criteria to evaluate success in answering search question.	9.10.5.1.1 Develop and use criteria to evaluate success in answering search question.	11.12.5.1.1 Develop and use criteria to evaluate success in answering search question.
K.5.1.2 Review information product with teacher or librarian.	1.5.1.2 Review information product with teacher or librarian.	2.5.1.2 Review information product with teacher or librarian.	3.5.1.2 Use teacher or librarian generated criteria to evaluate information product.	4.5.1.2 Use teacher or librarian generated criteria to evaluate information product.	5.5.1.2 Develop and use criteria to evaluate information product with teacher or librarian guidance.	6.5.1.2 Develop and use criteria to evaluate information product with teacher or librarian guidance.	7.5.1.2 Develop and use criteria to evaluate information product.	8.5.1.2 Develop and use criteria to evaluate information product.	9.10.5.1.2 Develop and use a variety of evaluative strategies to assess information product.	11.12.5.1.2 Develop and use a variety of evaluative strategies to assess information product.

### Score presentation and search –

#### 5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually. (Return to list)

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.5.2.1 Answer teacher or librarian questions concerning search process.	1.5.2.1 Answer teacher or librarian questions concerning search process.	2.5.2.1 Reflect on search process during oral discussion.	3.5.2.1 Reflect on search process during oral discussion.	4.5.2.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.	5.5.2.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.	6.5.2.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.	7.5.2.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.	8.5.2.1 Reflect on search process orally, visually, or in writing, identifying strengths and weaknesses.	9.10.5.2.1 Reflect on search process orally, visually, or in writing, identifying strengths and weaknesses.	11.12.5.2.1 Reflect on search process orally, visually, or in writing, identifying skills that require practice and refinement.

### Score presentation and search –

#### 5.3 Make recommendations for improving and applying process, working in groups or individually. (Return to list)

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.5.3.1 Explain the process used to find the information.	1.5.3.1 Explain the process used to find the information.	2.5.3.1 Explain the process used to find information and suggest ways for improvement.	3.5.3.1 Explain the process used for inquiry-based learning and suggest ways for improvement.	4.5.3.1 Explain the process used for inquiry-based learning and suggest ways for improvement.	5.5.3.1 Assess the process used for inquiry-based learning and suggest ways for improvement.	6.5.3.1 Assess the process used for inquiry-based learning and suggest ways for improvement.	7.5.3.1 Assess the process used for inquiry-based learning and recommend ways for improvement.	8.5.3.1 Assess the process used for inquiry-based learning and recommend strategies to improve it.	9.10.5.3.1 Assess the process used for inquiry-based learning and recommend strategies to improve it.	11.12.5.3.1 Internalize the research process, monitor for needed improvements, and apply to

[illegible]

## READS Tab



**READS – Online Resources:**  
<http://findshttp://readsresources.wikispaces.com/>

## READS

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
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READS Component	READS Indicator	AASL Standards for the 21 <sup>st</sup> -Century Learner	Common Core State Standards – English Language Arts
Read as a personal activity			
The student will:			
1.1 Select and read literary and informational resources at an appropriate reading level.	1.1.1 Choose age and ability appropriate literature to read based on interest or curriculum need.	<ul style="list-style-type: none"> <li>1.1.2 Use prior and background knowledge as context for new learning.</li> <li>4.1.1 Read, view, and listen for pleasure and personal growth.</li> <li>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</li> <li>4.1.7 Use social networks and information tools to gather and share information.</li> <li>4.2.4 Show an appreciation for literature . . .</li> <li>4.4.1 Identify own areas of interest.</li> <li>4.4.2 Recognize the limits of own personal knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Reading: Informational Text – 10 Read and comprehend literary nonfiction in the grade text complexity band . . .</li> <li>Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . .</li> </ul>
	1.1.2 Choose age and ability appropriate informational texts to read based on interest or curriculum need.	<ul style="list-style-type: none"> <li>1.1.2 Use prior and background knowledge as context for new learning.</li> <li>4.1.1 Read, view, and listen for pleasure and personal growth.</li> <li>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</li> <li>4.1.4 Seek information for personal learning in a variety of formats and genres.</li> <li>4.1.7 Use social networks and information tools to gather and share information.</li> <li>4.2.4 Show an appreciation for literature . . .</li> <li>4.4.1 Identify own areas of interest.</li> <li>4.4.2 Recognize the limits of own personal knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Reading: Informational Text – 10 Read and comprehend literary nonfiction in the grade text complexity band . . .</li> <li>Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . .</li> </ul>
1.2 Select listening and viewing resources for enjoyment and information.	1.2.1 Choose age and ability appropriate resources for listening and viewing activities (e.g.,	<ul style="list-style-type: none"> <li>1.1.2 Use prior and background knowledge as context for new learning.</li> <li>4.1.1 Read, view, and listen for pleasure and personal growth.</li> <li>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> </ul>	<ul style="list-style-type: none"> <li>Reading: Informational Text – 10 Read and comprehend literary nonfiction in the grade text complexity band . . .</li> <li>Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . .</li> </ul>

	audiobooks, podcasts).	<ul style="list-style-type: none"> <li>4.1.7 Use social networks and information tools to gather and share information.</li> <li>4.4.1 Identify own areas of interest.</li> <li>4.4.2 Recognize the limits of own personal knowledge.</li> <li>1.1.2 Use prior and background knowledge as context for new learning.</li> <li>4.1.1 Read, view, and listen for pleasure and personal growth.</li> <li>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> <li>4.1.4 Seek information for personal learning in a variety of formats and genres.</li> <li>4.2.1 Display curiosity by pursuing interests through multiple resources.</li> <li>4.2.4 Show an appreciation for literature . . .</li> <li>4.3.3 Seek opportunities for pursuing personal and aesthetic growth.</li> <li>4.4.1 Identify own areas of interest.</li> <li>4.4.2 Recognize the limits of own personal knowledge.</li> <li>1.2.2 Use prior and background knowledge as context for new learning.</li> <li>4.1.1 Read, view, and listen for pleasure and personal growth.</li> <li>4.1.2 Respond to literature and creative expressions of ideas in various formats and genres.</li> <li>4.1.4 Seek information for personal learning in a variety of formats and genres.</li> <li>4.2.1 Display curiosity by pursuing interests through multiple resources.</li> <li>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests . . .</li> <li>4.3.3 Seek opportunities for pursuing personal and aesthetic growth.</li> <li>4.4.1 Identify own areas of interest.</li> <li>4.4.2 Recognize the limits of own personal knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Reading: Informational Text – 10 Read and comprehend literary nonfiction in the grade text complexity band . . .</li> <li>Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . .</li> </ul>
1.3 Use community resources for recreational and informational needs.	1.3.1 Visit the school or other libraries virtually or in person to access resources.		
	1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Smithsonian museums, Museum of Science and Industry).		<ul style="list-style-type: none"> <li>Reading: Informational Text – 10 Read and comprehend literary nonfiction in the grade text complexity band . . .</li> <li>Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . .</li> </ul>
<b>Explore characteristics, history, and awards of creative works</b>			
2.1 Identify and critically analyze literary and media genres and themes.	2.1.1 Demonstrate knowledge of the distinguishing characteristics of literary and media genres (e.g., historical fiction, biography, documentary).	<ul style="list-style-type: none"> <li>2.3.2 Consider diverse and global perspectives in drawing conclusions.</li> <li>3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.</li> <li>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</li> <li>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> <li>4.1.4 Seek information for personal learning in a variety of formats and genres.</li> </ul>	<ul style="list-style-type: none"> <li>Reading: Literature – 8 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant . . .</li> <li>Reading: Literature – 7 Analyze multiple interpretations of a story, drama, or poem . . .</li> <li>Reading: Literature – 9 Demonstrate knowledge of foundational works of American literature . . .</li> <li>Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . .</li> <li>Writing – 9 Draw evidence from literary or informational</li> </ul>



2.2 Recognize that social, cultural, political and historical events influence ideas and information.		<ul style="list-style-type: none"> <li>4.1.5 Connect ideas to own interests and previous knowledge and experience.</li> <li>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests . . .</li> <li>4.2.4 Show an appreciation for literature . . .</li> </ul>	<ul style="list-style-type: none"> <li>4.1.5 Connect ideas to own interests and previous knowledge and experience.</li> <li>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests . . .</li> <li>4.2.4 Show an appreciation for literature . . .</li> </ul>	<p>texts to support analysis . . .</p>
	2.1.2 Analyze universal themes in text, visual, and digital resources (e.g., alienation from society).	<ul style="list-style-type: none"> <li>2.3.2 Consider diverse and global perspectives in drawing conclusions.</li> <li>3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.</li> <li>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</li> <li>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> <li>4.1.5 Connect ideas to own interests and previous knowledge and experience.</li> <li>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests . . .</li> <li>4.2.4 Show an appreciation for literature . . .</li> </ul>	<ul style="list-style-type: none"> <li>2.3.2 Consider diverse and global perspectives in drawing conclusions.</li> <li>3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.</li> <li>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</li> <li>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> <li>4.1.5 Connect ideas to own interests and previous knowledge and experience.</li> <li>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests . . .</li> <li>4.2.4 Show an appreciation for literature . . .</li> </ul>	<ul style="list-style-type: none"> <li>Reading: Literature – 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant . . .</li> <li>Reading: Literature – 7 Analyze multiple interpretations of a story, drama, or poem . . .</li> <li>Reading: Literature – 9 Demonstrate knowledge of foundational works of American literature . . .</li> <li>Speaking and Listening – 1c Initiate and participate effectively in a range of collaborative discussions: Propel conversations by posing and responding to questions . . .</li> <li>Writing – 9 Draw evidence from literary or informational texts to support analysis . . .</li> </ul>
	2.2.1 Analyze and compare a variety of historically and culturally significant works in various formats (e.g., film noir, Greek plays).	<ul style="list-style-type: none"> <li>2.3.2 Consider diverse and global perspectives in drawing conclusions.</li> <li>3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.</li> <li>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</li> <li>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> <li>4.1.5 Connect ideas to own interests and previous knowledge and experience.</li> <li>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests . . .</li> <li>4.2.3 Maintain openness to new ideas . . .</li> <li>4.4.4 Interpret new information based on cultural and social context.</li> </ul>	<ul style="list-style-type: none"> <li>2.3.2 Consider diverse and global perspectives in drawing conclusions.</li> <li>3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.</li> <li>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</li> <li>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> <li>4.1.5 Connect ideas to own interests and previous knowledge and experience.</li> <li>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests . . .</li> <li>4.2.3 Maintain openness to new ideas . . .</li> <li>4.4.4 Interpret new information based on cultural and social context.</li> </ul>	<ul style="list-style-type: none"> <li>Reading: Informational Text – 7 Integrate and evaluate multiple sources of information presented in different media or formats. . .</li> <li>Reading: Informational Text – 8 Delineate and evaluate the reasoning in texts. . .</li> <li>Reading: Literature – 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant . . .</li> <li>Reading: Literature – 7 Analyze multiple interpretations of a story, drama, or poem . . .</li> <li>Reading: Literature – 9 Demonstrate knowledge of foundational works of American literature . . .</li> <li>Writing – 9 Draw evidence from literary or informational texts to support analysis . . .</li> </ul>
	2.2.2 Demonstrate an appreciation for cultural and ethnic diversity by selecting appropriate creative and literary works.	<ul style="list-style-type: none"> <li>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</li> <li>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> <li>4.1.4 Seek information for personal learning in a variety of formats and genres.</li> <li>4.1.5 Connect ideas to own interests and previous knowledge and experience.</li> <li>4.2.1 Display curiosity by pursuing interests through multiple resources.</li> <li>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests . . .</li> <li>4.2.3 Maintain openness to new ideas . . .</li> </ul>	<ul style="list-style-type: none"> <li>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</li> <li>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> <li>4.1.4 Seek information for personal learning in a variety of formats and genres.</li> <li>4.1.5 Connect ideas to own interests and previous knowledge and experience.</li> <li>4.2.1 Display curiosity by pursuing interests through multiple resources.</li> <li>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests . . .</li> <li>4.2.3 Maintain openness to new ideas . . .</li> </ul>	<ul style="list-style-type: none"> <li>Reading: Informational Text – 7 Integrate and evaluate multiple sources of information presented in different media or formats. . .</li> <li>Reading: Informational Text – 8 Delineate and evaluate the reasoning in texts . . .</li> <li>Reading: Literature – 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant . . .</li> <li>Reading: Literature – 7 Analyze multiple interpretations of a story, drama, or poem . . .</li> <li>Reading: Literature – 9 Demonstrate knowledge of foundational works of American literature . . .</li> <li>Writing – 9 Draw evidence from literary or informational texts to support analysis . . .</li> </ul>

		<ul style="list-style-type: none"> <li>4.3.3 Seek opportunities for pursuing personal and aesthetic growth.</li> <li>4.4.4 Interpret new information based on cultural and social context.</li> </ul>	<ul style="list-style-type: none"> <li>Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . . .</li> <li>Writing – 9 Draw evidence from literary or informational texts to support analysis . . . .</li> </ul>
	2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Pulitzer Prize winners).	<ul style="list-style-type: none"> <li>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> <li>4.2.4 Show an appreciation for literature . . . .</li> </ul>	<ul style="list-style-type: none"> <li>Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . . .</li> <li>Writing – 9 Draw evidence from literary or informational texts to support analysis . . . .</li> </ul>
2.3 Appreciate literary and artistic excellence.	2.3.2 Demonstrate a knowledge of and respect for the concept of intellectual freedom.	<ul style="list-style-type: none"> <li>3.3.1 Solicit and respect diverse perspectives . . . .</li> <li>3.3.7 Respect the principles of intellectual freedom.</li> <li>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</li> <li>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> <li>4.2.3 Maintain openness to new ideas . . . .</li> <li>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</li> </ul>	<ul style="list-style-type: none"> <li>Reading: Informational Text – 7 Integrate and evaluate multiple sources of information presented in different media or formats . . . .</li> <li>Reading: Informational Text – 8 Delineate and evaluate the reasoning in texts . . . .</li> <li>Reading: Informational Text – 9 Analyze foundational U.S. documents of historical and literary significance (including the Bill of Rights) . . . .</li> <li>Reading: Literature – 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant . . . .</li> <li>Reading: Literature – 9 Demonstrate knowledge of foundational works of American literature . . . .</li> <li>Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . . .</li> <li>Speaking and Listening – 1 Initiate and participate effectively in a range of collaborative discussions . . . .</li> <li>Writing – 9 Draw evidence from literary or informational texts to support analysis . . . .</li> </ul>
<b>Analyze structure and aesthetic features of creative works</b>			
3.1 Identify and analyze key ideas and details of a work.	3.1.1 Connect prior and background knowledge to textual or visual clues to understand a literary work (e.g., inferring, predicting).	<ul style="list-style-type: none"> <li>1.1.2 Use prior and background knowledge as context for new learning.</li> <li>1.1.6 Read, view, and listen for information presented in any format . . . . in order to make inferences and gather meaning.</li> <li>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</li> <li>4.1.5 Connect ideas to own interests and previous knowledge and experience.</li> <li>4.1.6 Organize personal knowledge in a way that can be called upon easily.</li> <li>4.4.2 Recognize the limits of own personal knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Language – 3 Apply knowledge of language to understand how language functions in different contexts . . . .</li> <li>Language – 6 Acquire and use accurately general academic and domain-specific words and phrases . . . .</li> <li>Reading: Informational Text – 1 Cite strong and thorough textual evidence to support analysis . . . .</li> <li>Reading: Informational Text – 4 Determine the meaning of words and phrases . . . .</li> <li>Reading: Literature – 1 Cite strong and thorough textual evidence to support analysis of text . . . .</li> <li>Reading: Literature – 4 Determine the meaning of words and phrases . . . .</li> <li>Writing – 8 Gather relevant information from multiple</li> </ul>



			authoritative print and digital sources . . .	<ul style="list-style-type: none"> <li>• Reading: Informational Text – 1 Cite strong and thorough textual evidence to support analysis . . .</li> <li>• Reading: Informational Text – 4 Determine the meaning of words and phrases . . .</li> <li>• Reading: Informational Text – 6 Determine an author's point of view or purpose . . .</li> <li>• Reading: Literature – 1 Cite strong and thorough textual evidence to support analysis of text . . .</li> <li>• Reading: Literature – 4 Determine the meaning of words and phrases . . .</li> <li>• Reading: Literature – 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant . . .</li> <li>• Reading: Informational Text – 3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>• Reading: Literature – 1 Cite strong and thorough textual evidence to support analysis of text . . .</li> <li>• Reading: Literature – 3 Analyze the impact of the author's choices . . .</li> <li>• Reading: Literature – 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant . . .</li> <li>• Reading: Literature – 9 Demonstrate knowledge of foundational works of American literature . . .</li> </ul>
	3.1.2 Determine purpose or point of view in creative works.	<ul style="list-style-type: none"> <li>• 1.1.7 Make sense of information gathered from diverse sources by identifying . . . main and supporting ideas . . .</li> <li>• 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</li> <li>• 4.3.2 Recognize that resources are created for a variety of purposes.</li> </ul>		<ul style="list-style-type: none"> <li>• Language – 4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases: Use context . . .</li> <li>• Language – 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• Reading: Informational Text – 6 Determine an author's point of view or purpose . . .</li> <li>• Reading: Literature – 4 Determine the meaning of words and phrases . . .</li> <li>• Reading: Literature – 5 Analyze an author's choices . . .</li> <li>• Reading: Literature – 9 Demonstrate knowledge of foundational works of American literature . . .</li> </ul>
	3.1.3 Determine central ideas and supporting details of a work (e.g., paraphrasing, summarizing).	<ul style="list-style-type: none"> <li>• 1.1.7 Make sense of information gathered from diverse sources by identifying . . . main and supporting ideas . . .</li> <li>• 2.1.2 Organize knowledge so that it is useful.</li> <li>• 4.2.3 Maintain openness to new ideas . . .</li> </ul>		<ul style="list-style-type: none"> <li>• Language – 4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases: Use context . . .</li> <li>• Language – 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• Reading: Informational Text – 6 Determine an author's point of view or purpose . . .</li> <li>• Reading: Literature – 4 Determine the meaning of words and phrases . . .</li> <li>• Reading: Literature – 5 Analyze an author's choices . . .</li> <li>• Reading: Literature – 9 Demonstrate knowledge of foundational works of American literature . . .</li> </ul>
3.2 Understand the literary techniques and complexities of a work.	3.2.1 Identify an author's or illustrator's style (e.g., use of figurative language, medium).	<ul style="list-style-type: none"> <li>• 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> <li>• 4.2.3 Maintain openness to new ideas . . .</li> </ul>		<ul style="list-style-type: none"> <li>• Language – 4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases: Use context . . .</li> <li>• Language – 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>
	3.2.2 Compare and contrast literary elements (e.g., characters, setting, or plot) in multiple	<ul style="list-style-type: none"> <li>• 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> </ul>		<ul style="list-style-type: none"> <li>• Language – 4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases: Use context . . .</li> <li>• Language – 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>

	works.		<ul style="list-style-type: none"> <li>• Reading: Informational Text – 8 Determine an author's point of view or purpose . . .</li> <li>• Reading: Literature – 3 Analyze the impact of the author's choices . . .</li> </ul>
<b>Develop a literary-based product</b>			
4.1 Develop an original work or a response to creative works, working in groups or individually.	4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	<ul style="list-style-type: none"> <li>• 2.1.4 Use technology and other information tools to analyze and organize information.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and Listening – 5 Make strategic use of digital media in presentations . . .</li> </ul>
	4.1.2 Generate and organize ideas for an original work or a response to a creative work read, heard or viewed (e.g., graphic organizer, group discussion, or brainstorming).	<ul style="list-style-type: none"> <li>• 1.2.1 Display initiative and engagement by posing questions . . .</li> <li>• 1.2.4 Maintain a critical stance . . .</li> <li>• 2.1.2 Organize knowledge so that it is useful.</li> <li>• 2.1.3 Use strategies to draw conclusions from information and apply knowledge . . .</li> <li>• 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</li> <li>• 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</li> <li>• 2.2.3 Employ critical stance in drawing conclusions . . .</li> <li>• 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.</li> <li>• 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</li> <li>• 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.</li> <li>• 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> <li>• 4.1.8 Use creative and artistic formats to express personal learning.</li> <li>• 4.2.3 Maintain openness to new ideas . . .</li> <li>• 4.3.1 Participate in the social exchange of ideas, both electronically and in person.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and Listening – 1a Initiate and participate effectively in a range of collaborative discussions: Come to discussions prepared, having read and researched material . . .</li> <li>• Speaking and Listening – 1b Initiate and participate effectively in a range of collaborative discussions: Work with peers to promote civil, democratic discussions . . .</li> <li>• Speaking and Listening – 1c Initiate and participate effectively in a range of collaborative discussions: Propel conversations by posing and responding to questions . . .</li> <li>• Speaking and Listening – 1d Initiate and participate effectively in a range of collaborative discussions: Respond thoughtfully to diverse perspectives . . .</li> <li>• Speaking and Listening – 2 Integrate multiple sources of information presented in diverse formats and media . . .</li> <li>• Speaking and Listening – 5 Make strategic use of digital media in presentations . . .</li> <li>• Writing – 1b Write arguments to support claims: Introduce precise, knowledgeable claim(s) . . .</li> <li>• Writing – 2a Write informative/explanatory texts: Introduce a topic; organize complex ideas, concepts, and information . . .</li> <li>• Writing – 2b Write informative/explanatory texts: Develop the topic thoroughly . . .</li> <li>• Writing – 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively . . .</li> <li>• Writing – 9 Draw evidence from literary or informational texts to support analysis . . .</li> </ul>

	<p>4.1.3 Create an original work or a response to creative work, reflecting on progress and editing as needed.</p>	<ul style="list-style-type: none"> <li>1.2.3 Demonstrate creativity by using multiple resources and formats.</li> <li>1.4.3 Monitor gathered information, and assess for gaps or weaknesses.</li> <li>1.4.4 Seek appropriate help when it is needed.</li> <li>2.1.2 Organize knowledge so that it is useful.</li> <li>2.1.4 Use technology and other information tools to analyze and organize information.</li> <li>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</li> <li>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</li> <li>2.2.1 Demonstrate flexibility in the use of resources . . .</li> <li>2.2.4 Demonstrate personal productivity by completing products to express learning.</li> <li>2.4.1 Determine how to act on information . . .</li> <li>2.4.2 Reflect on systematic process, and assess for completeness of investigation.</li> <li>2.4.3 Recognize new knowledge and understanding.</li> <li>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.</li> <li>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> <li>4.1.8 Use creative and artistic formats to express personal learning.</li> <li>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</li> </ul>	<ul style="list-style-type: none"> <li>Language – 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking . . .</li> <li>Language – 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing . . .</li> <li>Speaking and Listening – 1a Initiate and participate effectively in a range of collaborative discussions: Come to discussions prepared, having read and researched material . . .</li> <li>Speaking and Listening – 1b Initiate and participate effectively in a range of collaborative discussions: Work with peers to promote civil, democratic discussions . . .</li> <li>Speaking and Listening – 1c Initiate and participate effectively in a range of collaborative discussions: Propel conversations by posing and responding to questions . . .</li> <li>Speaking and Listening – 1d Initiate and participate effectively in a range of collaborative discussions: Respond thoughtfully to diverse perspectives . . .</li> <li>Speaking and Listening – 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective . . .</li> <li>Speaking and Listening – 5 Make strategic use of digital media in presentations . . .</li> <li>Writing – 1c Write arguments to support claims: Use words, phrases, and clauses . . .</li> <li>Writing – 1d Write arguments to support claims: Establish and maintain a formal style . . .</li> <li>Writing – 1e Write arguments to support claims: Provide a concluding statement or section . . .</li> <li>Writing – 2a Write informative/explanatory texts: Introduce a topic; organize complex ideas . . .</li> <li>Writing – 2b Write informative/explanatory texts: Develop the topic thoroughly . . .</li> <li>Writing – 2c Write informative/explanatory texts: Use appropriate and varied transitions and syntax . . .</li> <li>Writing – 2d Write informative/explanatory texts: Use precise language, domain-specific vocabulary, and techniques . . .</li> <li>Writing – 2f Write informative/explanatory texts: Provide a concluding statement or section . . .</li> <li>Writing – 3a Write narratives to develop real or imagined experiences or events: Engage and orient the reader by setting out a problem, situation, or observation . . .</li> </ul>
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			<ul style="list-style-type: none"> <li>• Writing – 3b Write narratives to develop real or imagined experiences or events: Use narrative techniques . . .</li> <li>• Writing – 3c Write narratives to develop real or imagined experiences or events: Use a variety of techniques to sequence events . . .</li> <li>• Writing – 3d Write narratives to develop real or imagined experiences or events: Use precise words and phrases, telling details . . .</li> <li>• Writing – 3e Write narratives to develop real or imagined experiences or events: Provide a conclusion . . .</li> <li>• Writing – 4 Produce clear and coherent writing . . .</li> <li>• Writing – 5 Develop and strengthen writing as needed . . .</li> <li>• Writing – 10 Write routinely over extended time frames and shorter time frames . . .</li> </ul>	
	<p>4.1.4 Demonstrate understanding of and respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).</p>	<ul style="list-style-type: none"> <li>• 1.3.1 Respect copyright/ intellectual property rights of creators and producers.</li> <li>• 1.3.3 Follow ethical and legal guidelines in gathering and using information.</li> <li>• 2.1.3 Use strategies to draw conclusions from information and apply knowledge . . .</li> <li>• 3.1.8 Use information and technology ethically and responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing – 8 Gather relevant information from multiple authoritative print and digital sources . . . avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> </ul>	
<p>4.2 Communicate and evaluate an original work or response to creative works, working in a group or individually.</p>	<p>4.2.1 Use appropriate presentation tools and techniques to share product.</p>	<ul style="list-style-type: none"> <li>• 2.2.4 Demonstrate personal productivity by completing products to express learning.</li> <li>• 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</li> <li>• 3.1.3 Use writing and speaking skills to communicate new understandings effectively.</li> <li>• 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.</li> <li>• 3.1.6 Use information and technology ethically and responsibly.</li> <li>• 3.2.1 Demonstrate leadership and confidence . . .</li> <li>• 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</li> <li>• 4.1.8 Use creative and artistic formats to express personal learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Language – 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking . . .</li> <li>• Language – 3 Apply knowledge of language to understand how language functions in different contexts . . .</li> <li>• Speaking and Listening – 6 Adapt speech to a variety of contexts and tasks . . .</li> <li>• Writing – 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products . . .</li> </ul>	
	<p>4.2.2 Evaluate product and production process.</p>	<ul style="list-style-type: none"> <li>• 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</li> <li>• 2.4.2 Reflect on systematic process, and assess for completeness of investigation.</li> </ul>		

		<ul style="list-style-type: none"> <li>2.4.4 Develop directions for future investigations.</li> <li>3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.</li> <li>3.4.2 Assess the quality and effectiveness of the learning product.</li> <li>3.4.3 Assess own ability to work with others in a group setting . . .</li> <li>4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.</li> </ul>	
<b>Score reading progress</b>			
5.1 Engage in literacy-based motivational programs and activities.	5.1.1 Participate in school library activities and reading celebrations (e.g., Banned Book Week activities).	<ul style="list-style-type: none"> <li>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</li> <li>3.2.1 Demonstrate leadership and confidence . . .</li> <li>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</li> <li>3.2.3 Demonstrate teamwork by working productively with others.</li> <li>3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.</li> <li>4.1.1 Read, view, and listen for pleasure and personal growth.</li> <li>4.1.7 Use social networks and information tools to gather and share information.</li> <li>4.2.1 Display curiosity by pursuing interests through multiple resources.</li> <li>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests . . .</li> <li>4.3.3 Seek opportunities for pursuing personal and aesthetic growth.</li> <li>4.4.1 Identify own areas of interest.</li> </ul>	<ul style="list-style-type: none"> <li>Speaking and Listening – 1a Initiate and participate effectively in a range of collaborative discussions: Come to discussions prepared, having read and researched material . . .</li> <li>Speaking and Listening – 1b Initiate and participate effectively in a range of collaborative discussions: Work with peers to promote civil, democratic discussions . . .</li> <li>Speaking and Listening – 1c Initiate and participate effectively in a range of collaborative discussions: Propel conversations by posing and responding to questions . . .</li> <li>Speaking and Listening – 5 Make strategic use of digital media in presentations . . .</li> <li>Writing – 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products . . .</li> </ul>
	5.1.2 Participate in structured independent reading programs (e.g., Florida Teens Read).	<ul style="list-style-type: none"> <li>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</li> <li>4.1.7 Use social networks and information tools to gather and share information.</li> <li>4.2.1 Display curiosity by pursuing interests through multiple resources.</li> <li>4.3.3 Seek opportunities for pursuing personal and aesthetic growth.</li> <li>4.4.1 Identify own areas of interest.</li> <li>4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.</li> </ul>	<ul style="list-style-type: none"> <li>Reading: Informational Text– 10 Read and comprehend literary nonfiction in the grade text complexity band . . .</li> <li>Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . .</li> <li>Speaking and Listening – 1a Initiate and participate effectively in a range of collaborative discussions: Come to discussions prepared, having read and researched material . . .</li> <li>Speaking and Listening – 1b Initiate and participate effectively in a range of collaborative discussions: Work with peers to promote civil, democratic discussions . . .</li> </ul>

<p>5.2 Develop habits for lifelong learning</p>	<p>5.2.1 Maintain lifelong learning literacy skills by relating reading/listening/viewing/ to real world situations (e.g., career and technical journals, online newscasts).</p>	<ul style="list-style-type: none"> <li>2.1.3 Use strategies to draw conclusions from information and apply knowledge . . .</li> <li>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</li> <li>3.1.5 Connect learning to community issues.</li> <li>3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.</li> <li>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</li> <li>4.4.1 Identify own areas of interest.</li> </ul>		<ul style="list-style-type: none"> <li>Speaking and Listening – 1c Initiate and participate effectively in a range of collaborative discussions: Propel conversations by posing and responding to questions . . .</li> <li>Speaking and Listening – 5 Make strategic use of digital media in presentations . . .</li> </ul>
<p>5.1.3 Participate in reading motivation programs with management components (e.g., <i>Accelerated Reader</i> or <i>Reading Counts</i>) (optional).</p>		<ul style="list-style-type: none"> <li>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</li> <li>4.1.7 Use social networks and information tools to gather and share information.</li> <li>4.3.3 Seek opportunities for pursuing personal and aesthetic growth.</li> <li>4.4.1 Identify own areas of interest.</li> <li>4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.</li> </ul>		<ul style="list-style-type: none"> <li>Reading: Informational Text – 10 Read and comprehend literary nonfiction in the grade text complexity band . . .</li> <li>Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . .</li> <li>Speaking and Listening – 5 Make strategic use of digital media in presentations . . .</li> </ul>
				<ul style="list-style-type: none"> <li>Reading: Informational Text – 10 Read and comprehend literary nonfiction in the grade text complexity band . . .</li> <li>Reading: Literature – 10 Read and comprehend literature in the grade text complexity band . . .</li> <li>Speaking and Listening – 1a Initiate and participate effectively in a range of collaborative discussions: Come to discussions prepared, having read and researched material . . .</li> <li>Speaking and Listening – 1b Initiate and participate effectively in a range of collaborative discussions: Work with peers to promote civil, democratic discussions . . .</li> <li>Speaking and Listening – 5 Make strategic use of digital media in presentations . . .</li> <li>Writing – 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products . . .</li> </ul>



## Read as a Personal Activity

Read - Kindergarten	1.1 Select and read literary and informational texts at an appropriate reading level.	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/Twelfth
<b>The student will:</b>							
K.1.1.1 Choose easy literature to read.	2.1.1.1 Choose age and ability appropriate literature to read based on interest or curriculum need.	3.1.1.1 Choose age and ability appropriate literature to read based on interest or curriculum need.	4.1.1.1 Choose age and ability appropriate literature to read based on interest or curriculum need.	5.1.1.1 Choose age and ability appropriate literature to read based on interest or curriculum need.	6.1.1.1 Choose age and ability appropriate literature to read based on interest or curriculum need.	7.1.1.1 Choose age and ability appropriate literature to read based on interest or curriculum need.	8.1.1.1 Choose age and ability appropriate literature to read based on interest or curriculum need.
K.1.1.2 Choose easy informational texts to read.	2.1.1.2 Choose age and ability appropriate informational texts to read based on interest or curriculum need.	3.1.1.2 Choose age and ability appropriate informational texts to read based on interest or curriculum need.	4.1.1.2 Choose age and ability appropriate informational texts to read based on interest or curriculum need.	5.1.1.2 Choose age and ability appropriate informational texts to read based on interest or curriculum need.	6.1.1.2 Choose age and ability appropriate informational texts to read based on interest or curriculum need.	7.1.1.2 Choose age and ability appropriate informational texts to read based on interest or curriculum need.	8.1.1.2 Choose age and ability appropriate informational texts to read based on interest or curriculum need.
<b>1.2 Select listening and viewing resources for enjoyment and information.</b>							
K.1.2.1 Participate in listening and viewing activities (e.g., story times, songs).	2.1.2.1 Participate in listening and viewing activities (e.g., story times, songs).	3.1.2.1 Participate in listening and viewing activities (e.g., read alouds, podcasts).	4.1.2.1 Participate in listening and viewing activities (e.g., read alouds, podcasts).	5.1.2.1 Participate in listening and viewing activities (e.g., audiobooks, podcasts).	6.1.2.1 Participate in listening and viewing activities (e.g., audiobooks, podcasts).	7.1.2.1 Participate in listening and viewing activities (e.g., audiobooks, podcasts).	8.1.2.1 Participate in listening and viewing activities (e.g., audiobooks, podcasts).
K.1.2.1 Participate in listening and viewing activities (e.g., story times, songs).	2.1.2.1 Participate in listening and viewing activities (e.g., story times, songs).	3.1.2.1 Participate in listening and viewing activities (e.g., read alouds, podcasts).	4.1.2.1 Participate in listening and viewing activities (e.g., read alouds, podcasts).	5.1.2.1 Participate in listening and viewing activities (e.g., audiobooks, podcasts).	6.1.2.1 Participate in listening and viewing activities (e.g., audiobooks, podcasts).	7.1.2.1 Participate in listening and viewing activities (e.g., audiobooks, podcasts).	8.1.2.1 Participate in listening and viewing activities (e.g., audiobooks, podcasts).
<b>1.3 Use community resources for recreational and informational needs.</b>							
K.1.3.1 Visit the school or other libraries virtually or in person to access resources.	2.1.3.1 Visit the school or other libraries virtually or in person to access resources.	3.1.3.1 Visit the school or other libraries virtually or in person to access resources.	4.1.3.1 Visit the school or other libraries virtually or in person to access resources.	5.1.3.1 Visit the school or other libraries virtually or in person to access resources.	6.1.3.1 Visit the school or other libraries virtually or in person to access resources.	7.1.3.1 Visit the school or other libraries virtually or in person to access resources.	8.1.3.1 Visit the school or other libraries virtually or in person to access resources.
K.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., local county park).	2.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., local county park).	3.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., local county park).	4.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., local county park).	5.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., local county park).	6.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., local county park).	7.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., local county park).	8.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., local county park).
K.1.3.1 Visit the school or other libraries virtually or in person to access resources.	2.1.3.1 Visit the school or other libraries virtually or in person to access resources.	3.1.3.1 Visit the school or other libraries virtually or in person to access resources.	4.1.3.1 Visit the school or other libraries virtually or in person to access resources.	5.1.3.1 Visit the school or other libraries virtually or in person to access resources.	6.1.3.1 Visit the school or other libraries virtually or in person to access resources.	7.1.3.1 Visit the school or other libraries virtually or in person to access resources.	8.1.3.1 Visit the school or other libraries virtually or in person to access resources.
K.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Exploratorium After School).	2.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Exploratorium After School).	3.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Exploratorium After School).	4.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Exploratorium After School).	5.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Exploratorium After School).	6.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Exploratorium After School).	7.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Exploratorium After School).	8.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Exploratorium After School).

## READS Summary – Explore characteristics, history, and awards of creative works

Explore -	2.1 Identify and critically analyze literary and media genres and themes.	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
<b>Kindergarten</b>								
<b>The student will:</b>								
K.2.1.1 Identify basic characteristics of literary and media genres (e.g., nursery rhymes, fairy tales).	2.2.1.1 Identify basic characteristics of literary and media genres (e.g., folktales, pourquoi stories, fables).	3.2.1.1 Identify basic characteristics of literary and media genres (e.g., folktales, fables, poetry).	4.2.1.1 Identify distinguishing characteristics of literary and media genres (e.g., historical fiction, adventure).	5.2.1.1 Compare and contrast literary and media genres (e.g., historical fiction, fantasy, short stories).	6.2.1.1 Compare and contrast literary and media genres (e.g., historical fiction, fantasy, short stories).	7.2.1.1 Compare and contrast literary and media genres (e.g., adventure, mystery, documentary).	8.2.1.1 Analyze literary and media genres (e.g., historical fiction, biography, documentary).	9.10.2.1.1 Demonstrate knowledge of the distinguishing characteristics of literary and media genres (e.g., historical fiction, biography, documentary).
K.2.1.2 Identify literary themes in text, visual, and digital resources (e.g., happiness, friendship).	2.2.1.2 Identify literary themes in text, visual, and digital resources (e.g., honesty, love).	3.2.1.2 Identify literary themes in text, visual, and digital resources (e.g., beauty, truth).	4.2.1.2 Identify literary themes in text, visual, and digital resources (e.g., friendship, courage, loyalty).	5.2.1.2 Identify and explain literary themes in text, visual, and digital resources (e.g., friendship, courage, loyalty).	6.2.1.2 Explain and compare literary themes in text, visual, and digital resources (e.g., good v. evil, man v. nature).	7.2.1.2 Explain and compare literary themes in text, visual, and digital resources (e.g., good v. evil, man v. nature).	8.2.1.2 Explain and compare literary themes in text, visual, and digital resources (e.g., transforming quality of culture).	9.10.2.1.2 Analyze universal themes in text, visual, and digital resources (e.g., alienation from society).
<b>2.2 Recognize that social, cultural, political and historical events influence ideas and information.</b>								
K.2.2.3 Identify historically and culturally significant works in various formats (e.g., Mother Goose rhymes, cumulative tales).	2.2.2.3 Identify and select historically and culturally significant works in various formats (e.g., trickster stories, African American tales).	3.2.2.3 Identify historically and culturally significant works in various formats (e.g., Aesop's fables, Andersen's fairy tales).	4.2.2.3 Identify historically and culturally significant works in various formats (e.g., Haiku poetry, American tall tales).	5.2.2.3 Identify historically and culturally significant works in various formats (e.g., limericks, Native American tales).	6.2.2.3 Identify and compare historically and culturally significant works in various formats (e.g., Greek or Roman mythology).	7.2.2.3 Identify and compare historically and culturally significant works in various formats (e.g., political cartoons, African American handmade quilts).	8.2.2.3 Identify and compare historically and culturally significant works in various formats (e.g., Impressionistic paintings, Shakespeare's plays and sonnets).	11.12.2.3.3 Analyze a variety of historically and culturally significant works in various formats (e.g., film noir, Greek plays).
K.2.2.2 Explore cultures through literature and other creative works.	2.2.2.2 Explore cultures through literature and other creative works.	3.2.2.2 Expand knowledge of other cultures through creative and literary works.	4.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.	5.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.	6.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.	7.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.	8.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.	11.12.2.2.2 Demonstrate an appreciation for cultural and ethnic diversity by selecting appropriate creative and literary works.
<b>2.3 Appreciate literary and artistic excellence.</b>								
K.2.3.1 Identify award-winning authors.	2.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Florida Reading Association Awards).	3.2.3.1 Identify award-winning authors.	4.2.3.1 Identify award-winning authors.	5.2.3.1 Identify award-winning authors.	6.2.3.1 Identify award-winning authors.	7.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Edgar Allan Poe Award winners).	8.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Pura Belpré Award winners).	11.12.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Pulitzer Prize winners).
Illustrators, and producers of literary and creative works (e.g., Caldecott Medal winners).	Illustrators, and producers of literary and creative works (e.g., Caldecott Medal winners).	Illustrators, and producers of literary and creative works (e.g., Jane Addams Book Award winners).	Illustrators, and producers of literary and creative works (e.g., Hans Christian Andersen Award winners).	Illustrators, and producers of literary and creative works (e.g., Newbery Medal winners).	Illustrators, and producers of literary and creative works (e.g., Sunshine State Young Readers Award winners).	Illustrators, and producers of literary and creative works (e.g., Edgar Allan Poe Award winners).	Illustrators, and producers of literary and creative works (e.g., Pura Belpré Award winners).	and producers of literary and creative works (e.g., Pulitzer Prize winners).
	2.2.3.2 Begin to identify the concept of intellectual freedom.	3.2.3.2 Begin to identify the concept of intellectual freedom.	4.2.3.2 Begin to identify the concept of intellectual freedom.	5.2.3.2 Identify the concept of intellectual freedom.	6.2.3.2 Identify the concept of intellectual freedom.	7.2.3.2 Acknowledge the importance of intellectual freedom.	8.2.3.2 Acknowledge the importance of intellectual freedom.	11.12.2.3.2 Demonstrate a knowledge of and respect for the concept of intellectual freedom.



## READS Summary

### Analyze structure and aesthetic features of creative works

Analyze – Kindergarten	3.1 Identify and analyze key ideas and details of a work.	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/Twelfth
The student will:									
K.3.1.1 Use prior and background knowledge to interpret textual and visual clues to understand a literary work.	1.3.1.1 Use prior and background knowledge to interpret textual and visual clues to understand a literary work.	3.3.1.1 Use prior and background knowledge to interpret textual and visual clues to understand a literary work.	4.3.1.1 Use prior and background knowledge to interpret textual and visual clues to understand a literary work (e.g., inferring, predicting).	5.3.1.1 Use prior and background knowledge to interpret textual and visual clues to understand a literary work (e.g., inferring, predicting).	6.3.1.1 Connect prior and background knowledge to textual or visual clues to understand a literary work (e.g., inferring, predicting).	7.3.1.1 Connect prior and background knowledge to textual or visual clues to understand a literary work (e.g., inferring, predicting).	8.3.1.1 Connect prior and background knowledge to textual or visual clues to understand a literary work (e.g., inferring, predicting).	9.10.3.1.1 Connect prior and background knowledge to textual or visual clues to understand a literary work (e.g., inferring, predicting).	11.12.3.1.1 Connect prior and background knowledge to textual or visual clues to understand a literary work (e.g., inferring, predicting).
K.3.1.2 Discuss purpose and point of view in a creative work.	1.3.1.2 Discuss purpose and point of view in a creative work.	3.3.1.2 Identify purpose and point of view in a creative work.	4.3.1.2 Identify purpose and point of view in a creative work.	5.3.1.2 Identify purpose and point of view in a creative work.	6.3.1.2 Determine purpose and point of view in a creative work.	7.3.1.2 Determine purpose and point of view in a creative work.	8.3.1.2 Determine purpose and point of view in a creative work.	9.10.3.1.2 Determine purpose and point of view in multiple creative works.	11.12.3.1.2 Determine purpose and point of view in multiple creative works.
K.3.1.3 Identify central ideas and supporting details of a work.	1.3.1.3 Identify central ideas and supporting details of a work.	3.3.1.3 Identify central ideas and supporting details of a work (e.g., paraphrasing, summarizing).	4.3.1.3 Identify central ideas and supporting details of a work (e.g., paraphrasing, summarizing).	5.3.1.3 Identify central ideas and supporting details of a work (e.g., paraphrasing, summarizing).	6.3.1.3 Determine central ideas and supporting details of a work (e.g., paraphrasing, summarizing).	7.3.1.3 Determine central ideas and supporting details of a work (e.g., paraphrasing, summarizing).	8.3.1.3 Determine central ideas and supporting details of a work (e.g., paraphrasing, summarizing).	9.10.3.1.3 Determine central ideas and supporting details of a work (e.g., paraphrasing, summarizing).	11.12.3.1.3 Determine central ideas and supporting details of a work (e.g., paraphrasing, summarizing).
<b>3.2 Understand the literary techniques and complexities of a work.</b>									
K.3.2.1 Identify an author's or illustrator's style (e.g., use of rhymes, figurative language).	1.3.2.1 Identify an author's or illustrator's style (e.g., use of rhymes, figurative language).	3.3.2.1 Identify an author's or illustrator's style (e.g., use of rhymes, figurative language, medium).	4.3.2.1 Identify an author's or illustrator's style (e.g., use of figurative language, medium).	5.3.2.1 Identify an author's or illustrator's style (e.g., use of figurative language, medium).	6.3.2.1 Identify an author's or illustrator's style (e.g., use of figurative language, medium).	7.3.2.1 Identify an author's or illustrator's style (e.g., use of figurative language, medium).	8.3.2.1 Identify an author's or illustrator's style (e.g., use of figurative language, medium).	9.10.3.2.1 Identify an author's or illustrator's style (e.g., use of figurative language, medium).	11.12.3.2.1 Identify an author's or illustrator's style (e.g., use of figurative language, medium).
K.3.2.2 Describe the characters, setting, and plot of a work (e.g., who, what, where, when, how) and arrange events in sequence.	1.3.2.2 Describe the characters, setting, and plot of a work (e.g., who, what, where, when, how) and arrange events in sequence.	3.3.2.2 Compare story elements (e.g., characters, setting, or plot) in two works.	4.3.2.2 Compare story elements (e.g., characters, setting, or plot) in multiple works.	5.3.2.2 Compare and contrast story elements (e.g., characters, setting, or plot) in multiple works.	6.3.2.2 Compare and contrast story elements (e.g., characters, setting, or plot) in multiple works.	7.3.2.2 Compare and contrast story elements (e.g., characters, setting, or plot) in multiple works.	8.3.2.2 Compare and contrast story elements (e.g., characters, setting, or plot) in multiple works.	9.10.3.2.2 Compare and contrast story elements (e.g., characters, setting, or plot) in multiple works.	11.12.3.2.2 Compare and contrast story elements (e.g., characters, setting, or plot) in multiple works.

## READS Summary

### Develop a literary-based product

4.1 Develop an original work or a response to a creative work, working in groups or individually.										
Develop – Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/Twelfth
The student will:										
K.4.1.1 Use a teacher or librarian selected method to present an original work or a response to a creative work.	1.4.1.1 Use a teacher or librarian selected method to present an original work or a response to a creative work.	2.4.1.1 Use a teacher or librarian selected method to present an original work or a response to a creative work.	3.4.1.1 Choose a method to present an original work or a response to a creative work from teacher or librarian choices.	4.4.1.1 Choose a method to present an original work or a response to a creative work from teacher or librarian choices.	5.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	6.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	7.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	8.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	9.10.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.	11.12.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.
K.4.1.2 Connect thoughts and oral language to generate a response to a work read aloud or viewed with teacher or librarian guidance.	1.4.1.2 Generate and organize ideas for an original story or response to a work read aloud or viewed (e.g., webbing or brainstorming) with teacher or librarian guidance.	2.4.1.2 Generate and organize ideas for an original story or response to a work read aloud or viewed (e.g., webbing or brainstorming) with teacher or librarian guidance.	3.4.1.2 Generate and organize ideas for an original story or response to a work read, heard, or viewed (e.g., webbing or brainstorming).	4.4.1.2 Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming).	5.4.1.2 Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming).	6.4.1.2 Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming).	7.4.1.2 Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming).	8.4.1.2 Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming).	9.10.4.1.2 Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming).	11.12.4.1.2 Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming).
K.4.1.3 Create an original work or a response to a creative work, adding details and checking for correct sequence with teacher or librarian guidance.	1.4.1.3 Create an original work or a response to a creative work, adding details and checking for correct sequence with teacher or librarian guidance.	2.4.1.3 Create an original work or a response to a creative work, checking work against a teacher or librarian produced rubric.	3.4.1.3 Create an original work or a response to a creative work, checking work against a teacher or librarian produced rubric.	4.4.1.3 Create an original work or a response to a creative work, checking work against a teacher or librarian produced rubric or peer review.	5.4.1.3 Create an original work or a response to a creative work, reflecting on progress and editing as needed (e.g., rubric, peer review, checklist).	6.4.1.3 Create an original work or a response to a creative work, reflecting on progress and editing as needed (e.g., rubric, peer review, checklist).	7.4.1.3 Create an original work or a response to a creative work, reflecting on progress and editing as needed (e.g., rubric, peer review, checklist).	8.4.1.3 Create an original work or a response to a creative work, reflecting on progress and editing as needed (e.g., rubric, peer review, checklist).	9.10.4.1.3 Create an original work or a response to a creative work, reflecting on progress and editing as needed (e.g., rubric, peer review, checklist).	11.12.4.1.3 Create an original work or a response to a creative work, reflecting on progress and editing as needed (e.g., rubric, peer review, checklist).
		2.4.1.4 Identify legal and ethical usage guidelines for copyrighted resources.	3.4.1.4 Practice respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).	4.4.1.4 Practice respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).	5.4.1.4 Practice respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).	6.4.1.4 Practice respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).	7.4.1.4 Demonstrate understanding of and respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).	8.4.1.4 Demonstrate understanding of and respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).	9.10.4.1.4 Demonstrate understanding of and respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).	11.12.4.1.4 Demonstrate understanding of and respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).



## READS Summary Score reading progress

5.1 Engage in literacy-based motivational program and activities.										
Score – Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Nine/Ten	Eleven/twelve
The student will:										
K.5.1.1 Participate in school library activities and reading celebrations (e.g., storytimes, puppet plays).	1.5.1.1 Participate in school library activities and reading celebrations (e.g., character parades, puppet plays).	2.5.1.1 Participate in school library activities and reading celebrations (e.g., character parades, author visits).	3.5.1.1 Participate in school library activities and reading celebrations (e.g., character parades, author visits).	4.5.1.1 Participate in school library activities and reading celebrations (e.g., family literacy night, author visits).	5.5.1.1 Participate in school library activities and reading celebrations (e.g., family literacy night, author visits).	6.5.1.1 Participate in school library activities and reading celebrations (e.g., School Library Media Month celebrations).	7.5.1.1 Participate in school library activities and reading celebrations (e.g., School Library Media Month celebrations).	8.5.1.1 Participate in school library activities and reading celebrations (e.g., televised book talks or reviews).	9.10.5.1.1 Participate in school library activities and reading celebrations (e.g., Banned Book Week activities).	11.12.5.1.1 Participate in school library activities and reading celebrations (e.g., Banned Book Week activities).
K.5.1.2 Participate in structured independent reading programs (e.g., Florida Reading Association Children's Book Award).	1.5.1.2 Participate in structured independent reading programs (e.g., Florida Reading Association Children's Book Award).	2.5.1.2 Participate in structured independent reading programs (e.g., Florida Reading Association Children's Book Award).	3.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award).	4.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award).	5.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award).	6.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award).	7.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award).	8.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award).	9.10.5.1.2 Participate in structured independent reading programs (e.g., Florida Teens Read).	11.12.5.1.2 Participate in structured independent reading programs (e.g., Florida Teens Read).
K.5.2.2 Monitor own reading progress using a variety of methods.	1.5.2.2 Monitor own reading progress using a variety of methods.	2.5.2.2 Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)	3.5.2.2 Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)	4.5.2.2 Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)	5.5.2.2 Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)	6.5.2.2 Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)	7.5.2.2 Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)	8.5.2.2 Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)	9.10.5.2.2 Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)	11.12.5.2.2 Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)
5.2 Develop habits for lifelong learning.										
1.5.2.1 Identify lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., online magazines and books).	1.5.2.1 Identify lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., online magazines and books).	2.5.2.1 Identify lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., online magazines and books).	3.5.2.1 Identify lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., hobby magazines, online newscasts).	4.5.2.1 Identify lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., hobby magazines, online newscasts).	5.5.2.1 Identify lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., hobby magazines, online newscasts).	6.5.2.1 Practice lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., career and technical journals, online newscasts).	7.5.2.1 Practice lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., career and technical journals, online newscasts).	8.5.2.1 Practice lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., career and technical journals, online newscasts).	9.10.5.2.1 Maintain lifelong learning literacy skills by relating reading/ listening/viewing activities to real world situations (e.g., career and technical journals, online newscasts).	11.12.5.2.1 Maintain lifelong learning literacy skills by relating reading/ listening/viewing activities to real world situations (e.g., career and technical journals, online newscasts).

# READS

## Grade Six

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
<b>Sixth Grade</b>				
<b>READS</b>				
The student will:				
<b>Read as a personal activity</b>				
6.1.1 Select and read literary and informational texts at an appropriate reading level.	6.1.1.1 Choose age and ability appropriate literature to read based on interest or curriculum need.			
	6.1.1.2 Choose age and ability appropriate informational texts to read based on interest or curriculum need.			
6.1.2 Select listening and viewing resources for enjoyment and information.	6.1.2.1 Participate in listening and viewing activities (e.g., audiobooks, podcasts).			
6.1.3 Use community resources for recreational and informational needs.	6.1.3.1 Visit the school or other libraries virtually or in person to access resources.			
	6.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Library of Congress Memory Project).			
<b>Explore characteristics, history, and awards of creative works</b>				
6.2.1 Identify and critically analyze literary and media genres and themes.	6.2.1.1 Compare and contrast literary and media genres (e.g., historical fiction, fantasy, short stories).			
	6.2.1.2 Explain and compare literary themes in text, visual, and digital resources ((e.g., good v. evil, man v. nature).			
6.2.2 Recognize that social, cultural, political and historical events influence ideas and information.	6.2.2.1 Identify and compare historically and culturally significant works in various formats (e.g., Greek or Roman mythology).			
	6.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.			
6.2.3 Appreciate literary and artistic excellence.	6.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Sunshine State Young Reader's Award winners).			
	6.2.3.2 Identify the concept of intellectual freedom.			
<b>Analyze structure and aesthetic features of creative works</b>				
6.3.1 Identify and analyze key ideas and details of a work.	6.3.1.1 Connect prior and background knowledge to textual or visual clues to understand a literary work (e.g., inferring, predicting).			
	6.3.1.2 Determine purpose and point of view in a creative work.			
	6.3.1.3 Determine central ideas and supporting details of a work (e.g., paraphrasing, summarizing).			
6.3.2 Understand the literary techniques and complexities of a work.	6.3.2.1 Identify an author's or illustrator's style (e.g., use of figurative language, medium).			
	6.3.2.2 Compare and contrast story elements (e.g., characters, setting, or plot) in multiple works.			
<b>Develop a literary-based product</b>				
6.4.1 Develop an original work or a response to a creative work, working in groups or individually.	6.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.			
	6.4.1.2 Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming).			
	6.4.1.3 Create an original work or a response to a creative work, reflecting on progress and editing as needed (e.g., rubric, peer review, checklist).			
	6.4.1.4 Practice respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).			
6.4.2 Communicate and evaluate an original work or a response to creative work, working in a group or individually.	6.4.2.1 Use appropriate presentation tools and techniques to share product.			
	6.4.2.2 Evaluate product and production process.			
<b>Score reading progress</b>				
6.5.1 Engage in literacy-based motivational program and activities.	6.5.1.1 Participate in library media activities and reading celebrations (e.g., School Library Media Month celebrations).			
	6.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award).			
	6.5.2.2 Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)			
6.5.2 Develop habits for lifelong learning.	6.5.2.1 Practice lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., career and technical journals, online newscasts).			



## READS Grade Seven

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
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Seventh Grade		READS	
		The student will:	
Read as a personal activity			
7.1.1 Select and read literary and informational texts at an appropriate reading level.	7.1.1.1 Choose age and ability appropriate literature to read based on interest or curriculum need.		
	7.1.1.2 Choose age and ability appropriate informational texts to read based on interest or curriculum need.		
7.1.2 Select listening and viewing resources for enjoyment and information.	7.1.2.1 Participate in listening and viewing activities (e.g., audiobooks, podcasts).		
7.1.3 Use community resources for recreational and informational needs.	7.1.3.1 Visit the school or other libraries virtually or in person to access resources.		
	7.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Louvre, National Gallery of Art).		
Explore characteristics, history, and awards of creative works			
7.2.1 Identify and critically analyze literary and media genres and themes.	7.2.1.1 Compare and contrast literary and media genres (e.g., adventure, mystery, documentary).		
	7.2.1.2 Explain and compare literary themes in text, visual, and digital resources ((e.g., good v. evil, man v. nature).		
7.2.2 Recognize that social, cultural, political and historical events influence ideas and information.	7.2.2.1 Identify and compare historically and culturally significant works in various formats (e.g., political cartoons, African American handmade quilts).		
	7.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.		
7.2.3 Appreciate literary and artistic excellence.	7.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Edgar Allen Poe Award winners).		
	7.2.3.2 Acknowledge the importance of intellectual freedom.		
Analyze structure and aesthetic features of creative works			
7.3.1 Identify and analyze key ideas and details of a work.	7.3.1.1 Connect prior and background knowledge to textual or visual clues to understand a literary work (e.g., inferring, predicting).		
	7.3.1.2 Determine purpose and point of view in a creative work.		
	7.3.1.3 Determine central ideas and supporting details of a work (e.g., paraphrasing, summarizing).		
7.3.2 Understand the literary techniques and complexities of a work.	7.3.2.1 Identify an author's or illustrator's style (e.g., use of figurative language, medium).		
	7.3.2.2 Compare and contrast story elements (e.g., characters, setting, or plot) in multiple works.		
Develop a literary-based product			
7.4.1 Develop an original work or a response to a creative work, working in groups or individually.	7.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.		
	7.4.1.2 Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming).		
	7.4.1.3 Create an original work or a response to a creative work, reflecting on progress and editing as needed (e.g., rubric, peer review, checklist).		
	7.4.1.4 Demonstrate understanding of and respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).		
7.4.2 Communicate and evaluate an original work or a response to creative work, working in a group or individually.	7.4.2.1 Use appropriate presentation tools and techniques to share product.		
	7.4.2.2 Evaluate product and production process.		
Score reading progress			
7.5.1 Engage in literacy-based motivational program and activities.	7.5.1.1 Participate in library media activities and reading celebrations (e.g., School Library Media Month celebrations).		
	7.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award).		
	7.5.2.2 Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)		
7.5.2 Develop habits for lifelong learning.	7.5.2.1 Practice lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., career and technical journals, online newscasts).		

## READS Grade Eight

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
<b>Eighth Grade</b>				
<b>READS</b>				
The student will:				
<b>Read as a personal activity</b>				
8.1.1 Select and read literary and informational texts at an appropriate reading level.	8.1.1.1 Choose age and ability appropriate literature to read based on interest or curriculum need.			
	8.1.1.2 Choose age and ability appropriate informational texts to read based on interest or curriculum need.			
8.1.2 Select listening and viewing resources for enjoyment and information.	8.1.2.1 Participate in listening and viewing activities (e.g., audiobooks, podcasts).			
8.1.3 Use community resources for recreational and informational needs.	8.1.3.1 Visit the school or other libraries virtually or in person to access resources.			
	8.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Louvre, National Gallery of Art).			
<b>Explore characteristics, history, and awards of creative works</b>				
8.2.1 Identify and critically analyze literary and media genres and themes.	8.2.1.1 Analyze literary and media genres (e.g., poetry, drama, biography, documentary).			
	8.2.1.2 Explain and compare literary themes in text, visual, and digital resources (e.g., ability of human spirit to rise above grief and loss).			
8.2.2 Recognize that social, cultural, political and historical events influence ideas and information.	8.2.2.1 Identify and compare historically and culturally significant works in various formats (e.g., Hispanic poetry and situational comedies).			
	8.2.2.2 Recognize cultural and ethnic diversity through creative and literary works.			
8.2.3 Appreciate literary and artistic excellence.	8.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Laura Ingalls Wilder Award winners).			
	8.2.3.2 Acknowledge the importance of intellectual freedom.			
<b>Analyze structure and aesthetic features of creative works</b>				
8.3.1 Identify and analyze key ideas and details of a work.	8.3.1.1 Connect prior and background knowledge to textual or visual clues to understand a literary work (e.g., inferring, predicting).			
	8.3.1.2 Determine purpose and point of view in a creative work.			
	8.3.1.3 Determine central ideas and supporting details of a work (e.g., paraphrasing, summarizing).			
8.3.2 Understand the literary techniques and complexities of a work.	8.3.2.1 Identify an author's or illustrator's style (e.g., use of figurative language, medium).			
	8.3.2.2 Compare and contrast story elements (e.g., characters, setting, or plot) in multiple works.			
<b>Develop a literary-based product</b>				
8.4.1 Develop an original work or a response to a creative work, working in groups or individually.	8.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.			
	8.4.1.2 Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming).			
	8.4.1.3 Create an original work or a response to a creative work, reflecting on progress and editing as needed (e.g., rubric, peer review, checklist).			
	8.4.1.4 Demonstrate understanding of and respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).			
8.4.2 Communicate and evaluate an original work or a response to creative work, working in a group or individually.	8.4.2.1 Use appropriate presentation tools and techniques to share product.			
	8.4.2.2 Evaluate product and production process.			
<b>Score reading progress</b>				
8.5.1 Engage in literacy-based motivational program and activities.	8.5.1.1 Participate in library media activities and reading celebrations (e.g., televised book talks or reviews).			
	8.5.1.2 Participate in structured independent reading programs (e.g., Sunshine State Young Reader's Award).			
	8.5.2.2 Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)			
8.5.2 Develop habits for lifelong learning.	8.5.2.1 Practice lifelong learning literacy skills and relate to reading/ listening/viewing activities to real world situations (e.g., career and technical journals, online newscasts).			



## READS

### Grades Nine and Ten

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
<b>Ninth and Tenth Grades</b>				
<b>READS</b>				
The student will:				
<b>Read as a personal activity</b>				
910.1.1 Select and read literary and informational texts at an appropriate reading level.	910.1.1.1 Choose age and ability appropriate literature to read based on interest or curriculum need.			
	910.1.1.2 Choose age and ability appropriate informational texts to read based on interest or curriculum need.			
910.1.2 Select listening and viewing resources for enjoyment and information.	910.1.2.1 Participate in listening and viewing activities (e.g., audiobooks, podcasts).			
910.1.3 Use community resources for recreational and informational needs.	910.1.3.1 Visit the school or other libraries virtually or in person to access resources.			
	910.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., National Portrait Gallery, Museum of Modern Art).			
<b>Explore characteristics, history, and awards of creative works</b>				
910.2.1 Identify and critically analyze literary and media genres and themes.	910.2.1.1 Demonstrate knowledge of the distinguishing characteristics of literary and media genres (e.g., historical fiction, biography, documentary).			
	910.2.1.2 Analyze universal themes in text, visual, and digital resources (e.g., transforming quality of culture).			
910.2.2 Recognize that social, cultural, political and historical events influence ideas and information.	910.2.2.1 Analyze and compare a variety of historically and culturally significant works in various formats (e.g., Impressionist paintings, Shakespeare's plays and sonnets).			
	910.2.2.2 Demonstrate an appreciation for cultural and ethnic diversity by selecting appropriate creative and literary works.			
910.2.3 Appreciate literary and artistic excellence.	910.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Pura Belpré Award winners).			
	910.2.3.2 Demonstrate a knowledge of and respect for the concept of intellectual freedom.			
<b>Analyze structure and aesthetic features of creative works</b>				
910.3.1 Identify and analyze key ideas and details of a work.	910.3.1.1 Connect prior and background knowledge to textual or visual clues to understand a literary work (e.g., inferring, predicting).			
	910.3.1.2 Determine purpose and point of view in multiple creative works.			
	910.3.1.3 Determine central ideas and supporting details of a work (e.g., paraphrasing, summarizing).			
910.3.2 Understand the literary techniques and complexities of a work.	910.3.2.1 Identify an author's or illustrator's style (e.g., use of figurative language, medium).			
	910.3.2.2 Compare and contrast story elements (e.g., characters, setting, or plot in multiple works).			
<b>Develop a literary-based product</b>				
910.4.1 Develop an original work or a response to a creative work, working in groups or individually.	910.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.			
	910.4.1.2 Generate and organize ideas for an original work or a response to a creative work read, heard, or viewed (e.g., graphic organizer, group discussion, or brainstorming).			
	910.4.1.3 Create an original work or a response to a creative work, reflecting on progress and editing as needed (e.g., rubric, peer review, checklist).			
	910.4.1.4 Demonstrate understanding of and respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).			
910.4.2 Communicate and evaluate an original work or a response to creative work, working in a group or individually.	910.4.2.1 Use appropriate presentation tools and techniques to share product.			
	910.4.2.2 Evaluate product and production process.			
<b>Score reading progress</b>				
910.5.1 Engage in literacy-based motivational program and activities.	910.5.1.1 Participate in library media activities and reading celebrations (e.g., Banned Book Week activities).			
	910.5.1.2 Participate in structured independent reading programs (e.g., Florida Teens Read).			
	910.5.2.2 Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)			
910.5.2 Develop habits for lifelong learning.	910.5.2.1 Maintain lifelong learning literacy skills by relating reading/ listening/viewing activities to real world situations (e.g., career and technical journals, online newscasts).			

## READS

### Grades Eleven and Twelve

Read as a personal activity	Explore characteristics, history, and awards of creative works	Analyze structure and aesthetic features of creative works	Develop a literary-based product	Score reading progress
Eleventh and Twelfth Grades	READS			
The student will:				
Read as a personal activity				
1112.1.1 Select and read literary and informational resources at an appropriate reading level.	1112.1.1.1 Choose age and ability appropriate literature to read based on interest or curriculum need.			
	1112.1.1.2 Choose age and ability appropriate informational texts to read based on interest or curriculum need.			
1112.1.2 Select listening and viewing resources for enjoyment and information.	1112.1.2.1 Choose age and ability appropriate resources for listening and viewing activities (e.g., podcasts, music).			
1112.1.3 Use community resources for recreational and informational needs.	1112.1.3.1 Visit the school or other libraries virtually or in person to access resources.			
	1112.1.3.2 Visit museums, galleries, science centers, and parks virtually or in person (e.g., Smithsonian museums, Museum of Science and Industry).			
Explore characteristics, history, and awards of creative works				
1112.2.1 Identify and critically analyze literary and media genres and themes.	1112.2.1.1 Demonstrate knowledge of the distinguishing characteristics of literary and media genres (e.g., historical fiction, biography, documentary).			
	1112.2.1.2 Analyze universal themes in text, visual, and digital resources (e.g., modern alienation from the natural world).			
1112.2.2 Recognize that social, cultural, political and historical events influence ideas and information.	1112.2.2.1 Analyze and compare a variety of historically and culturally significant works in various formats (e.g., film noir, Greek plays).			
	1112.2.2.2 Demonstrate an appreciation for cultural and ethnic diversity by selecting appropriate creative and literary works.			
1112.2.3 Appreciate literary and artistic excellence.	1112.2.3.1 Identify award-winning authors, illustrators, and producers of literary and creative works (e.g., Pulitzer Prize winners).			
	1112.2.3.2 Demonstrate a knowledge of and respect for the concept of intellectual freedom.			
Analyze structure and aesthetic features of creative works				
1112.3.1 Identify and analyze key ideas and details of a work.	1112.3.1.1 Connect prior and background knowledge to textual or visual clues to understand a literary work (e.g., inferring and predicting).			
	1112.3.1.2 Determine purpose or point of view of a creative work.			
	1112.3.1.3 Determine central ideas and supporting details of a work (e.g., paraphrase, summarize).			
1112.3.2 Understand the literary techniques and complexities of a work.	1112.3.2.1 Identify an author's or illustrator's style (e.g., use of figurative language, medium).			
	1112.3.2.2 Compare and contrast literary elements (e.g., characters, setting, or plot) in multiple works.			
Develop a literary-based product				
1112.4.1 Develop an original work or a response to a creative work, working in groups or individually.	1112.4.1.1 Choose a method to present an original work or a response to a creative work based on appropriateness and personal preference.			
	1112.4.1.2 Generate and organize ideas for an original work or a response to a creative work read, heard or viewed (e.g., graphic organizer, group discussion, or brainstorming)			
	1112.4.1.3 Create an original work or a response to creative work, reflecting on progress and editing as needed.			
	1112.4.1.4 Demonstrate understanding of and respect for copyright laws and intellectual property rights (e.g., use standard bibliographic format to credit sources).			
1112.4.2 Communicate and evaluate an original work or response to creative works, working in a group or individually.	1112.4.2.1 Use appropriate presentation tools and techniques to share product.			
	1112.4.2.2 Evaluate product and production process.			
Score reading progress				
1112.5.1 Engage in literacy-based motivational program and activities.	1112.5.1.1 Participate in library media activities and reading celebrations (e.g., Banned Book Week activities).			
	1112.5.1.2 Participate in structured independent reading programs (e.g., Florida Teens Read).			
	1112.5.2.2 Participate in reading motivation programs with management components (e.g., Accelerated Reader or Reading Counts). (optional)			
1112.5.2 Develop habits for lifelong learning.	1112.5.2.1 Maintain lifelong learning literacy skills by relating reading/listening/ viewing activities to real world situations (e.g., career and technical journals, online newscasts).			



## Orientation Tab

# Elementary Orientation

In the elementary school setting, it is important to teach students about the rules and expectations of the media center at the beginning of each year. This is also a time that you can build a sense of community with each class. The essential message to students should be that in the media center everyone is welcome. Every school's expectations will vary, but these key elements should be considered.

- **Entering and Exiting the Media Center**

- Voice Level
- Consideration of others when entering/exiting
- Passes
- Times available
- Emergency exits (all emergency procedures)
- Seating for students
- Access - Hours for access and/or checkout
- Students
- Parents/Community

- **Layout of the Media Center**

- Restrooms
- Water fountains
- Computers and Printers
- Location of print resources (e.g. easy fiction, fiction, nonfiction, magazines, reference)
- Location of shelf markers
- Post Rules, Procedures and Consequences
- Circulation Desk
- Print Materials

- **Book Care**

- Returning books
  - When
  - Where

- **Checkout procedures**

- state or present library cards, student number, last name
- How many books?
- How often and how long?

- **Lost/damaged book policies**

- Fines (Note: Fines are NOT recommended at elementary level.)
- Replacement or special arrangements

- **Computers**

- Availability
- Acceptable Use Policy (Internet)
- iCloud Collaboration form (requires parental signature as AUP)
- Printing

- **Available Resources**

- Media Center Webpage
- District Media Page <https://sites.google.com/a/share.brevardschools.org/librarymedia/>
- Destiny <http://brevard.follettdestiny.com>
- TeachingBooks [www.teachingbooks.net](http://www.teachingbooks.net)
- Brevard Public Libraries [www.brev.org](http://www.brev.org)

- **Online Databases**

- GaleNet [http://infotrac.galegroup.com/itweb/fl\\_breva](http://infotrac.galegroup.com/itweb/fl_breva)
- KidsInfo Bits
- World Book Online
- TumbleBooks (subscription based)

- **Media Center Staff**

- Role of the media specialist
  - Teacher
  - Leader
  - Informational Specialist
  - Program Administrator
  - Instructional Partner
- Role of the clerk
  - Checkout books to patrons
  - Assist with library programs

- **Rules and Behavior Management**

- Specific to the media center
  - Use walking feet
  - Talk softly
  - Take care of the materials, return on time
  - Use shelf markers
  - Stop, look and listen when asked
- Positive reinforcements
  - Free reading pass
  - Stickers, Bookmarks, Pencils
  - Sit in a special chair or area
  - Books

- **Building Community**

- Host a volunteer orientation
- Reading Motivation Programs (e.g.; Accelerated Reader/Reading Counts)
- Book Bash/FTR
- Miscellaneous Celebrations

## **Secondary Orientation**

Every year, it is important for students to be reminded of the Media Center rules and procedures. It is usually easiest to schedule the orientation through English/Language Arts classes. This allows you to see every student. Every school's rules will vary, but these key elements should be included:

- **Layout of the Media Center**

- Circulation desk
- Location of print categories (e.g., fiction, nonfiction, reference, magazines)
- Computers and printers
- Restrooms and water fountains, if available
- Emergency exits
- Print materials

- **Basic Book Care**

- Checkout – how many, how often
- Overdue fines, if applicable
- Lost/Damaged book policies

- **Computers**

- Availability
- Acceptable Use Policy for student use of the Internet
- Printing
- Available programs
  - Media Center webpage
  - Destiny
  - Online databases

- **Access – hours and procedures for media use**

- **Media Center Staff**

- Media Specialist role as helper/teacher
- Media Assistant role as helper

- **Rules and Behavior Management**

- **Awareness of Outside Resources**

- Brevard Public Libraries – [www.brev.org](http://www.brev.org)
- Gale Group
- Teachingbooks.net
- District website-
  - <https://sites.google.com/a/share.brevardschools.org/librarymedia/>



## **Orientation Format Suggestions**

The Media Center orientation can take many formats. Here are some ideas that have been used successfully:

**PowerPoint**- Include the information you need to present. This provides a visual as well as auditory information for students.

**Video**- Let students produce and star in the video. You can use your news crew or TV production students. One advantage of these formats is that they can be used to provide orientation after the beginning of the year to new students or as a refresher. Students can watch the video or review the PowerPoint slides independently.

**Stations** – introduce students to different resources and areas

**Map** – Provide a floor layout map of the media center with specific areas numbered. The students will label the numbers with the different areas of the library and learn the layout during the activity.

**Scavenger Hunt** – Students can search for specific books, sections of the library, the pencil sharpener, or any item or area you want to highlight so they will remember.

**Games** (utilize the location of materials and areas of the media center): Media Bingo, Media Jeopardy

**Books for Elementary**- Several books help teach basic library skills & fun for introducing the library!

The Shelf Elf by J. Hopkins

Library Lion by M. Knudsen

The Library Dragon by Deedy

Wild About Books by J. Sierra

Stella Louella's Runaway Book by L. Ernst

Mr. Wiggle's (series)- by C. Thompson

Manners with a Library Book by A. Tourville

What Happened to Marion's Book? by B. Berg

**Elementary Librarian**- online resources to help with orientation <http://elementarylibrarian.com/august>

### **Videos**

Flowcabulary- Ode to Librarians video <http://www.flocabulary.com/ode-to-librarians/>

Don't Let the Pigeon Read the Book <http://www.youtube.com/watch?v=OzETnigMO-w>

BrainPop Digital Etiquette <http://www.brainpop.com/technology/freemovies/digitaletiquette/>

# Elementary

<b>Lesson Title:</b> Media Orientation	
<b>Description:</b> Students will learn about library policies/procedures, library organization, and use of the library catalog.	
<b>Grade Level:</b> K-6	<b>Time Frame:</b> varies
<b>Essential Question:</b> How can the resources in the media center help me to achieve success in school?	
<b>Curriculum Components:</b> <input type="checkbox"/> Reading <input type="checkbox"/> Informational Literacy <input type="checkbox"/> Writing <input type="checkbox"/> Digital Citizenship	
<b>Standards:</b> AASL Standard 1: Inquire, think critically, and gain knowledge & Standard 4: Pursue personal and aesthetic growth	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>• what is considered acceptable computer use and library behavior</li> <li>• become familiar with the library's layout</li> <li>• introduce reading programs such as AR, Reading Counts, FRA, SSYRA</li> <li>• library policies such as checking books in and out, library's hours, procedures and expectations</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>• library policies/procedures</li> <li>• how the library is organized</li> <li>• the resources available in the media center and how they can be useful</li> </ul>
<b><u>DO:</u></b> <ul style="list-style-type: none"> <li>• Students will view presentation of a library orientation. Presentations can be viewed as a class in the media center or computer lab using LAN School. (Power point, Prezi, iMovies, etc.)</li> <li>• Examples of presentations: <a href="http://www.pppst.com">www.pppst.com</a> (this site has power point presentations for topics mentioned below)</li> <li>• Students may participate in a quiz, Jeopardy game, scavenger hunt, etc.</li> </ul> <p>NOTE: The time that orientations cover will vary. The following topics may be separated into different lessons depending on grade level. Topics to include in orientations: policies, procedures, expectations, book care, using Destiny to search for a book, layout of the library, how to find a book, book care.</p> <p><b>Assessment(s):</b> quiz, Jeopardy game, scavenger hunt, etc.</p> <p><b>Resources:</b> Power point presentation, Prezi, etc.</p> <p><b>Differentiated Instruction Strategies:</b> Students can be grouped strategically to have higher level students assisting lower level.</p> <p><b>Collaborating Teacher(s)/Class(es):</b> K-6 Teachers</p>	

# Middle School

**Lesson Title:** Media Orientation

**Description:** Students will learn about library policies/procedures, library organization, and use of the library catalog.

**Grade Level:** 7 & 8

**Time Frame:** 1-2 class periods

**Essential Question:** How can the resources in the media center help me to achieve success in my academic pursuits?

**Curriculum Components:** ☐ Reading ☐ Informational Literacy ☐ Writing ☐ Digital Citizenship

**Standards:** AASL Standard 1: Inquire, think critically, and gain knowledge & Standard 4: Pursue personal and aesthetic growth

## KNOW:

- what is considered acceptable computer use and library behavior
- recognize call numbers from the different library sections
- how to find a book in the library using the library catalog

## UNDERSTAND:

- library policies/procedures
- how the library is organized
- the resources available in the media center and how they can be useful

## DO:

- Students will sit at computers and watch a multimedia presentation (Prezi, Goanimate, Powtoons, Blendspace, etc.) about library policies and procedures and complete a Google forms quiz to demonstrate understanding of the presentation.
- Students will watch a presentation about how to access/use the Destiny catalog and work in groups to complete a scavenger hunt to demonstrate their understanding of media center layout and use of the catalog. The format can be
  - A paper form that groups use to move around the media center and locate and record answers.
  - A catalog race using the Destiny catalog to locate a specific book and bring it back to the lab.
- Students will be introduced to the Sunshine State Young Reader Books for the year.
- OPTIONAL – Include or weave in a presentation about how to access Active Directory, Google Drive, Edline, and Destiny.

**Assessment(s):** Google quiz and team points for scavenger hunt activity

**Resources:** Contact Julie Edwards ([Edwards.julie@brevardschools.org](mailto:Edwards.julie@brevardschools.org)) or Dawn Bronstein ([Bronstein.dawn@brevardschools.org](mailto:Bronstein.dawn@brevardschools.org)) for sample materials.

**Differentiated Instruction Strategies:** Students can be grouped strategically to have higher level students assisting lower level.

**Collaborating Teacher(s)/Class(es):** 7th and 8<sup>th</sup> grade

# High School

**Lesson Title:** Media Center Orientation

**Description:** Students will learn about library policies/procedures, library organization, and use of the library catalog.

**Grade Level:** 9

**Time Frame:** 1-2 class periods

**Essential Question:** How is the media center important to my success?

**Curriculum Components:** ☐ Reading ☒ Informational Literacy ☐ Writing ☐ Digital Citizenship

**Standards:** AASL Standard 1: Inquire, think critically, and gain knowledge & Standard 4: Pursue personal and aesthetic growth

**KNOW:**

- what is considered acceptable computer use and library behavior
- recognize call numbers from the different library sections
- how to find a book in the library using the library catalog

**UNDERSTAND:**

- library policies/procedures
- how the library is organized
- the resources available in the media center and how they can be useful

**DO:**

Students will be organized in groups of 4-5 and listen to a power point presentation about library policies/procedures, and complete worksheets as they follow along.

Students can earn points for their team by answering questions about the library.

Using a labeled map of the library, students must identify each section, how it is organized, and an example of a call number from that area. After about 15 minutes, student reconvene at tables to go over the correct answers.

Students watch presentation of how to access/use the library catalog and then participate in a library catalog race, where one student from each team competes to use the catalog to locate a specific book (i.e. find a fiction book titled *Call of the Wild*, a nonfiction book about soccer, etc.). Repeat so each student gets a turn. Points are awarded to the winning team from each round.

OPTIONAL – add in a presentation about the current year’s FTR books, make sure the students can login to their Edline and/or Google drive accounts.

**Assessment(s):** Worksheet (grade in their class) and team points (special prize for the winning team – extra credit, school supplies, candy, etc.).

**Resources:** PPT presentation and student worksheets (email [Worcester.Eryn@brevardschools.org](mailto:Worcester.Eryn@brevardschools.org) for specific examples).

**Differentiated Instruction Strategies:** Students can be grouped strategically to have higher level students assisting lower level.

**Collaborating Teacher(s)/Class(es):** 9<sup>th</sup> grade

# Kindergarten Tab

# Kindergarten Scope & Sequence

Reading	Information Literacy
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the front, back, and title page of a book</li> <li><input type="checkbox"/> Use question words</li> <li><input type="checkbox"/> Retell a story with details</li> <li><input type="checkbox"/> Identify characters, setting, and events in a story</li> <li><input type="checkbox"/> Ask questions about unknown words</li> <li><input type="checkbox"/> Recognize types of text (stories, poems, etc.)</li> <li><input type="checkbox"/> Identify the author and illustrator</li> <li><input type="checkbox"/> Connect illustrations to text</li> <li><input type="checkbox"/> Compare/Contrast two texts</li> <li><input type="checkbox"/> Describe connections between characters, settings, and events.</li> <li><input type="checkbox"/> Participate in reading activities</li> <li><input type="checkbox"/> Identify the key details and main topic</li> <li><input type="checkbox"/> Identify the author's purpose</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gather information on topic</li> <li><input type="checkbox"/> Use graphic details to support writing or drawings</li> <li><input type="checkbox"/> Locate books using basic call numbers/sections</li> <li><input type="checkbox"/> Identify &amp; locate picture books and nonfiction</li> <li><input type="checkbox"/> Locate information using alphabetical order</li> <li><input type="checkbox"/> Identify award titles (Caldecott, FRA)</li> <li><input type="checkbox"/> Use technology devices ( introduction to keyboard, mouse, headphones, tablet, recognizes different icons, websites, and programs, launches and quits programs, works independently or with a partner)</li> <li><input type="checkbox"/> Follow process to check out and return books</li> <li><input type="checkbox"/> Understand respectful use of borrowed books</li> <li><input type="checkbox"/> Identify the title, spine, and spine label</li> </ul>
Digital Citizenship	Writing
<ul style="list-style-type: none"> <li><input type="checkbox"/> Work with a partner or group</li> <li><input type="checkbox"/> Demonstrate ethical and respectful school behavior</li> <li><input type="checkbox"/> Able to self-advocate (comfort zone/OK to tell)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write or draw response to reading</li> <li><input type="checkbox"/> Discuss/draw story relationships</li> <li><input type="checkbox"/> Write informational text</li> <li><input type="checkbox"/> Collaborate on digital projects</li> </ul>

**Collaborative Project Ideas:** Author study (Dr. Seuss, Carle), My Community (school, neighborhood), All about Me (picture project, Voki, Power Point, etc.)

# Reading Literature-Grade K

## STANDARDS ADDRESSED

LAFS.K.RL.1.1	LAFS.K.RL.2.5	LAFS.K.RL.4.10
LAFS.K.RL.1.2	LAFS.K.RL.2.6	
LAFS.K.RL.1.3	LAFS.K.RL.3.7	
LAFS.K.RL.2.4	LAFS.K.RL.3.9	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do readers identify characters, settings, and major events in a story?
- What do readers do when they do not understand everything in a text?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Basic parts of a book
- Characters
- Setting
- Roles of author and illustrator
- Author's purpose

## DO

- Identify the front, back, and title page of a book
- Use question words
- Retell a story with details
- Identify characters, setting, and events in a story
- Ask questions about unknown words
- Recognize types of text (stories, poems, etc.)
- Identify the author and illustrator and their roles
- Connect illustrations to text
- Compare/Contrast: two texts, events, and experiences of characters
- Identify the key details and main topic
- Identify the author's purpose



## LESSON ESSENTIAL QUESTIONS

- What makes a story interesting to read?
- How do story elements contribute to the theme?
- How is literature like life?
- What do good readers do?
- How do literary devices enhance a text?
- What does the author want me to learn?
- Why is story-telling an important aspect of a culture or society?
- How does perspective affect a story or text?
- How does text structure contribute to understanding?
- How does text structure enhance the text?
- How do visual images enhance or create meaning?
- Why is it important to ask questions before, during, and after reading?
- How can I make connections to what I read?

## POTENTIAL ACTIVITIES

- Author study (Dr. Seuss, Carle)  
Read /compare texts about community (school, neighborhood, self)
- All about Me projects
- Character Maps
- Story Maps
- Respond to story

## ESSENTIAL VOCABULARY

- Title page
- Front Cover
- Back Cover
- Character
- Setting
- Illustration
- Illustrator
- Author's purpose
- Compare/Contrast

## FORMATIVE ASSESSMENT

- ABCD Whisper
- Handprint
- Onion Ring
- Word sort
- Thumbs up, thumbs down

## TECHNOLOGY

- Voicethread for reader response
  - Tumble Books
  - Voki
  - Avatars
  - Drawing tools (PAINT)
- iPad Apps: Educreations, Sock Puppet, Tellagami

# Reading Informational Text (RI) - Grade K

## STANDARDS ADDRESSED

LAFS.K.RI.1.1	LAFS.K.RI.2.5	LAFS.K.RI.3.9
LAFS.K.RI.1.2	LAFS.K.RI.2.6	LAFS.K.W.1.2
LAFS.K.RI.1.3	LAFS.K.RI.3.7	
LAFS.K.RI.2.4	LAFS.K.RI.3.8	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from informational text?
- How do readers figure out a word they do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to text structures?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Proper use of technology devices – introduction to keyboard, mouse, headphones, tablet
- Picture book organization/location
- Parts of a book
- Alphabet

## DO

- Gather information on topic (FINDS)
- Use graphic details to support writing or drawings
- Identify & locate picture books and nonfiction
- Locate information using alphabetical order
- Identify award titles (Caldecott, FRA)
- Follows process to check out and return books
- Understands respectful use of borrowed books
- Identifies author, illustrator, title, spine, and spine label
- Recognizes different icons, websites, and programs, launches and quits programs, works independently or with a partner

### LESSON ESSENTIAL QUESTIONS

- Why are text features such as headings and table of contents helpful?
- Does text structure contribute to understanding?
- Why is it important to participate in shared writing or research projects?
- What are some ways you can gather information on a topic?
- How can graphic details support writing or drawings?
- What are some ways we organize and locate books?
- How can input/output devices help you?
- What kinds of presentation applications help us share information with others?

### POTENTIAL ACTIVITIES

- Author or topic study (Non-Fiction)
- Compare texts/resources
- Small group inquiry stations
- FRA book study/comparisons
- Respond to prompt on Voicethread
- Create avatars to tell facts about topic

### ESSENTIAL VOCABULARY

- Picture books
- Nonfiction
- Caldecott
- FRA
- Author
- Illustrator
- Borrow
- Icon

### FORMATIVE ASSESSMENT

- Thumbs Up, Thumbs Down
- Clickers
- Say Something
- Every pupil response
- Give one, get one

### TECHNOLOGY

- Tumble Books
- Starfall
- PebbleGo
- Avatar programs (Voki)
- Voicethread

# Digital Citizenship - Grade K

## STANDARDS ADDRESSED

LAFS.K.W.2.6  
LAFS.K.W.3.7  
LAFS.K.SL.1.1  
LAFS.K.SL.1.3

## UNIT ESSENTIAL QUESTIONS

- What is digital citizenship?
- How do people communicate effectively?
- How do my online actions affect me/others?
- Why is it important for people to behave ethically and respectfully online?

## UNDERSTAND

- Digital Citizens understand how to behave ethically in a digital environment.
- Digital Citizens understand why it is important to behave respectfully and ethically online.
- Digital citizens know how/why they should protect themselves in a digital environment.
- Digital citizens understand how to use technology effectively.

## KNOW

- Ethical school behavior
- Comfort Zone-Self Advocacy (OK to tell)

## DO

- Sharing group work
- Demonstrate respectful behavior -fishbowl
- Demonstrate self-advocacy

### LESSON ESSENTIAL QUESTIONS

- What are some Cybersafety skills? How can these skills keep you safe?
- How can I use digital tools to collaborate with others?
- Why is it important to maintain safety in a digital world?
- Why is it important to be respectful and responsible in a digital world?
- How is my virtual self, different from, or similar to my real self?

### POTENTIAL ACTIVITIES

- NetSmartz Videos
- Record do's and don'ts for online behavior (Voki, Voicethread)
- Class pen pals through Skype, FaceTime, Lync, etc.
- Create Google Docs draw or write in small groups

### ESSENTIAL VOCABULARY

- Respect
- Self-Advocacy

### FORMATIVE ASSESSMENT

- Thumbs-Up, Thumbs-Down
- Clickers
- Say Something
- Paper plate faces – Happy vs. Unhappy
- Example/non-example
- Handprint
- Onion Ring

### TECHNOLOGY

- NetSmartz Videos
- Professor Garfield website
- Google Docs
- Recording Tools (Voki, etc.)
- Voicethread

# Writing - Grade K

## STANDARDS ADDRESSED

LAFS.K.W.1.1	LAFS.K.W.2.6
LAFS.K.W.1.2	LAFS.K.W.3.7
LAFS.K.W.1.3	LAFS.K.W.3.8
LAFS.K.W.2.5	

## UNIT ESSENTIAL QUESTIONS

- Why do writers write?
- How do good writers express themselves?
- How do writers develop a well-written product?
- How can evaluation and reflection be used to improve writing?

## UNDERSTAND

- Writers have a purpose for writing.
- Writers gather their ideas from personal experience, observations, reading, and imagination.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Writing is a multi-stage process.

## KNOW

- Reading response
- Informational text
- Relationships between events, characters, etc.
- Persuasive words
- Fact vs. opinion

## DO

- Write or draw an opinion
- Discuss/draw relationships
- Create collaborative digital projects as a group
- List persuasive reasons for a choice



### LESSON ESSENTIAL QUESTIONS

- How does research enhance the ability to persuade?
- How do authors use (narrative, persuasive, informational) elements to create a story?
- What kinds of details can I use to best support my writing?
- How do people communicate effectively?
- How does a speaker create and present an effective oral text?
- How can I select the best technology/presentation tools?
- How do technology tools enhance a product?

### POTENTIAL ACTIVITIES

- Photo and writing books - animal books, holiday, zoo, pets, ocean, field trip experience books, the senses, living/nonliving, biographies, rock study
- Write/Draw opinion about book

### ESSENTIAL VOCABULARY

- Opinion
- Relationships

### FORMATIVE ASSESSMENT

- Thumbs-Up, Thumbs-Down
- Clickers
- Say Something

### TECHNOLOGY

- Digital Storytelling Tools
- Drawing Tools
- Dictation apps and/or Recording Tools

<b>Lesson Title:</b> People at Work	
<b>Description:</b> Students create a Photo Story Slideshow of people at work and in the community.	
<b>Grade Level:</b> K	<b>Time Frame:</b> varies
<b>Essential Question:</b> How can non-fiction resources help you learn more about the kinds of work do people do?	
<b>Curriculum Components:</b> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Informational Literacy <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Digital Citizenship	
<b>Standards:</b> LAFS.K.RL.1.1, LAFS.K.W.1.2, LAFS.K.W.3.7, SS.K.E.1.1	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>Children will know different types of work people do.</li> <li>Identify which workers students would like to feature in a Photo Story Slide.</li> </ul>	<b><u>UNDERSTAND:</u></b> Discuss “work” with the class. What is work? Who does work? That characteristics of people who work at home, at school, and in the community. Discuss kinds of jobs people do in their neighborhoods.
<b><u>DO:</u></b> <ul style="list-style-type: none"> <li>Students will use nonfiction books to research a chosen career.</li> <li>They will summarize in 3-5 sentences about the chosen career.</li> <li>Using the computer, students will choose a photo to represent the career they chose.</li> <li>Students will import their photos into a class Photo Story Slideshow.</li> <li>Students will record their summary in Photo Story.</li> </ul>	
<b>Assessment(s):</b> Speaking and Listening: Do children follow rules for discussion when speaking in class? Writing: Do children write sentences that are accurate and informative about the topic? Language: Do children use words they have learned from texts and conversations?	
<b>Resources:</b> Nonfiction books about careers, Research and Media Guide Unit 1 from Journeys TE-Edmodo	
<b>Differentiated Instruction Strategies:</b> Level of nonfiction books, choice of the career to research, option of working with a partner	
<b>Collaborating Teacher(s)/Class(es):</b> Kindergarten Teachers	

**1<sup>st</sup> Grade Tab**

# 1st Grade Scope & Sequence

Reading	Information Literacy
<ul style="list-style-type: none"> <li><input type="checkbox"/> Retell a story to include its message/lesson</li> <li><input type="checkbox"/> Identify characters, setting, events, point of view, main topic and key details</li> <li><input type="checkbox"/> Explain differences between nonfiction and fiction</li> <li><input type="checkbox"/> Explain differences between prose and poetry</li> <li><input type="checkbox"/> Compare/Contrast: two texts</li> <li><input type="checkbox"/> Makes story connections</li> <li><input type="checkbox"/> Identify the author's purpose</li> <li><input type="checkbox"/> Use online author and book sites</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize text features to locate information: headings, table of contents, glossary, electronic menu, icons</li> <li><input type="checkbox"/> Utilize text and illustrations to provide evidence</li> <li><input type="checkbox"/> Participate in shared research/writing project</li> <li><input type="checkbox"/> Gather information from sources/speakers</li> <li><input type="checkbox"/> Use graphic details to support writing or drawings</li> <li><input type="checkbox"/> Locate books using call numbers/labels</li> <li><input type="checkbox"/> Locate picture books and nonfiction</li> <li><input type="checkbox"/> Locate information using alphabetical order</li> <li><input type="checkbox"/> Select on-level text</li> <li><input type="checkbox"/> Demonstrate proper care of books</li> <li><input type="checkbox"/> Use home row of keyboard</li> <li><input type="checkbox"/> Use basic output devices (headphones)</li> </ul>
Digital Citizenship	Writing
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use digital tools to create group writing projects</li> <li><input type="checkbox"/> Demonstrate responsible and ethical school behavior</li> <li><input type="checkbox"/> Demonstrate ability to self-advocate (comfort zone/OK to tell)</li> <li><input type="checkbox"/> Explain purpose of log-ins and passwords</li> <li><input type="checkbox"/> Create safe usernames</li> <li><input type="checkbox"/> Understand personal vs. private information</li> <li><input type="checkbox"/> Ask peers for help &amp; assist peers respectfully</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write an opinion on topic to include a title, reasoning, and closure</li> <li><input type="checkbox"/> Write with details, temporal words, and sequencing.</li> <li><input type="checkbox"/> Create collaborative peer reviews</li> <li><input type="checkbox"/> Participate in digital collaborative publishing</li> <li><input type="checkbox"/> Discuss/draw about relationships and elaborate</li> <li><input type="checkbox"/> Write Informational text including facts, topic, and closure</li> <li><input type="checkbox"/> Utilize word processing to create one sentence</li> <li><input type="checkbox"/> Save work to specified location</li> </ul>

**Collaborative Project Ideas:** Photo and writing books - animal books, holiday, zoo, pets, ocean, field trip experience books, the senses, living/nonliving, biographies, rock study

# Reading Literature-Grade 1

## STANDARDS ADDRESSED

LAFS.1.RL.1.1	LAFS.1.RL.2.5	LAFS.1.RL.4.10
LAFS.1.RL.1.2	LAFS.1.RL.2.6	
LAFS.1.RL.1.3	LAFS.1.RL.3.7	
LAFS.1.RL.2.4	LAFS.1.RL.3.9	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do readers figure out words they do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Sensory words
- Prose/Poetry
- Characters, Setting, Events
- Point of View
- Main Idea
- Compare/Contrast
- Author's Purpose

## DO

- Ask and answer questions
- Retell a story to include its message/lesson
- Identify characters, setting, events, and key details in a story
- Recognize types of text and their differences
- Identify the point of view, settings, characters, and events of a story
- Compare/Contrast: two texts, events, and experiences of characters
- Describe connections, using context clues, and author's purpose with reasons
- Identify the key details and main topic
- Identify the author's purpose
- Use online author and book sites

## LESSON ESSENTIAL QUESTIONS

- What makes a story interesting to read?
- How do story elements contribute to the theme?
- How is literature like life?
- What do good readers do?
- How do literary devices enhance a text?
- How can language be powerful?
- What does the author want me to learn?
- Why is story-telling an important aspect of a culture or society?
- How does perspective affect a story or text?
- How does text structure contribute to understanding?
- How do visual images enhance or create meaning?
- Why is it important to ask questions before, during, and after reading?
- How can I make connections to what I read?

## POTENTIAL ACTIVITIES

- Collaborative digital projects
- Photo and writing books
- Animal books, holiday, zoo, pets, ocean, field trip experience books, the senses, living/nonliving, biographies, rock study

## ESSENTIAL VOCABULARY

- Characters
- Setting
- Events
- Main topic
- Author's purpose
- Compare/Contrast
- Context Clues

## FORMATIVE ASSESSMENT

- Thumbs-Up, Thumbs-Down
- Clickers
- Say Something

## TECHNOLOGY

- Online author and book sites
- Starfall
- Photo Story
- iPad or Tablet Apps
- PebbleGo



# Reading Informational Text (RI)- Grade 1

## STANDARDS ADDRESSED

LAFS.1.RI.1.1	LAFS.1.RI.2.5	LAFS.1.RI.3.9
LAFS.1.RI.1.2	LAFS.1.RI.2.6	LAFS.1.RI.4.10
LAFS.1.RI.1.3	LAFS.1.RI.3.7	LAFS.1.W.3.7
LAFS.1.RI.2.4	LAFS.1.RI.3.8	LAFS.1.W.3.8

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do readers figure out words they do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Fiction vs. Nonfiction
- Book location
- Proper care of books
- Text features
- Alphabetical order

## DO

- Utilize text features to locate information: headings, table of contents, glossary, electronic menu, icons
- Utilize the text and illustrations to provide evidence
- Contribute to shared research and writing project
- Gather information from sources including speakers
- Gather information on topic (FINDS)
- Use graphic details to support writing or drawings
- Use call numbers and labels
- Locate picture books and nonfiction
- Locate information using alphabetical order
- Select reading on level
- Use basic output devices (headphones)

### LESSON ESSENTIAL QUESTIONS

- How does text structure contribute to understanding?
- How does text structure enhance the text?
- How do visual images enhance or create meaning?
- How does research enhance the ability to persuade?
- How does research contribute to the discovery of solutions?
- How do I ethically use research in a presentation?
- How can I effectively access, evaluate, utilize, and synthesize online resources and resources in diverse formats?
- How do text features help me locate information, make me a better reader and/or enhance a work?

### POTENTIAL ACTIVITIES

- Collaborative digital projects
- Photo and writing books: animal books, holiday, zoo, pets, ocean, field trip experience books, the senses, living/nonliving, biographies, rock study

### ESSENTIAL VOCABULARY

- Headings
- Table of contents
- Icon
- Illustration
- Call number
- Fiction
- Nonfiction
- Output devices

### FORMATIVE ASSESSMENT

- Thumbs-Up, Thumbs-Down
- Clickers
- Say Something

### TECHNOLOGY

- Online author and book sites
- Icons
- Electronic menu
- iPad and Tablet Apps

# Digital Citizenship - Grade 1

## STANDARDS ADDRESSED

LAFS.1.W.2.6  
LAFS.1.W.3.8  
LAFS.1.SL.1.1

## UNIT ESSENTIAL QUESTIONS

- What is digital citizenship?
- How do people communicate effectively?
- How do my online actions affect me/others?
- Why is it important for people to behave ethically and respectfully online?

## UNDERSTAND

- Digital Citizens understand how to behave ethically in a digital environment.
- Digital Citizens understand why it is important to behave respectfully and ethically online.
- Digital citizens know how/why they should protect themselves in a digital environment.
- Digital citizens understand how to use technology effectively.

## KNOW

- Ethical school behavior
- Respectful discussions (including online)
- Comfort Zone – Self advocacy (OK to tell)
- Safe usernames
- Personal vs. private information
- Appropriate vs. inappropriate technology actions

## DO

- Use a variety of digital tools to create collaborative writing projects
- Participate in group work
- Explain purpose of log-ins and passwords
- Respectfully ask peers for help and assist peers

### LESSON ESSENTIAL QUESTIONS

- How do I ethically use research in a presentation?
- How does my digital footprint define my Web presence?
- How does digital citizenship affect me?
- What are the rights and responsibilities of a digital citizen?
- How do I keep myself safe online?
- Why is it important to maintain respect and responsibility in a digital world?
- How is my virtual self, different or similar to my real self?
- How can I collaborate effectively on and offline contributing as a member of a group?

### POTENTIAL ACTIVITIES

- Collaborative digital projects
- Photo and writing books: animal books, holiday, zoo, pets, ocean, field trip experience books, the senses, living/nonliving, biographies, rock study
- Create avatars to say/display safety rules.

### ESSENTIAL VOCABULARY

- Collaboration
- Research
- Web
- Digital
- Online

### FORMATIVE ASSESSMENT

- Thumbs-Up, Thumbs-Down
- Clickers
- Say Something
- Exit Slips

### TECHNOLOGY

- Online author and book sites
- Icons
- Electronic menu

# Writing - Grade 1

## STANDARDS ADDRESSED

LAFS.1.W.1.1	LAFS.1.W.2.6
LAFS.1.W.1.2	LAFS.1.W.3.7
LAFS.1.W.1.3	LAFS.1.W.3.8
LAFS.1.W.2.5	

## UNIT ESSENTIAL QUESTIONS

- Why do writers write?
- How do good writers express themselves?
- How do writers develop a well-written product?
- How does process shape the writer's product?
- How does each step in the writing process impact your writing?
- How can writing be evaluated?
- How can evaluation and reflection be used to improve writing?

## UNDERSTAND

- Writers have a purpose for writing.
- Writers gather their ideas from personal experience, observations, reading, and imagination.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Writing is a multi-stage process.

## KNOW

- Digital collaborative publishing
- Informational text – giving facts, topic, and closure
- Reading response

## DO

- Write an opinion on topic to include a title, reasoning, and closure
- Write with sequencing, giving details and using temporal words
- Write using complete sentences
- Collaborative peer reviews
- Discuss/Draw about relationships and elaborate
- Utilize Word processing to generate one sentence and save work to a specified location

### LESSON ESSENTIAL QUESTIONS

- How does research enhance the ability to persuade?
- How do authors use (narrative, persuasive, informational) elements to create a story?
- How do people communicate effectively?
- How does a speaker create and present an effective oral text?
- How can I select the best technology/presentation tools?
- How do technology tools enhance a product?

### POTENTIAL ACTIVITIES

- Photo and writing books - animal books, holiday, zoo, pets, ocean, field trip experience books, the senses, living/nonliving, biographies, rock study

### ESSENTIAL VOCABULARY

- Opinion
- Sequencing
- Presentation

### FORMATIVE ASSESSMENT

- Thumbs-Up, Thumbs-Down
- Exit Slip
- Say Something
- Pair and share

### TECHNOLOGY

- Word processing
- DQL (Discovering Quality Literature)
- Photo Story
- Paint (Microsoft)



<b>Lesson Title:</b> Investigate Animals	
<b>Description:</b> Students will investigate and report on one animal.	
<b>Grade Level:</b> 1 <sup>st</sup> Grade	<b>Time Frame:</b> varies
<b>Essential Question:</b> How can non-fiction resources help you learn why some animals have spots or stripes?	
<b>Curriculum Components:</b> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Informational Literacy <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Digital Citizenship	
<b>Standards:</b> LAFS.1.W.1.2, LAFS.1.W.3.7, LAFS.1.W.3.8, SC1.L.17.1  <b>Research Skills</b> Parts of the Book: Table of Contents, Text Features, Use a Library, Choose Appropriate References, Prepare Written Report, Choose Visuals, Use a Computer to Publish, Presenting Written Research	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>• Habitats</li> <li>• Nonfiction resource location/access</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>• Students will understand information about a specific animal habitat.</li> <li>• Students will understand how to choose an animal that lives in the habitat to research.</li> </ul>
<b><u>DO:</u></b> <ul style="list-style-type: none"> <li>• Students will watch a Discovery Education or World Book video on an animal's habitat (Teacher's Choice of video).</li> <li>• Students will choose an animal that lives in the habitat to research.</li> <li>• Students will use nonfiction books to gather information about their animal.</li> <li>• Students will write 5-7 sentences about their animal.</li> <li>• Using the computer, students will find a picture of their animal. They will export it to the class Photo Story Slideshow.</li> <li>• Students will record their research onto Photo Story.</li> </ul> <b>Assessment(s):</b> <ul style="list-style-type: none"> <li>• Speaking and Listening: Do children follow rules of discussion when working together in pairs and groups?</li> <li>• Writing: Do children write their observations fully, clearly, and neatly? Language: Do children use punctuation at the ends of sentences? Do they attempt correct spellings?</li> </ul> <b>Resources:</b> Discovery Education video or World Book video clips, nonfiction books, Photo Story, Research and Media Unit 5 Performance Task from Journeys-Edmodo, PebbleGo <b>Differentiated Instruction Strategies:</b> Students have the option of choosing an animal that lives in the habitat. Differentiate level of nonfiction books. <b>Collaborating Teacher(s)/Class(es):</b> 1 <sup>st</sup> Grade Teachers	

<b>Lesson Title:</b> Cyberbullying	
<b>Description:</b> Internet Safety	
<b>Grade Level:</b> K-2 <sup>nd</sup>	<b>Time Frame:</b> Varies
<b>Essential Question:</b> How is the “Cyber” world like the “Real” world?	
<b>Curriculum Components:</b> <input type="checkbox"/> Reading <input type="checkbox"/> Informational Literacy <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Digital Citizenship	
<b>Standards:</b> ITSE Standards 3, 4, and 5	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>• Students will know how to identify safe Internet practices</li> <li>• Students will use Internet terms</li> <li>• Safe practices on the Internet</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>• How to access the internet</li> <li>• What we do if we receive an email from someone we don’t know</li> <li>• Why we don’t share passwords</li> <li>• Sharing information with strangers online</li> </ul>
<b><u>DO:</u></b> <ul style="list-style-type: none"> <li>• Go through the Internet Safety Checklist sheet with students bullet by bullet and discuss why each point is an important element of Internet safety.</li> <li>• Next, students will learn how to access the Internet and review the terms and tools associated with surfing the net such as <i>browser, homepage, link, download, search window, etc.</i></li> <li>• Show the video <a href="http://www.netsmartzkids.org">www.netsmartzkids.org</a></li> </ul> <p><b><u>Discussion Questions:</u></b></p> <ul style="list-style-type: none"> <li>• How do we access the Internet?</li> <li>• What do we do if we receive an email from someone we don’t know?</li> <li>• Why don’t we share our passwords with friends?</li> <li>• Is it OK to share your username with strangers online?</li> </ul> <p><b>Assessment(s):</b> Students will name one thing they learned about Internet Safety.</p> <p><b>Resources:</b> <a href="http://www.netsmartz.org">www.netsmartz.org</a>, Internet Safety Rules</p> <p><b>Differentiated Instruction Strategies:</b> Peer Support</p> <p><b>Collaborating Teacher(s)/Class(es):</b> K-2 Grade Teachers</p>	

# **Internet Safety Checklist**

## **1. Seven things you should never tell people about yourself on the internet**

- Full Name
- Home address
- Phone Number
- Email Address
- Password/Pin Numbers
- Pictures of yourself/ What you look like
- Where you go to school, church or hang out

## **2. Never Meet people offline you do not know**

- People can lie about who they are.
- If someone is trying to meet you offline, tell a trusted adult.

## **3. Cyberbullying**

- Do not say things online about that you would not say in person.
- The Internet is forever and what is inputted never goes away.
- If you or someone you know is being cyberbullied , tell a trusted adult.

**2<sup>nd</sup> Grade Tab**

## 2nd Grade Scope & Sequence

Reading	Information Literacy
<ul style="list-style-type: none"> <li><input type="checkbox"/> Express understanding of key details in text</li> <li><input type="checkbox"/> Recount a story to include fables and folktales to determine central lesson or moral</li> <li><input type="checkbox"/> Identify how words and phrases provide rhythm and meaning in a story, poem, or song</li> <li><input type="checkbox"/> Describe story structure</li> <li><input type="checkbox"/> Demonstrate understanding of text and illustrations (include digital)</li> <li><input type="checkbox"/> Identify the main ideas of informational text</li> <li><input type="checkbox"/> Content area vocabulary and text</li> <li><input type="checkbox"/> Recognize types of text and their differences</li> <li><input type="checkbox"/> Identify the point of view, author's purpose, settings, characters, and events of a story</li> <li><input type="checkbox"/> Read prose and poetry</li> <li><input type="checkbox"/> Compare/Contrast: versions of the same story (including nonfiction) on the same topic</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize text and text features to locate, use as evidence, and explain information: headings, table of contents, glossary, electronic menu, icons, illustrations</li> <li><input type="checkbox"/> Participate in shared research/writing project</li> <li><input type="checkbox"/> Gather information from sources and speakers</li> <li><input type="checkbox"/> Identify fiction vs. nonfiction</li> <li><input type="checkbox"/> Identify function of book jacket and spine</li> <li><input type="checkbox"/> Use basic print and digital reference skills</li> <li><input type="checkbox"/> Search using Follett Destiny</li> <li><input type="checkbox"/> Use graphic details to support writing or drawings</li> <li><input type="checkbox"/> Locate books using call numbers and labels</li> <li><input type="checkbox"/> Locate information using alphabetical order</li> <li><input type="checkbox"/> Select on-level text</li> <li><input type="checkbox"/> Properly care for books</li> <li><input type="checkbox"/> Use basic input and output devices: printer, microphones, headphones, etc.</li> <li><input type="checkbox"/> Understand basic functions of the computer to include: shortcuts, keyboarding skills, tabs, windows, saving, technology vocabulary</li> <li><input type="checkbox"/> Utilize presentation applications to share information</li> <li><input type="checkbox"/> Use proper finger placement on homerow keys</li> </ul>
Digital Citizenship	Writing
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use a variety of digital tools to create collaborative writing projects</li> <li><input type="checkbox"/> Work collaboratively</li> <li><input type="checkbox"/> Understand plagiarism and ethical use of information</li> <li><input type="checkbox"/> Practice ethical school behavior</li> <li><input type="checkbox"/> Understand Cybersafety basics – Passwords, games, pop-ups, advertisements, contests, downloads</li> <li><input type="checkbox"/> Able to self-advocate (comfort zone/OK to tell)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write informative, explanatory, and narrative text</li> <li><input type="checkbox"/> Present clearly and effectively</li> <li><input type="checkbox"/> Create audio recordings of stories or poems and add visual displays</li> <li><input type="checkbox"/> Respond to reading by writing an opinion on topic to include a title, reasoning, and closure</li> <li><input type="checkbox"/> Write with details, temporal words, and sequencing.</li> <li><input type="checkbox"/> Participate in collaborative peer reviews</li> <li><input type="checkbox"/> Publish writing digitally</li> </ul>

**Collaborative Project Ideas:** Project on topic with multiple resources - Write own fables adding visuals and audio, Google Earth and land forms, weather, friendship, Magic Treehouse tie-in's

# Reading Literature-Grade 2

## STANDARDS ADDRESSED

LAFS.2.RL.1.1	LAFS.2.RL.2.5	LAFS.2.RL.4.10
LAFS.2.RL.1.2	LAFS.2.RL.2.6	
LAFS.2.RL.1.3	LAFS.2.RL.3.7	
LAFS.2.RL.2.4	LAFS.2.RL.3.9	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do you figure out the meaning of a word you do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Story structure
- Content area vocabulary
- Prose / Poetry
- Characteristics of fables and folktales
- Stories have a central idea and lesson
- Key detail questions (5 W's)

## DO

- Express understanding of key details in text
- Recount a story to include fables and folktales to determine central lesson or moral
- Identify how words and phrases provide rhythm and meaning in a story, poem, or song
- Describe story structure
- Demonstrate understanding of text and illustrations (include digital)
- Identify the main ideas of inform. text
- Recognize types of text and their differences
- Identify the point of view, author's purpose, settings, characters, and events of a story
- Read prose and poetry
- Compare/Contrast: versions of the same story (including nonfiction) on the same topic

## LESSON ESSENTIAL QUESTIONS

- What makes a story interesting to read?
- How do story elements contribute to the theme?
- How is literature like life?
- What do good readers do?
- How do literary devices enhance a text?
- What does the author want me to learn?
- Why is story-telling an important aspect of a culture or society?
- How does perspective affect a story or text?
- How does text structure contribute to understanding?
- How does text structure enhance the text?
- How do visual images enhance or create meaning?
- Why is it important to ask questions before, during, and after reading?
- How can I make connections to what I read?

## POTENTIAL ACTIVITIES

- Project on topic with multiple resources –
- Write own fables adding visuals and audio
- Google Earth and land forms,
- Weather
- Friendship,
- Magic Treehouse tie-in's

## ESSENTIAL VOCABULARY

- Fables and Folktales
- Digital Text
- Illustration
- Events
- Story Structure
- Point of View
- Procedures
- Sequences
- Author's Purpose
- Compare and Contrast
- Characters

## FORMATIVE ASSESSMENT

- Observations
- Entrance/Exit Slips
- Fist to Five
- Peer/Self-Assessment
- Four Corners

## TECHNOLOGY

- Online Library Catalogue
- Input/Output Devices
- Presentation Tools
- Digital Publishing Tools
- Audio Recordings



# Reading Informational Text (RI)- Grade 2

## STANDARDS ADDRESSED

LAFS.2.RI.1.1 LAFS.1.RI.2.5 LAFS.2.RI.3.9  
LAFS.2.RI.1.2 LAFS.1.RI.2.6  
LAFS.2.RI.1.3 LAFS.1.RI.3.7  
LAFS.2.RI.2.4 LAFS.1.RI.3.8

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do readers figure out words they do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Fiction vs. Nonfiction
- FINDS
- Function of book jacket and spine
- Basic print and digital references
- Follett Destiny
- Book Location-Use of call numbers and labels
- Alphabetical order
- Select on-level text
- Basic functions of the computer to include: shortcuts, keyboarding skills, tabs, windows, saving, technology vocabulary
- Proper finger placement on home-row keys
- Text features

## DO

- Utilize text and text features to locate, use as evidence, and explain information: headings, table of contents, glossary, electronic menu, icons, illustrations
- Participate in shared research/writing project
- Gather information from sources and speakers
- Gather information on topic
- Use graphic details to support writing or drawings
- Locate books using call numbers and labels
- Locate information using alphabetical order
- Use basic input and output devices: printer, microphones, headphones, etc.
- Utilize presentation applications to share information
- Read and comprehend informational text

### LESSON ESSENTIAL QUESTIONS

- Why are text features such as headings and table of contents helpful?
- Does text structure contribute to understanding?
- Why is it important to participate in shared writing or research projects?
- What are some ways you can gather information on a topic?
- How can graphic details support writing or drawings?
- What are some ways we organize and locate books?
- How can input/output devices help you?
- What kinds of presentation applications help us share information with others?

### POTENTIAL ACTIVITIES

- Project on topic with multiple resources
- Write own fables adding visuals and audio
- Google Earth and land forms,
- Weather
- Friendship,
- Magic Treehouse Topics/Activities

### ESSENTIAL VOCABULARY

- Headings
- Table of contents
- Glossary
- Electronic menu
- Icons
- Illustrations
- Graphic details
- Sources
- Input and Output devices
- Printer
- Microphone
- Presentation applications
- Headphones

### FORMATIVE ASSESSMENT

- Quick Write
- Say Something
- Slap It
- Take and Pass
- Timed Pair Share

### TECHNOLOGY

- Follett Destiny
- Technology Devices
- Parts of a Computer
- Software Applications

# Digital Citizenship - Grade 2

## STANDARDS ADDRESSED

LAFS.2.W.2.6  
LAFS.2.W.3.7  
LAFS.2.W.3.8  
LAFS.2.SL.1.1  
LAFS.2.SL.1.2

## UNIT ESSENTIAL QUESTIONS

- What is digital citizenship?
- How do people communicate effectively?
- How do my online actions affect me/others?
- Why is it important for people to behave ethically and respectfully online?
- How do digital tools enhance research projects?

## UNDERSTAND

- Digital Citizens understand how to behave ethically in a digital environment.
- Digital Citizens understand why it is important to behave respectfully and ethically online.
- Digital citizens know how/why they should protect themselves in a digital environment.
- Digital citizens understand how to use technology effectively.

## KNOW

- How to work collaboratively
- Plagiarism
- Ethical use of information
- Cybersafety Basics

## DO

- Use a variety of digital tools to create collaborative writing projects
- Practice ethical school behavior
- Able to self-advocate (Okay to tell and comfort zone)
- Practice Cyber safety skills-passwords, games, pop-ups, advertisements, contests, and downloads

### LESSON ESSENTIAL QUESTIONS

- What are some Cyber safety skills?
- How can these skills keep you safe?
- How can I use digital tools to collaborate with others?
- How can I use digital tools to create a collaborative writing product?
- Why is it important to maintain safety in a digital world?
- Why is it important to maintain respect and responsibility in a digital world?
- How is my virtual self different or similar to my real self?

### POTENTIAL ACTIVITIES

- Project on topic with multiple resources
- Write own fables adding visuals and audio
- Google Earth and land forms,
- Weather
- Friendship
- Magic Treehouse topics/activities

### ESSENTIAL VOCABULARY

- Digital Tools
- Collaborative
- Plagiarism
- Ethics/Ethical
- Cybersafety
- Self-Advocate

### FORMATIVE ASSESSMENT

- Clickers
- Entrance/Exit Slip
- Example/Non-Example
- Human Graph
- Interlocking Paper Plates

### TECHNOLOGY

- Digital tools
- Cyber safety including log-in, usernames/passwords, pop-ups, advertisements, downloads, contests, games

## Writing - Grade 2

### STANDARDS ADDRESSED

LAFS.1.W.1.1	LAFS.1.W.2.6
LAFS.1.W.1.2	LAFS.1.W.3.7
LAFS.1.W.1.3	LAFS.1.W.3.8
LAFS.1.W.2.5	

### UNIT ESSENTIAL QUESTIONS

- Why do writers write?
- How do good writers express themselves?
- How do writers develop a well-written product?
- How does process shape the writer's product?
- How does each step in the writing process impact your writing?
- How can writing be evaluated?
- How can evaluation and reflection be used to improve writing?

### UNDERSTAND

- Writers have a purpose for writing.
- Writers gather their ideas from personal experience, observations, reading, and imagination.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Writing is a multi-stage process.

### KNOW

- Purposes of different kinds of writing
- Basic presentation skills
- Digital tools for writing and audio recording

### DO

- Write informative, explanatory, and narrative text
- Present clearly and effectively
- Create audio recordings of stories or poems and add visual displays
- Respond to reading by writing an opinion on topic to include a title, reasoning, and closure
- Write with details, temporal words, and sequencing.
- Participate in collaborative peer reviews
- Publish writing digitally

### LESSON ESSENTIAL QUESTIONS

- How does research enhance the ability to persuade?
- How do authors use (narrative, persuasive, informational) elements to create a story?
- What kinds of details can I use to best support my writing?
- How do people communicate effectively?
- How does a speaker create and present an effective oral text?
- How can I select the best technology/presentation tools?  
How do technology tools enhance a product?

### POTENTIAL ACTIVITIES

- Project on topic with multiple resources –
- Write own fables adding visuals and audio
- Google Earth and land forms,
- Weather
- Friendship,
- Magic Treehouse topics/activities

### ESSENTIAL VOCABULARY

- Informative
- Explanatory
- Narrative
- Opinion
- Visual displays
- Temporal
- Collaborative
- Publish
- Digital Publishing

### FORMATIVE ASSESSMENT

- Fill In Your Thoughts
- Flag It
- Quick Write
- Say Something
- Take and Pass
- Word Sort

### TECHNOLOGY

- Audio recordings
- Visual Displays
- Digital writing/publishing
- Collaborative/online peer reviews

<b>Lesson Title:</b> Author Study	
<b>Description:</b> Students will gain an appreciation of a single author using texts.	
<b>Grade Level:</b> K-2	<b>Time Frame:</b> varies
<b>Essential Question:</b> How does making connections between an author's books help me understand what I read?	
<b>Curriculum Components:</b> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Informational Literacy <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Digital Citizenship	
<b>Standards:</b> LAFS.K (1-2 as applicable): RI.1.1, RI.1.2, RI.1.3, RI.2.5, RI.2.6, RI.3.7, RI.3.9	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>Information about a single author.</li> <li>Books the author has written.</li> <li>Questions to consider: What is unique about that author? What does he/she do that is different from other authors?</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>Students will understand information about a single author.</li> </ul>
<b><u>DO:</u></b> <ul style="list-style-type: none"> <li>Teacher will select an author for students.</li> <li>Students will be responsible for researching and presenting the following: books written by the author, genre or types of books the author writes, honors awarded the author</li> <li>Students will complete an Author Study sheet (see example) after learning about the author.</li> </ul> <p>Examples of Authors: Jan Brett, Mo Willems, Berenstain, Marc Brown, Ted Arnold, Karma Wilson, Eric Carle, Bridwell, Dr. Seuss, Chris Van Allsburg</p> <p><b>Assessment(s):</b> Completed author study sheet</p> <p><b>Resources:</b> Variety of books by specific author</p> <p><b>Differentiated Instruction Strategies:</b> Leveled books</p> <p><b>Collaborating Teacher(s)/Class(es):</b> K-2<sup>nd</sup> Grade Teachers</p>	



Name: \_\_\_\_\_

## Author Study

### Books the Author Has Written

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

### Inspirations

Author's  
Favorite  
Stories

Child: \_\_\_\_\_

Adult: \_\_\_\_\_

### Author Timeline

- 1) Year he/she was born?: \_\_\_\_\_
- 2) Place he/she was born?: \_\_\_\_\_
- 3) Where does he/she live now?: \_\_\_\_\_

### Picture of my Author

\_\_\_\_\_

### That's Interesting!

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

### Favorite Things

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

**3<sup>rd</sup> Grade Tab**

# 3rd Grade Scope & Sequence

Reading	Information Literacy
<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask/answer questions using text evidence and illustrations to demonstrate understanding</li> <li><input type="checkbox"/> Recount a story to include fables, folktales, and myths</li> <li><input type="checkbox"/> Describe how characters' actions contribute to major events and challenges</li> <li><input type="checkbox"/> Understand literal vs. non-literal language</li> <li><input type="checkbox"/> Express story structure and development using literary terms (chapter, scene, stanza)</li> <li><input type="checkbox"/> Distinguish own point of view from that of character</li> <li><input type="checkbox"/> Compare / Contrast works from same author about similar characters (series)</li> <li><input type="checkbox"/> Read stories, drama, and poetry</li> <li><input type="checkbox"/> Identify the main ideas of informational text</li> <li><input type="checkbox"/> Describe connections between procedures and sequences using language that expresses cause and effect</li> <li><input type="checkbox"/> Compare/Contrast: versions of the same story including nonfiction on the same topic</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize text features and search tools (sidebars) to locate, use as evidence, and explain information: headings, table of contents, glossary, electronic menu, icons, illustrations, index</li> <li><input type="checkbox"/> Provide text evidence and connections between sections of text</li> <li><input type="checkbox"/> Gather information on topic</li> <li><input type="checkbox"/> Identify all parts of a book</li> <li><input type="checkbox"/> Identify copyright info/ currency of materials</li> <li><input type="checkbox"/> Define plagiarism, give examples, and identify citations.</li> <li><input type="checkbox"/> Use online catalog, alphabetical order, and call numbers to locate books</li> <li><input type="checkbox"/> Search databases and internet for information</li> <li><input type="checkbox"/> Use keyword and Boolean searches</li> <li><input type="checkbox"/> Understand basic functions of the computer to include: shortcuts, keyboarding skills (keying home row accurately), tabs, menu bars, windows, saving, technology vocabulary, &amp; proper posture</li> </ul>
Digital Citizenship	Writing
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use digital tools to create collaborative writing projects</li> <li><input type="checkbox"/> Practice respectful discussions and questions building on speaker or peers' ideas</li> <li><input type="checkbox"/> Demonstrate ethical school behavior (include online)</li> <li><input type="checkbox"/> Understand cybersafety/cyberbullying– Safe communication, protect personal, family, and peer information</li> <li><input type="checkbox"/> Able to self-advocate (comfort zone/OK to tell)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write informative, explanatory, and narrative text including illustrations and adding details</li> <li><input type="checkbox"/> Use clear and effective presentation skills</li> <li><input type="checkbox"/> Use all keyboard rows correctly</li> <li><input type="checkbox"/> Create audio recordings at an understandable pace and add visual displays</li> <li><input type="checkbox"/> Create products in a variety of mediums</li> <li><input type="checkbox"/> Participate in collaborative peer reviews</li> <li><input type="checkbox"/> Publish collaboratively and digitally</li> <li><input type="checkbox"/> Use word processing skills to manipulate text</li> <li><input type="checkbox"/> Use technology tools to capture images</li> </ul>

**Collaborative Project Ideas:** Project on topic with multiple resources - Write own fables, fairy tales, or myths adding visuals and audio, Google Earth/mapping and community, ancient civilizations, cultural/digital connections (pen pals, video conferencing – Lync)

# Reading Literature-Grade 3

## STANDARDS ADDRESSED

LAFS.3.RL.1.1	LAFS.3.RL.2.5	LAFS.3.RL.4.10
LAFS.3.RL.1.2	LAFS.3.RL.2.6	
LAFS.3.RL.1.3	LAFS.3.RL.3.7	
LAFS.3.RL.2.4	LAFS.3.RL.3.9	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do you figure out a word you do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.
- Thoughtful readers make connections when they read.

## KNOW

- Fables/Folktales/Myths
- Formats of stories, drama, poetry
- Literal/Non-literal language
- Chapter, Scene, Stanza

## DO

- Ask/answer questions using text evidence and illustrations to demonstrate understanding
- Recount a story to include fables, folktales, and myths
- Describe how characters' actions contribute to major events and challenges
- Express story structure and development using literary terms (chapter, scene, stanza)
- Distinguish own point of view from that of character
- Compare / Contrast works from same author about similar characters (series)
- Read stories, drama, and poetry
- Identify the main ideas of informational text
- Describe connections between procedures and sequences using language that expresses cause and effect
- Compare/Contrast: versions of the same story including nonfiction on the same topic

## LESSON ESSENTIAL QUESTIONS

- What defines a fable/myth/fairy tale?
- How are two stories similar/different?
- How do story elements vary across versions of the same story?
- What themes recur in fables/myths/fairy tales?
- How does culture/point of view/setting affect the story?
- How do literary devices enhance a text?
- How can language be powerful?
- What does the author want me to learn?
- Why is story-telling an important aspect of a culture or society?
- How does perspective affect a story or text?
- How does text structure enhance the text?
- How do visual images enhance meaning?
- Why is it important to ask questions before, during, and after reading?
- How can I make connections to what I read?
- How do characters' actions drive the plot?

## POTENTIAL ACTIVITIES

- Genre or author study
- Study versions of traditional tales
- Write own fables, fairy tales, or myths adding visuals and audio
- Explore origins of traditional stories using maps and globes (including digital)
- Readers' Theater
- Explore Point of View Stories such as (True Story of Three Pigs, etc.). Then write stories from other points of view

## ESSENTIAL VOCABULARY

- Fable
- Myth
- Fairy Tale
- Moral
- Perspective
- Text Structure

## FORMATIVE ASSESSMENT

- Character Think, Pair, Share
- Perspective Philosophical Questions
- Moral Inner/Outer Circle or Write Around

## TECHNOLOGY

- Mapping program (Google Earth or maps)
- Audio recordings
- Publishing tools
- Presentation tools

# Reading Informational Text (RI) - Grade 3

## STANDARDS ADDRESSED

LAFS.3.RI.1.1 LAFS.3.RI.2.5 LAFS.3.RI.3.9  
LAFS.3.RI.1.2 LAFS.3.RI.2.6  
LAFS.3.RI.1.3 LAFS.3.RI.3.7  
LAFS.3.RI.2.4 LAFS.3.RI.3.8

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do readers figure out words they do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- All parts of a book
- Copyright/currency
- Text features (index, heading, sidebar, illustration, table of contents)
- Plagiarism definition
- Alphabetical order
- Basic computer functions (shortcut, home row finger placement, tabs, menu bars, proper posture)

## DO

- Utilize text features and search tools (sidebars) to locate, use as evidence, and explain information: headings, table of contents, glossary, electronic menu, icons, illustrations, index
- Provide text evidence and connections between sections of text
- Gather information on topic
- Identify copyright information. Look for currency of materials
- Give examples of plagiarism and identify citations.
- Use online catalog, alphabetical order, and call numbers to locate books
- Search databases and internet for information
- Use keyword and Boolean searches

## LESSON ESSENTIAL QUESTIONS

- How do text features support information searches?
- How do visual images enhance or create meaning?
- How do I locate reliable information on my topic?
- How does research enhance understanding?
- How does research contribute to the discovery of solutions?
- How do I ethically use research in a presentation?
- How can I effectively access, evaluate, utilize, and synthesize online resources and resources in diverse formats?
- How do text features help me locate information, make me a better reader and/or enhance a work?

## POTENTIAL ACTIVITIES

- Ancient civilization projects/studies
- Country studies and digital pen pals
- Create Natural Disaster boards using Glogster EDU or Board Builder and have students explore each other's boards with a web quest or scavenger hunt
- Digital pen pals

## ESSENTIAL VOCABULARY

- Menu
- Icon
- Index
- Glossary
- Headings
- Table of Contents
- Sidebar
- Plagiarize
- Copyright
- Currency

## FORMATIVE ASSESSMENT

- Scavenger Hunt (QR Code or Traditional) to record information found during a search (eg. Call numbers, text features, information on a website, etc.)
- Paper Plate Slide
- T Charts showing information comparison

## TECHNOLOGY

- Lync or Skype
- Word Processing including Google Docs/Presentations
- Online Catalog
- Online Encyclopedia and/or other informational text websites (eg. National Geographic)
- Graphic organizer tools (Popplet, etc)



# Digital Citizenship - Grade 3

## STANDARDS ADDRESSED

LAFS.3.W.2.6  
LAFS.3.SL.1.1  
LAFS.3.SL.1.2  
LAFS.3.SL.1.3

## UNIT ESSENTIAL QUESTIONS

- What is digital citizenship?
- How do people communicate effectively?
- How do my online actions affect me/others?
- Why is it important for people to behave ethically and respectfully online?

## UNDERSTAND

- Digital Citizens understand how to behave ethically in a digital environment.
- Digital Citizens understand why it is important to behave respectfully and ethically online.
- Digital citizens know how/why they should protect themselves in a digital environment.
- Digital citizens understand how to use technology effectively.

## KNOW

- How to protect self/others online
- Effects of cyberbullying
- How to use digital writing tools
- How to post respectfully

## DO

- Use digital tools to create collaborative writing projects
- Practice respectful discussions & questions building on speaker or peers' ideas
- Demonstrate ethical school behavior (include online)
- Able to self-advocate (comfort zone - OK to tell)

### LESSON ESSENTIAL QUESTIONS

- How do I ethically use research in a presentation?
- How does my digital footprint define my web presence?
- How does digital citizenship affect me?
- What are the rights and responsibilities of a digital citizen?
- How do I keep myself safe online?
- Why is it important to maintain safety in a digital world?
- Why is it important to maintain respect and responsibility in a digital world?
- How can I collaborate effectively on and offline contributing as a member of a group?

### POTENTIAL ACTIVITIES

- Netsmartz Video Safety Exemplars
- Source Attribution Activities
- Student-created skits or commercials on cyberbullying/safety
- Cultural/digital connections (pen pals, video conferencing – Lync)
- Create sample tweets, posts, etc. to practice proper social media interactions
- Create a “Fakebook” posts on topic and discuss (Eg: Fairy Tale figures)

### ESSENTIAL VOCABULARY

- Collaborate
- Digital footprint
- Ethical
- Digital
- Virtual
- Digital Citizenship

### FORMATIVE ASSESSMENT

- Example/Non-example
- Rubric for online discussion posts/digital pen pal letters.
- Google Docs document showing contributions by group members

### TECHNOLOGY

- Mapping program (Google Earth)
- Word processing/internet
- Skype/Lync
- GoogleDocs
- Blogs or collaborative discussion sites (Edmodo)

# Writing - Grade 3

## STANDARDS ADDRESSED

LAFS.3.W.1.1	LAFS.3.W.2.6
LAFS.3.W.1.2	LAFS.3.W.3.7
LAFS.3.W.1.3	LAFS.3.W.3.8
LAFS.3.W.2.5	

## UNIT ESSENTIAL QUESTIONS

- Why do writers write?
- How do good writers express themselves?
- How do writers develop a well-written product?
- How does process shape the writer's product?
- How does each step in the writing process impact your writing?
- How can writing be evaluated?
- How can evaluation and reflection be used to improve writing?

## UNDERSTAND

- Writers have a purpose for writing.
- Writers gather their ideas from personal experience, observations, reading, and imagination.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Writing is a multi-stage process.

## KNOW

- Word processing skills to manipulate text
- Correct keyboard fingering
- How to use image and audio tools
- Online Thesaurus/Dictionary use

## DO

- Write informative, explanatory, and narrative text including illustrations and adding details
- Use clear and effective presentation skills
- Use all keyboard rows correctly
- Create audio recordings at an understandable pace and add visual displays
- Create products in a variety of mediums
- Participate in collaborative peer reviews
- Publish collaboratively and digitally
- Use word processing skills to manipulate text
- Use technology tools to capture images

### LESSON ESSENTIAL QUESTIONS

- How does research enhance the ability to persuade?
- How do authors use (narrative, persuasive, informational) elements to create a story?
- How do people communicate effectively?
- How does a speaker create and present an effective oral text?
- How can I select the best technology/presentation tools?
- How do technology tools enhance a product?

### POTENTIAL ACTIVITIES

- Digital pen pals
- Research Fairy Tale or Folk Tale versions/origins and present findings
- Ancient civilization group research projects and presentations (wax museum, animations, or videos to present information)
- Create newspaper from an ancient time period telling about events and including ads, comics, etc.

### ESSENTIAL VOCABULARY

- Persuasive
- Narrative
- Informational
- Revise
- Edit

### FORMATIVE ASSESSMENT

- Rubric for presentations/reports
- Peer review forms or rubrics
- Example/non-example of oral presentation tips

### TECHNOLOGY

- Video and audio tools
- Presentation tools
- Research Sites (Websites bookmarked, Online Encyclopedia)
- Online Thesaurus/Dictionary

<b>Lesson Title:</b> Our Great State Maps	
<b>Description:</b> Students will research and discuss the natural features of their state to create a travel brochure.	
<b>Grade Level:</b> 3 <sup>rd</sup> Grade	<b>Time Frame:</b> varies
<b>Essential Question:</b> How can I locate, select, and present information about my state?	
<b>Curriculum Components:</b> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Informational Literacy <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Digital Citizenship	
<b>Standards:</b> LAFS.3.W.1.2(a,b), LAFS.3.W.2.5, LAFS.3.W.2.6, LAFS.3.W.3.8, LAFS.3.SL.2.6, LAFS.3.L.1.2 (a,g)  <b>Research Skills:</b> Read a chart, diagram, and timeline. Use keywords. Plan and conduct an internet search. Analyze, evaluate, and synthesize internet information.	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>• Map Features</li> <li>• State information</li> <li>• How to select reputable and current sites</li> <li>• Persuasive words</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>• How to take notes &amp; cite sources</li> <li>• How to write persuasively</li> <li>• Which features and details are key</li> </ul>
<b><u>DO:</u></b> <ul style="list-style-type: none"> <li>• Students will choose a state to research.</li> <li>• Students will use online resources such as Discovery Education, World Book, etc. to research their state.</li> <li>• Students will create a Storyboard on Discovery Education. The board will include students' research information.</li> <li>• Students will persuade people to visit the state on the story board. They will include information about the state, photographs, highlights, and special features.</li> </ul>	
<b>Assessment(s):</b> Storyboard Rubric	
<b>Resources:</b> Discovery Education Storyboard, Research and Media Performance Task, Unit 4 Journeys-Edmodo, nonfiction state books, Storyboard Rubric in Discovery Education	
<b>Differentiated Instruction Strategies:</b> Students can choose number of "post-its" on the Storyboard based on their level. Nonfiction leveled books.	

Board Builder Grading Rubric				
Category	4	3	2	1
Graphics	All graphics, images, videos are related to the theme or purpose of the Board	Most graphics, images, videos are related to the theme or purpose of the Board	Some graphics, images, videos are related to the theme or purpose of the Board	Graphics, images, videos are not related to the theme or purpose of the Board
Content	The content of the Board is accurate and clear. The Board is creative and there is attention to detail. The Board is aesthetically pleasing.	The content of the Board is accurate and/or clear. The Board demonstrates some creativity. The Board is somewhat aesthetically pleasing.	The content of the Board is not accurate and/or clear. The Board is not creative and there is not attention to detail.	The content of the Board is not accurate and clear. There is little attention to detail. The Board is not aesthetically pleasing.
Citations	Proper citations are used for all resources and information on the Board.	Proper citations are used for most resources and information on the Board.	Partial citations are used for most resources and information on the Board.	No citations are used for resources and information on the Board.
Grammar/ Mechanics	Proper grammar, spelling, and mechanics are used throughout the Board.	Proper grammar, spelling, or mechanics are used mostly on the Board.	Grammar, spelling, or mechanics need revisions.	Grammar, spelling, and mechanics need major revisions.
Presentation	Student presented Board using effective speaking skills and demonstrating a deep understanding of the topic.	Student presented Board using effective speaking skills and demonstrating an understanding of the topic.	Student presented Board demonstrating an understanding of the topic. Student needs to improve speaking skills.	Student did not demonstrate an understanding of the topic. Student needs to improve speaking skills.

<b>Lesson Title:</b> Cyberbullying	
<b>Description:</b> Internet Safety	
<b>Grade Level:</b> 3 <sup>rd</sup> -6 <sup>th</sup>	<b>Time Frame:</b> varies
<b>Essential Question:</b> How can I create an effective message to help stop cyberbullying?	
<b>Curriculum Components:</b> <input type="checkbox"/> Reading <input type="checkbox"/> Informational Literacy <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Digital Citizenship	
<b>Standards:</b> ITSE Standards 3, 4, and 5	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>• Cyberbullying</li> <li>• How to respond if you are being bullied</li> <li>• Ways to stop cyberbullying</li> <li>• Elements of a public service announcement (PSA)</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>• Effective ways to stop cyberbullying</li> <li>• How to create a Public Service Announcement</li> </ul>
<b><u>DO:</u></b> <ul style="list-style-type: none"> <li>• Students will be introduced to what cyberbullying is. They will view videos, websites, and other resources that will give them information on how to stop cyberbullying and help others who may be victims.</li> <li>• Students will work collaboratively to create a PSA, to demonstrate what they have learned. They will gather materials and resources needed to create their PSA.</li> <li>• Students will share their PSA with the class.</li> </ul>	
<b>Assessment(s):</b> PSA Announcement (create a rubric)	
<b>Resources:</b> To create a PDA: iMovie, Windows Movie Maker, Tellagami, Voki, etc. <a href="http://www.planetnutshell.com/project/netsafe-episode-9-posting-pictures-online-grades-4-6/">http://www.planetnutshell.com/project/netsafe-episode-9-posting-pictures-online-grades-4-6/</a> <a href="http://www.planetnutshell.com/project/netsafe-episode-8-talk-to-an-adult-you-trust-grades-4-6/">http://www.planetnutshell.com/project/netsafe-episode-8-talk-to-an-adult-you-trust-grades-4-6/</a> <a href="http://www.planetnutshell.com/project/netsafe-episode-7-understanding-online-friends-grades-4-6/">http://www.planetnutshell.com/project/netsafe-episode-7-understanding-online-friends-grades-4-6/</a> <a href="http://www.planetnutshell.com/project/netsafe-episode-6-what-is-personal-information-grades-4-6/">http://www.planetnutshell.com/project/netsafe-episode-6-what-is-personal-information-grades-4-6/</a> <a href="http://www.planetnutshell.com/project/netsafe-episode-5-cyberbullies-are-no-fun-grades-4-6/">http://www.planetnutshell.com/project/netsafe-episode-5-cyberbullies-are-no-fun-grades-4-6/</a> <a href="http://www.youtube.com/watch?v=yoFUwLdTzT0">http://www.youtube.com/watch?v=yoFUwLdTzT0</a>	
<b>Differentiated Instruction Strategies:</b> Have students work in teams pairing a high level learner with a lower level learner.	
<b>Collaborating Teacher(s)/Class(es):</b> 3 <sup>rd</sup> -6 <sup>th</sup> Grade	



**4<sup>th</sup> Grade Tab**

# 4th Grade Scope & Sequence

Reading	Information Literacy
<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the theme</li> <li><input type="checkbox"/> Explain differences between poems, prose and drama using literary elements</li> <li><input type="checkbox"/> Identify point of view (first and third person)</li> <li><input type="checkbox"/> Compare/contrast themes in multicultural literature</li> <li><input type="checkbox"/> Identify key ideas and make inferences using text evidence</li> <li><input type="checkbox"/> Recount stories including fables, folktales, and myths and identifying allusions to mythology</li> <li><input type="checkbox"/> Identify the main idea and use details to summarize</li> <li><input type="checkbox"/> Describe how characters' actions contribute to major events and challenges</li> <li><input type="checkbox"/> Understand literal vs. non-literal language</li> <li><input type="checkbox"/> Express story structure and development using literary terms (chapter, scene, stanza)</li> <li><input type="checkbox"/> Distinguish own point of view from that of character</li> <li><input type="checkbox"/> Use information from text and illustrations in a print or digital text to demonstrate understanding</li> <li><input type="checkbox"/> Compare / Contrast primary and secondary sources and versions of the same story on the same event or topic (fiction &amp; nonfiction)</li> <li><input type="checkbox"/> Explain procedures and sequences using language that expresses cause and effect</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use multiple sources to investigate different aspects of a topic</li> <li><input type="checkbox"/> Utilize text features and search tools (sidebars) to locate, use, and provide as evidence, and explain information: headings, table of contents, glossary, electronic menu, icons, illustrations, index</li> <li><input type="checkbox"/> Support analysis, reflection, and research with text evidence</li> <li><input type="checkbox"/> Paraphrase from diverse media</li> <li><input type="checkbox"/> Evaluate print and digital resources</li> <li><input type="checkbox"/> Understand copyright /currency of materials</li> <li><input type="checkbox"/> Use online catalog, alphabetical order, and call numbers to locate books</li> <li><input type="checkbox"/> Use keyword and Boolean searching</li> <li><input type="checkbox"/> Access digital magazines and newspapers</li> <li><input type="checkbox"/> Understand basic functions of the computer to include: shortcuts, keyboarding alphabet correctly, tabs, windows, saving, technology vocabulary, display two programs, and create hyperlinks</li> <li><input type="checkbox"/> Use graphing, charting, and spreadsheet tools</li> </ul>
Digital Citizenship	Writing
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use digital tools to create collaborative writing projects</li> <li><input type="checkbox"/> Differentiate formal vs. informal language</li> <li><input type="checkbox"/> Understand intellectual property rights and use citations</li> <li><input type="checkbox"/> Practice respectful discussions and questions building on speaker and peers' ideas (including online)</li> <li><input type="checkbox"/> Demonstrate ethical school behavior (including online)</li> <li><input type="checkbox"/> Understand cybersafety/cyberbullying – safe communication, protect personal, family, &amp; peers' information</li> <li><input type="checkbox"/> Practice netiquette (including social media)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write to: inform, express opinions, explain, narrate</li> <li><input type="checkbox"/> Use clear and effective presentation skills</li> <li><input type="checkbox"/> Type a minimum of one page, utilizing proper keyboard skills</li> <li><input type="checkbox"/> Create audio recordings at an understandable pace and add visual displays</li> <li><input type="checkbox"/> Create products in a variety of mediums</li> <li><input type="checkbox"/> Participate in collaborative peer reviews</li> <li><input type="checkbox"/> Publish collaboratively and digitally</li> </ul>

**Collaborative Project Ideas:** Project on topic with multiple resources - Write own myths adding visuals and audio, Compare cultural versions of fairy tales (SurLaLune), Florida (Native Americans, landmarks, resources), Life Cycles, Space/Planets (tie into mythology)

# Reading Literature-Grade 4

## STANDARDS ADDRESSED

LAFS.4.RL.1.1	LAFS.4.RL.2.6
LAFS.4.RL.1.2	LAFS.4.RL.3.7
LAFS.4.RL.1.3	LAFS.4.RL.3.9
LAFS.4.RL.2.4	LAFS.4.RL.4.10
LAFS.4.RL.2.5	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do you figure out a word you do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Theme
- Point of view (first and third person)
- Literal vs. non-literal language
- Literary elements
- Content area vocabulary

## DO

- Explain text making inferences & using support
- Determine the theme summarizing text
- Explain differences between poems, prose and drama using literary elements
- Compare/contrast themes in multicultural literature
- Identify key ideas using text evidence
- Recount a story to include fables, folktales, and myths using text evidence identifying allusions to mythology
- Interpret visual representations
- Identify the main idea using details to summarize
- Describe how characters' actions contribute to major events and challenges
- Express story structure and development using literary terms (chapter, scene, stanza)
- Distinguish own point of view from that of character
- Use information from text and illustrations in a print or digital text to demonstrate understanding
- Compare / Contrast primary and secondary sources and versions of the same story on the same event or topic (fiction & nonfiction)
- Explain procedures and sequences using language that expresses cause and effect

## LESSON ESSENTIAL QUESTIONS

- What makes a story interesting and engaging?
- What are the elements of a great story?
- How do story elements contribute to the theme?
- How is literature like life?
- What do good readers do?
- How do literary devices enhance a text?
- What does the author want me to learn?
- Why is story-telling an important aspect of a culture or society?
- How does perspective affect a story or text?
- How does text structure enhance the text?
- How do visual images enhance or create meaning?
- Why is it important to ask questions before, during, and after reading?
- How can I make connections to what I read?

## POTENTIAL ACTIVITIES

- Write myths adding visuals and audio
- Compare cultural versions of fairy tales
- Florida stories and documents by regions
- Read and compare Myths
- Mythology or Fairytale Festival. Students as characters interview each other
- Explore/Book Talk Science Fiction books and constellation stories
- Create story maps or graphic interpretations of life cycle stories (Fic/Nonfiction)

## ESSENTIAL VOCABULARY

- Infer
- Theme
- Point of View
- Fable
- Folktale
- Mythology
- Allusion
- Chapter
- Scene
- Stanza

## FORMATIVE ASSESSMENT

- Journals
- Rubrics
- Quick Writes
- Say Something
- Timed Pair Share
- Whip Around

## TECHNOLOGY

- Presentation Tools
- Audio Recordings
- Digital Projects
- eBooks
- Discovery Education
- Online Databases

# Reading Informational Text (RI)- Grade 4

## STANDARDS ADDRESSED

LAFS.4.RI.1.1 LAFS.4.RI.2.5 LAFS.4.RI.3.9  
LAFS.4.RI.1.2 LAFS.4.RI.2.6  
LAFS.4.RI.1.3 LAFS.4.RI.3.7  
LAFS.4.RI.2.4 LAFS.4.RI.3.8

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do readers figure out words they do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Text evidence
- Reflection
- Research
- Parts of books
- Print & digital reference skills
- Copyright
- Book location using call numbers & labels
- Proper care of books, check in/out
- Keyword & Boolean searching
- Online periodicals

## DO

- Use multiple sources investigating different aspects of a topic
- Utilize text features and search tools (sidebars) to locate, use, and provide as evidence, and explain information: headings, table of contents, glossary, electronic menu, icons, illustrations, index
- Provide evidence and connections between sections of text
- Conduct research using several sources (print and digital) to summarize and paraphrase providing a list of sources
- Paraphrase from diverse media
- Locate materials for personal choice
- Gather information on topic (FINDS)
- Develop of projects in a variety of formats
- Search Follett Destiny for self-selection
- Locate information using alphabetical order
- Introduce online & database searching
- Understand basic functions of the computer to include: shortcuts, keyboarding alphabet, tabs, windows, saving, technology vocabulary, display two programs, create hyperlinks
- Use graphing, charting, spreadsheet tools

## LESSON ESSENTIAL QUESTIONS

- How do visual & graphic images contribute to meaning?
- How does research support my ability to persuade?
- How does research contribute to the discovery of solutions?
- How do I ethically use research in a presentation?
- How can I effectively access, evaluate, utilize, and synthesize online resources and resources in diverse formats?
- How do text features help me locate information, make me a better reader and/or enhance a work?
- How does text structure contribute to understanding?

## POTENTIAL ACTIVITIES

- Life Cycles – Choose an animal or plant to research
- Florida Research (Native Americans, historical places, regional landmarks)
- Space/Planet research – Create PowerPoints with hyperlinks to information on planets or constellations
- Debate on most important God with support

## ESSENTIAL VOCABULARY

- Text features
- Table of Contents
- Heading
- Glossary
- Icons
- Index
- Summarize
- Paraphrase
- Copyright
- Currency
- Boolean
- Hyperlink

## FORMATIVE ASSESSMENT

- Rubrics for research projects
- Note taking journals or charts
- Slap It – use with locating information using text features.

## TECHNOLOGY

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Create hyperlinks</li><li>• Spreadsheet tools</li><li>• QR Codes</li><li>• Keyboarding Programs</li><li>• Digital posters/flyers</li><li>• Webquests</li></ul> | <p>Worldbook Online, PebbleGo</p> <p>PowerPoint or Google Presentations</p> |
|--|---|

# Digital Citizenship - Grade 4

## STANDARDS ADDRESSED

LAFS.4.W.2.6  
LAFS.4.W.3.8  
LAFS.4.SL.1.1  
LAFS.4.SL.1.2  
LAFS.4.SL.1.3

## UNIT ESSENTIAL QUESTIONS

- What is digital citizenship?
- How do people communicate effectively?
- How do my online actions affect me/others?
- Why is it important for people to behave ethically and respectfully online?

## UNDERSTAND

- Digital Citizens understand how to behave ethically in a digital environment.
- Digital Citizens understand why it is important to behave respectfully and ethically online.
- Digital citizens know how/why they should protect themselves in a digital environment.
- Digital citizens understand how to use technology effectively.

## KNOW

- Formal vs. Informal language
- Intellectual property rights
- Ethical school behavior
- Cyber safety – Safe communication, protecting personal, family, & peers' information
- Netiquette – Social media
- Cyberbullying
- Maintain "Comfort Zone" – Self advocacy

## DO

- Use a variety of digital tools to create collaborative writing projects
- Understand plagiarism & use citations
- Participate in respectful discussions and ask questions building on peers' ideas (on and offline)
- Ask respectful, prepared questions of speaker



### LESSON ESSENTIAL QUESTIONS

- How do I ethically use research in a presentation?
- How does my digital footprint define my web presence?
- What are the rights and responsibilities of a digital citizen?
- How do I keep myself safe online?
- Why is it important to maintain safety in a digital world?
- Why is it important to be respectful and responsible in a digital world?
- How can I collaborate effectively as a member of an online group?

### POTENTIAL ACTIVITIES

- Florida Pen Pals or Skypes with other students
- Practice responding to prompts using Edmodo or Edublogs
- Create digital posters that promote digital citizenship

### ESSENTIAL VOCABULARY

- Digital tools
- Plagiarism
- Citations
- Collaboration
- Digital footprint
- Digital citizenship

### FORMATIVE ASSESSMENT

- Example/Non example
- Circle, Triangle, Square
- Every Pupil Response
- Flag It

### TECHNOLOGY

- Netiquette
- Digital tools
- Netsmartz Videos
- Privacy Settings and passwords
- Skype
- Edmodo, Edublogs

# Writing - Grade 4

## STANDARDS ADDRESSED

LAFS.4.W.1.1	LAFS.4.W.2.6
LAFS.4.W.1.2	LAFS.4.W.3.7
LAFS.4.W.1.3	LAFS.4.W.3.8
LAFS.4.W.2.5	

## UNIT ESSENTIAL QUESTIONS

- Why do writers write?
- How do good writers express themselves?
- How do writers develop a well-written product?
- How does process shape the writer's product?
- How does each step in the writing process impact your writing?
- How can writing be evaluated?
- How can evaluation and reflection be used to improve writing?

## UNDERSTAND

- Writers have a purpose for writing.
- Writers gather their ideas from personal experience, observations, reading, and imagination.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Writing is a multi-stage process.

## KNOW

- Keyboarding skills – typing minimum of one page
- Audio recordings at an understandable pace adding visual displays
- Collaborative peer reviews
- Digital collaborative publishing

## DO

- Writing process: inform, express opinions, explanatory, narrative, planning, revise, and edit to include illustrations adding details
- Present clearly
- Speak in complete sentences adding details
- Create products in a variety of mediums

### LESSON ESSENTIAL QUESTIONS

- How does research enhance the ability to persuade?
- How do authors use (narrative, persuasive, informational) elements to create a story?
- How do people communicate effectively?
- How does a speaker create and present an effective oral text?
- How can I select the best technology/presentation tools?
- How do technology tools enhance a product?

### POTENTIAL ACTIVITIES

- Write own myths adding visuals and audio
- Life Cycles – Explain and add literacy devices
- Write persuasive brochures or digital ads for Florida cities
- Write science fiction stories using planet research
- Create Vokis or other speaking avatars to present a narrative essay

### ESSENTIAL VOCABULARY

- Inform
- Explanatory
- Narrative
- Planning
- Revise
- Edit

### FORMATIVE ASSESSMENT

- Give one, Get One
- Rubrics
- Project study group
- Flag It

### TECHNOLOGY

- Keyboarding skills – typing minimum of one page
- Audio recordings – Voicethread, Voki, Photostory 3
- Visual displays – Board Builder, Glogster EDU
- Digital collaborative publishing – GoogleDocs, Digital Posters, Google Sites
- Animation Tools - ToonDoo, etc.

<b>Lesson Title:</b> Research Changes in the Community	
<b>Description:</b> Students will research a change that has affected their community. They will create a Google Docs presentation.	
<b>Grade Level:</b> 4 <sup>th</sup> Grade	<b>Time Frame:</b> varies
<b>Essential Question:</b> How can technology enhance a presentation that illustrates origins of change in a community?	
<b>Curriculum Components:</b> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Informational Literacy <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Digital Citizenship	
<b>Standards:</b> LAFS.4.W.1.2.a, LAFS.4.W.1.2.e, LAFS.4.W.2.4, LAFS.4.W.2.5, LAFS.4.W.4.10, LAFS.4.SL.2.4, LAFS.4.SL.2.5, LAFS.SL.2.6	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>• Environmental or physical changes in the community.</li> <li>• Identify cause and effect of change.</li> <li>• Students will understand the purpose of their research and presentation.</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>• Reasons/causes communities change.</li> <li>• How changes in the environment affect people.</li> <li>• Students will research using a variety of resources.</li> </ul>
<b><u>DO:</u></b> <ul style="list-style-type: none"> <li>• Students discuss environmental and physical changes in the community (such as a new shopping center, park, or hospital).</li> <li>• Students will choose one community change on which to focus.</li> <li>• Discuss possible causes and effects of that change and infer how it has affected the community.</li> <li>• Students conduct research on the community change.</li> <li>• Using the computer, the students will create a Google Docs presentation to share with the class.</li> </ul>	
<b>Assessment(s):</b> <ul style="list-style-type: none"> <li>• Speaking and Listening: Do students speak clearly and with appropriate volume and rate?</li> <li>• Writing: Do students introduce the topic at the beginning and end with a conclusion?</li> <li>• Language: Do students use comparative and superlative adjectives and negatives correctly as they discuss the effects of the change?</li> </ul>	
<b>Resources:</b> Nonfiction leveled books, online resources such as World Book, Research and Media Performance Task Unit 5-Journeys-Edmodo, Google Docs	
<b>Differentiated Instruction Strategies:</b> Leveled nonfiction books	

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**5<sup>th</sup> Grade Tab**

# 5th Grade Scope & Sequence

Reading	Information Literacy
<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the theme/main idea and summarize text using details (include two works)</li> <li><input type="checkbox"/> Describe how point of view influences story events</li> <li><input type="checkbox"/> Find text evidence to support key ideas and author's point of view</li> <li><input type="checkbox"/> Analyze how visual elements influence the story</li> <li><input type="checkbox"/> Compare/contrast stories and themes in same genre</li> <li><input type="checkbox"/> Compare concepts in nonfiction (science, history)</li> <li><input type="checkbox"/> Compare events, ideas, and structures in two works</li> <li><input type="checkbox"/> Analyze multiple accounts of the same event or topic</li> <li><input type="checkbox"/> Compare/contrast characters, settings or events</li> <li><input type="checkbox"/> Interpret visual representations</li> <li><input type="checkbox"/> Use information from text, visual representations and illustrations to support ideas</li> <li><input type="checkbox"/> Compare/contrast primary and secondary sources (including versions of the same story/event/topic)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use quotes accurately and credit sources</li> <li><input type="checkbox"/> Integrate ideas from several sources on a topic</li> <li><input type="checkbox"/> Summarize and analyze authors' claims</li> <li><input type="checkbox"/> Utilize text features and search tools</li> <li><input type="checkbox"/> Summarize and paraphrase text (include diverse media)</li> <li><input type="checkbox"/> Use text evidence for analysis, reflection, &amp; research</li> <li><input type="checkbox"/> Evaluate print and digital resources (include currency)</li> <li><input type="checkbox"/> Use online &amp; database searching to include keyword and Boolean logic</li> <li><input type="checkbox"/> Use online catalog and complete call numbers to locate resources</li> <li><input type="checkbox"/> Understand functions of the computer to include: shortcuts, keyboarding skills at a productive speed, tabs, windows, saving, technology vocabulary</li> <li><input type="checkbox"/> Explore online organizational tools (calendars, bookmarking, speech features, etc.)</li> </ul>
Digital Citizenship	Writing
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use digital tools to create collaborative writing projects</li> <li><input type="checkbox"/> Differentiate formal vs. informal language on and offline</li> <li><input type="checkbox"/> Understand plagiarism, citing, and intellectual property rights</li> <li><input type="checkbox"/> Practice respectful discussions, questions, and draw conclusions that build on speaker and peers' ideas (including online)</li> <li><input type="checkbox"/> Develop formal writing using technology (letter, email)</li> <li><input type="checkbox"/> Practice ethical school behavior (including online)</li> <li><input type="checkbox"/> Understand cybersafety – safe vs. unsafe communication, information privacy, profile protection, and self-advocacy</li> <li><input type="checkbox"/> Understand cyberbullying: definition</li> <li><input type="checkbox"/> Practice netiquette (include social media)</li> <li><input type="checkbox"/> Recognize copyright-free resources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Produce organized writing and include multimedia (audio and visual displays)</li> <li><input type="checkbox"/> Write to: inform, express opinions, explain, narrate including details and illustrations</li> <li><input type="checkbox"/> Use technology to produce, revise, publish and collaborate in writing</li> <li><input type="checkbox"/> Type a minimum of two pages with proper keyboarding skills</li> <li><input type="checkbox"/> Create products in a variety of mediums</li> <li><input type="checkbox"/> Participate in collaborative peer reviews</li> <li><input type="checkbox"/> Apply advanced formatting techniques</li> </ul>

**Collaborative Project Ideas:** Project on topic with multiple resources - Ancestry research / Ellis Island, Historical biographies, American Revolution, Explorers, Science projects, Colonial fair, Science Inquiry lessons, Body Systems, Adaptations, Weather news reports, Scientific equipment

# Reading Literature-Grade 5

## STANDARDS ADDRESSED

LAFS.5.RL.1.1	LAFS.5.RL.2.5	LAFS.5.RL.4.10
LAFS.5.RL.1.2	LAFS.5.RL.2.6	
LAFS.5.RL.1.3	LAFS.5.RL.3.7	
LAFS.5.RL.2.4	LAFS.5.RL.3.9	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do you figure out a word you do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Story Structure
- Visual Elements
- Nonfiction concepts
- Point of View
- Main Idea
- Text Support/Evidence
- Compare
- Contrast

## DO

- Determine the theme/main idea and summarize text using details (include two works)
- Describe how point of view influences story events
- Find text evidence to support key ideas and author's point of view
- Analyze how visual elements influence the story
- Compare/contrast stories and themes in same genre
- Compare concepts in nonfiction (science, history)
- Compare events, ideas, and structure in two works
- Analyze multiple accounts of the same event or topic
- Compare/contrast characters, settings/events
- Interpret visual representations
- Use information from text, visual representations and illustrations to support ideas
- Compare/contrast primary and secondary sources (including versions of the same story/event/topic)

## LESSON ESSENTIAL QUESTIONS

- How does understanding theme impact the meaning of the story?
- How does the point of view of the story influence the events of the story?
- What is the difference between primary and secondary sources?
- How does an author use research to enhance or support text?
- How do authors use (narrative, persuasive, informative) elements to create a story?

## POTENTIAL ACTIVITIES

- Read nonfiction and fiction on topic with multiple resources such as - Ancestry research / Ellis Island, Historical biographies, American Revolution, Explorers, Science projects, Colonial fair
- Compare primary/secondary sources
- Historical Book Reports –Dress as characters, include research from time period, video reports.
- Read science biographies and nonfiction articles on their research, invention, etc. Create a Board Builder report.

## ESSENTIAL VOCABULARY

- Primary/Secondary Sources
- Summarize
- Theme
- Genre
- Analyze
- Story Elements
- Narrative
- Persuasive
- Informative

## FORMATIVE ASSESSMENT

- Circle, Triangle, Square
- Give One, Get One
- Decisions, Decisions
- Project Rubrics

## TECHNOLOGY

- Digital Projects – Word, Google Apps
- Online databases – World Book Online
- E-books
- Discovery Education Videos
- Presentation Tools, Audio Recording



# Reading Informational Text (RI)- Grade 5

## STANDARDS ADDRESSED

LAFS.5.RI.1.1	LAFS.5.RI.2.5	LAFS.5.RI.3.9
LAFS.5.RI.1.2	LAFS.5.RI.2.6	
LAFS.5.RI.1.3	LAFS.5.RI.3.7	
LAFS.5.RI.2.4	LAFS.5.RI.3.8	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do readers figure out words they do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Credit Sources
- Quotes
- Online and database searching
- Text Support/Evidence
- Destiny catalog
- Word processing

## DO

- Use quotes accurately and credit sources
- Integrate ideas from several sources on a topic
- Summarize and analyze authors' claims
- Utilize text features and search tools
- Summarize and paraphrase text (include diverse media)
- Use text evidence for analysis, reflection, & research
- Evaluate print and digital resources (include currency)
- Use online catalog and complete call numbers to locate resources
- Understand functions of the computer to include: shortcuts, keyboarding skills at a productive speed, tabs, windows, saving, technology vocabulary
- Explore online organizational tools (calendars, bookmarking, speech features, etc.)

### LESSON ESSENTIAL QUESTIONS

- How do effective readers interpret informational text?
- What are the elements of informational text?
- How do the elements of informational text work together to increase the readers' comprehension?
- How does research enhance the ability to persuade?
- What do text features help the reader interpret information in nonfiction text?

### POTENTIAL ACTIVITIES

- Project on topic with multiple resources - Ancestry research / Ellis Island, Historical biographies, American Revolution, Explorers, Science projects, Colonial fair
- Science Inquiry lessons, Body Systems, Adaptations, Weather news reports, Scientific equipment
- Digital Persuasive Posters
- History Day Projects

### ESSENTIAL VOCABULARY

- Text Features
- Boolean
- Summarize
- Analyze
- Key Words
- Evaluating
- Digital Resources
- Reflection
- Evidence
- Quote

### FORMATIVE ASSESSMENT

- Exit Slips
- Clickers
- Notebooks
- Rubrics
- Say Something

### TECHNOLOGY

- QR Code
- Digital Posters
- Websites
- Web quest
- Presentation Tools
- E-books
- Online Resources/Databases

# Digital Citizenship - Grade 5

## STANDARDS ADDRESSED

LAFS.5.W.2.1      LAFS.5.SL.1.3  
LAFS.5.W.3.8  
LAFS.5.SL.1.1  
LAFS.5.SL.1.2

## UNIT ESSENTIAL QUESTIONS

- What is digital citizenship?
- How do people communicate effectively?
- How do my online actions affect me/others?
- Why is it important to behave ethically and respectfully?

## UNDERSTAND

- Digital citizens understand how to behave ethically in a digital environment.
- Digital citizens understand why it is important to behave respectfully and ethically online.
- Digital citizens know how/why they should protect themselves in a digital environment.
- Digital citizens understand how to use technology effectively.

## KNOW

- Plagiarism
- Ethical
- Netiquette
- Copyright
- Cyber safety
- Cyberbullying
- Self-advocacy
- Digital citizenship

## DO

- Use digital tools to create collaborative writing projects
- Differentiate formal vs. informal language on and offline
- Understand plagiarism, citing, and intellectual property rights
- Practice respectful discussions, questions, and draw conclusions that build on speaker and peers' ideas (including online)
- Develop formal writing using technology (letter, email)
- Practice ethical school behavior (including online)
- Understand cybersafety – safe vs. unsafe communication, information privacy, profile protection, and self-advocacy
- Understand cyberbullying: definition
- Practice netiquette (include social media)
- Recognize copyright-free resources

### LESSON ESSENTIAL QUESTIONS

- How do we assess the need for instruction of appropriate, responsible and ethical technology and information use?
- What are rules and etiquette associated with communicating using digital technologies?
- What are the legal rights and restrictions governing technology use?
- How can students be physically affected by technology?
- What is digital citizenship and why is it important?

### POTENTIAL ACTIVITIES

- Website Evaluations
- Netsmartz Videos
- Google Docs
- Create digital presentations
- Blog
- Word Processing

### ESSENTIAL VOCABULARY

- Plagiarism
- Ethical
- Netiquette
- Copyright
- Cyber safety
- Cyberbullying
- Self-advocacy

### FORMATIVE ASSESSMENT

- Digital projects
- Presentations
- Clickers
- Surveys
- Rubrics

### TECHNOLOGY

- Public Service Announcements (PSA)
- Websites
- Website Evaluation Tools

# Writing - Grade 5

## STANDARDS ADDRESSED

LAFS.5.W.1.1	LAFS.5.W.2.6
LAFS.5.W.1.2	LAFS.5.W.3.7
LAFS.5.W.1.3	LAFS.5.W.3.8
LAFS.5.W.2.5	

## UNIT ESSENTIAL QUESTIONS

- Why do writers write?
- How do good writers express themselves?
- How do writers develop a well-written product?
- How does process shape the writer's product?
- How does each step in the writing process impact your writing?
- How can writing be evaluated?
- How can evaluation and reflection be used to improve writing?

## UNDERSTAND

- Writers have a purpose for writing.
- Writers gather their ideas from personal experience, observations, reading, and imagination.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Writing is a multi-stage process.
- Writing is a reflective process.

## KNOW

- Keyboarding Skills
- Writing Process
- Word Processing
- Information-seeking strategies
- Access materials/sources

## DO

- Produce organized writing and include multimedia (audio and visual displays)
- Write to: inform, express opinions, explain, narrate including details and illustrations
- Use technology to produce, revise, publish and collaborate in writing
- Type a minimum of two pages with proper keyboarding skills
- Create products in a variety of mediums
- Participate in collaborative peer reviews
- Apply advanced formatting techniques

### LESSON ESSENTIAL QUESTIONS

- How does research enhance the ability to persuade?
- How do authors use (narrative, persuasive, informational) elements to create a story?
- How do people communicate effectively?
- How does a speaker create and present an effective oral text?
- How can I select the best technology/presentation tools?
- How do technology tools enhance a product?

### POTENTIAL ACTIVITIES

- Big 6 Skills/Activities
- Create Digital Presentations
- Multi-media presentations
- Flyers
- Digital Storytelling
- Google Doc Presentation
- Blog
- Photo and Writing Books (fiction/nonfiction/biography...)
- Journals

### ESSENTIAL VOCABULARY

- Analyze
- Evaluate
- Synthesize
- Narrative
- Persuasive
- Informational

### FORMATIVE ASSESSMENT

- Presentations
- Data Notebooks
- Rubrics
- Example/Non-Example

### TECHNOLOGY

- Project on a topic with multiple resources
- DQL (Discovering Quality Literature)
- Young Authors
- Email pen pals
- Photo Story

<b>Lesson Title:</b> History Website Presentation	
<b>Description:</b> Students will research, create, and deliver website presentations on an aspect of the Westward expansion in the United States.	
<b>Grade Level:</b> 5th	<b>Time Frame:</b> varies
<b>Essential Question:</b> How can I effectively locate and present information on lessons learned by the people who lived in the western part of the United States?	
<b>Curriculum Components:</b> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Informational Literacy <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Digital Citizenship	
<b>Standards:</b> LAFS.5.RI.2.6, LAFS.5.RI.3.7, LAFS.5.RI.3.9, LAFS.5.W.1.2.a, LAFS.5.W.1.2.b, LAFS.5.W.3.7, LAFS.5.SL.2.4, LAFS.5.SL.2.5, SS.5.A.1.1, SS.5.A.6.2, SS.5.A.6.4, SS.5.A.6.6, SS.5.A.6.9  <b>Research Skills:</b> Use newspapers, almanac, atlas, how to read a map, graph, and timeline, synthesize from multiple sources, use a study strategy, review/cite sources, create a bibliography, review internet strategies: navigate, analyze, evaluate, synthesize	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>Conflicts and personal hardships involved in settling the American West.</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>The implications of and reasons for westward expansion including early exploration, Spanish settlements, the Oregon Trail, and the relocation of Native Americans.</li> </ul>
<b><u>DO:</u></b> <ul style="list-style-type: none"> <li>Students brainstorm a list of topics on the westward expansion. They will decide a topic on the westward expansion.</li> <li>Students will generate an outline of their content.</li> <li>Students will create a Weebly website focused on their topic. (<a href="http://www.weebly.com">www.weebly.com</a>)</li> <li>Websites should include text, images, timelines, maps, charts, graphs, and tables.</li> </ul> <b>Assessment(s):</b> <ul style="list-style-type: none"> <li>Reading Informational Text: Do students adequately integrate information from several sources into their presentation?</li> <li>Speaking and Listening: Do students speak clearly at an understandable pace and use visuals effectively in their presentations?</li> <li>Writing: Do students' presentations include illustrations, multimedia, and information drawn from several sources?</li> </ul> <b>Resources:</b> Nonfiction books, online resources, nonfiction books, <a href="http://www.weebly.com">www.weebly.com</a> , Suggested Site with Research Hooks for Students: <a href="http://www.educatorstechnology.com/2014/06/great-interactive-tutorials-to-raise.html">http://www.educatorstechnology.com/2014/06/great-interactive-tutorials-to-raise.html</a>	
<b>Differentiated Instruction Strategies:</b> level of nonfiction texts	
<b>Collaborating Teacher(s)/Class(es):</b> 5 <sup>th</sup> Grade Teachers	

<b>Lesson Title:</b> Persuasive Flyer	
<b>Description:</b> Students will create a flyer and an oral presentation promoting the protection of an endangered animal by identifying the issues, explaining the animals' ecosystems, and persuading an audience to address the problem.	
<b>Grade Level:</b> 5 <sup>th</sup> Grade	<b>Time Frame:</b> varies
<b>Essential Question:</b> How can effectively use multiple resources to write and speak about the importance of protecting endangered animals?	
<b>Curriculum Components:</b> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Informational Literacy <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Digital Citizenship	
<b>Standards:</b> LAFS.5.RI.3.7, LAFS.5.RI.3.9, LAFS.5.W.3.7, LAFS.5.SL.2.6, LAFS.5.SL.2.5	
<b>Research Skills:</b> Research Appropriate Reference Sources, Use Magazines, Library Research, How to Read a Diagram, Persuasion, Internet Strategies	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>Discuss how changes to an environment affect the plants and animals that have become endangered because of environmental changes caused by humans.</li> <li>Discuss possible solutions to the animals' predicament.</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>Point out that people often rely on visuals to convey information.</li> <li>Explain that students will need to make careful choices about what to include because of space limitations.</li> </ul>
<b><u>DO:</u></b> <ul style="list-style-type: none"> <li>Students will research, design, create, and organize information for the project.</li> <li>Students will decide on the focus of the poster and the information they will need to present to support their argument.</li> <li>Students conduct research. They locate visuals they want to use.</li> <li>Students must be sure their persuasive points are clear, logical, and well supported.</li> <li>Remind students to use the language skills they are learning in the unit.</li> <li>Using Publisher, students are creating a persuasive flyer.</li> </ul>	
<b>Assessment(s):</b> <ul style="list-style-type: none"> <li>Reading Informational Text: Do students adequately draw on and integrate information from several sources?</li> <li>Speaking and Listening: Do students present their arguments clearly and refer to their flyer?</li> <li>Writing: Do students organize their flyer content in a clear, logical manner? Do they include visuals to make their flyer more persuasive?</li> </ul>	
<b>Resources:</b> Research and Media Unit 2 (Journeys) (Edmodo), Edmodo Media Folders, WorldBook, Online resources, Nonfiction books. Suggested Site w/ Research Hooks for Students: <a href="http://www.educatorstechnology.com/2014/06/great-interactive-tutorials-to-raise.html">http://www.educatorstechnology.com/2014/06/great-interactive-tutorials-to-raise.html</a>	
<b>Differentiated Instruction Strategies:</b> levels of nonfiction text, Using partners	
<b>Collaborating Teacher(s)/Class(es):</b> 5 <sup>th</sup> Grade Teachers	



<b>Lesson Title:</b> Biography of an Author	
<b>Description:</b> Students will gain an appreciation of a single author.	
<b>Grade Level:</b> 3-6	<b>Time Frame:</b> varies
<b>Essential Question:</b> How does making connections between an author's books help me understand what I read?	
<b>Curriculum Components:</b> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Informational Literacy <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Digital Citizenship	
<b>Standards:</b> LAFS.3 (4-6 as applicable): RI.1.1, RI.1.2, RI.1.3, RI.2.5, RI.2.6, RI.3.7, RI.3.9	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>• Information about a single author.</li> <li>• Books the author has written.</li> <li>• Questions to consider: What is unique about that author? What does he/she do that is different from other authors?</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>• Students will understand information about a single author.</li> </ul>
<b><u>DO:</u></b> <ul style="list-style-type: none"> <li>• Students will be responsible for researching and presenting the following: Family and childhood background, books written by the author, genre or types of books the author writes, what makes the author different or well-known, honors awarded the author</li> <li>• Students will create a final presentation using PowerPoint to share information about their author. Students should include their research and photographs in their presentation.</li> <li>• Students will present their PowerPoint presentation to their class.</li> </ul> <p><b>Assessment(s):</b> PowerPoint, student presentation to class</p> <p><b>Resources:</b> Variety of books by different authors, biographies about different authors</p> <p><b>Differentiated Instruction Strategies:</b> Leveled books</p> <p><b>Collaborating Teacher(s)/Class(es):</b> 3<sup>rd</sup>-6<sup>th</sup> Grade Teachers</p>	

# 6<sup>th</sup> Grade Tab

# 6th Grade Scope & Sequence

Reading	Information Literacy
<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine author's point of view and purpose</li> <li><input type="checkbox"/> Compare/contrast text across forms and genres in terms of themes and topics (drama, poetry, nonfiction, informational text, author study)</li> <li><input type="checkbox"/> Cite textual evidence to support (explicit and implicit)</li> <li><input type="checkbox"/> Determine theme and central idea of text with details</li> <li><input type="checkbox"/> Examine genres, including fiction vs. nonfiction</li> <li><input type="checkbox"/> Identify and analyze text structure</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use text evidence for analysis, reflection, and research (include cite, support, and evaluate)</li> <li><input type="checkbox"/> Summarize and paraphrase text (include diverse media)</li> <li><input type="checkbox"/> Gather and integrate information from multiple sources (include multimedia)</li> <li><input type="checkbox"/> Evaluate argument and text claims</li> <li><input type="checkbox"/> Understand basic functions of the computer to include: shortcuts, keyboarding efficiently, tabs, windows, saving, technology vocabulary</li> <li><input type="checkbox"/> Use basic technology troubleshooting skills</li> <li><input type="checkbox"/> Use online organizational tools (calendars, bookmarking, speech features, etc.)</li> <li><input type="checkbox"/> Searches using keywords and Boolean logic</li> <li><input type="checkbox"/> Personalize computer and online settings</li> </ul>
Digital Citizenship	Writing
<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand plagiarism, citing, and intellectual property rights</li> <li><input type="checkbox"/> Create a bibliography</li> <li><input type="checkbox"/> Paraphrase, summarize, and use multimedia resources ethically without plagiarizing</li> <li><input type="checkbox"/> Utilize reliable digital sources</li> <li><input type="checkbox"/> Collaborate appropriately online</li> <li><input type="checkbox"/> Practice respectful discussions, questions, and draw conclusions that build on speaker and peers' ideas (including online)</li> <li><input type="checkbox"/> Develop formal writing using technology (letter, email)</li> <li><input type="checkbox"/> Utilize respectful, prepared questioning of speaker</li> <li><input type="checkbox"/> Practice ethical school behavior (include online)</li> <li><input type="checkbox"/> Understand cybersafety – safe vs. unsafe communication, information privacy, profile protection, digital footprints, defends against digital scams/solicitations, and self-advocacy</li> <li><input type="checkbox"/> Understand cyberbullying: definition</li> <li><input type="checkbox"/> Practice netiquette (include social media)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write to: inform, express opinions, explain, and narrate (include details and illustrations)</li> <li><input type="checkbox"/> Write arguments to support claims with evidence from reliable sources</li> <li><input type="checkbox"/> Type a minimum of three pages with proper keyboarding skills</li> <li><input type="checkbox"/> Use technology to produce, collaborate, revise and publish</li> <li><input type="checkbox"/> Use supporting information to participate in discussions and debates</li> <li><input type="checkbox"/> Create and present information effectively using multimedia (graphics, images, music, sound, and visual displays)</li> <li><input type="checkbox"/> Participate in collaborative peer reviews</li> <li><input type="checkbox"/> Utilize digital collaborative publishing</li> </ul>

**Collaborative Project Ideas:** Science fair, history fair, DBQ's, FPS, Video projects, Thematic Units (Ancient Civilizations, Holocaust), Current Event projects

# Reading Literature-Grade 6

## STANDARDS ADDRESSED

LAFS.6.RL.1.1	LAFS.6.RL.2.5	LAFS.6.RL.4.10
LAFS.6.RL.1.2	LAFS.6.RL.2.6	
LAFS.6.RL.1.3	LAFS.6.RL.3.7	
LAFS.6.RL.2.4	LAFS.6.RL.3.9	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do readers figure out words they do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Author's Point of View
- Author's Purpose
- Compare/Contrast
- Different forms of genres
- Themes and topics
- Explicit and Implicit Supporting Evidence

## DO

- Determine author's point of view and purpose
- Compare/contrast text of different forms and genres in terms of themes and topics (drama, poetry, nonfiction, informational text, author study)
- Cite textual evidence to support (explicit and implicit)
- Determine theme and central idea of text with details
- Examine genres, including fiction vs. nonfiction
- Identify and analyze text structure

### LESSON ESSENTIAL QUESTIONS

- How can I identify the theme: stated or implied in a text?
- How can I distinguish between literary genres?
- How does text structure contribute to understanding?
- How does text structure contribute to enhancing the text?
- How does perspective affect a story or a text?

### POTENTIAL ACTIVITIES

- Character Trait Poster
- Play
- Genre activities
- Storyboard
- Video projects
- Thematic Units
- Digital Storytelling projects

### ESSENTIAL VOCABULARY

- Explicit
- Implicit
- Evidence
- Text Structure

### FORMATIVE ASSESSMENT

- Example/Non-example
- Rubric
- Projects
- Data Notebooks
- Clickers

### TECHNOLOGY

- Digital Projects, Video Projects
- Online databases, E-books
- Documentaries
- Discovery Education Videos ; History Websites
- Presentation Tools, Audio Recording

# Reading Informational Text (RI) - Grade 6

## STANDARDS ADDRESSED

LAFS.6.RI.1.1	LAFS.6.RI.2.5	LAFS.6.RI.3.9
LAFS.6.RI.1.2	LAFS.6.RI.2.6	
LAFS.6.RI.1.3	LAFS.6.RI.3.7	
LAFS.6.RI.2.4	LAFS.6.RI.3.8	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do readers figure out words they do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Credit Sources
- Online and database searching
- Text Support/Evidence
- Destiny catalog
- Word processing
- Paraphrasing
- Boolean logic

## DO

- Use text evidence for analysis, reflection, and research (include cite, support, and evaluate)
- Summarize and paraphrase text (include diverse media)
- Gather and integrate information from multiple sources (include multimedia)
- Evaluate argument and text claims
- Understand basic functions of the computer to include: shortcuts, keyboarding efficiently, tabs, windows, saving, technology vocabulary
- Use basic technology troubleshooting skills
- Use online organizational tools (calendars, bookmarking, speech features, etc.)
- Search using keywords and Boolean logic
- Personalize computer and online settings

### LESSON ESSENTIAL QUESTIONS

- How can I select the best technology presentation tools?
- How do technology tools enhance a product?
- How does research contribute to the discovery of solutions?
- How do text features help me locate information? Enhance a work?
- How can I effectively access, evaluate, utilize, and synthesize online resources/resources in diverse formats?

### POTENTIAL ACTIVITIES

- Research report
- Biography digital poster or board
- Travel Brochure
- Documentary
- Current Event projects
- Note-taking activities
- Webquests
- Science fair
- History Fair
- DBQ's

### ESSENTIAL VOCABULARY

- Paraphrase
- Boolean
- Investigate

### FORMATIVE ASSESSMENT

- Entrance/Exit Slip
- Timed Pair Share
- Quick Write
- Rubrics
- Clickers

### TECHNOLOGY

- "Hoax" Websites to evaluate
- Microsoft Office, Note-taking software
- Discovery Education Board Builder
- iMovies
- Visual Presentations

# Digital Citizenship - Grade 6

## STANDARDS ADDRESSED

LAFS.6.W.2.1                      LAFS.6.SL.1.3  
LAFS.6.W.3.8  
LAFS.6.SL.1.1  
LAFS.6.SL.1.2

## UNIT ESSENTIAL QUESTIONS

- What is digital citizenship?
- How do people communicate effectively?
- How do my online actions affect me/others?
- Why is it important to behave ethically and respectfully?

## UNDERSTAND

- Digital citizens understand how to behave ethically in a digital environment.
- Digital citizens understand why it is important to behave respectfully and ethically online.
- Digital citizens know how/why they should protect themselves in a digital environment.
- Digital citizens understand how to use technology effectively.

## KNOW

- Intellectual Property Rights
- Plagiarism
- Collaboration
- Self-advocacy
- Cyberbullying
- Copyright free resources
- Netiquette
- Ethical Behavior in school and online
- Formal Writing
- Letter/Email

## DO

- Understand plagiarism, citing, and intellectual property rights
- Create a bibliography
- Paraphrase, summarize, and use multimedia resources ethically without plagiarizing
- Utilize reliable digital sources
- Collaborate appropriately online
- Practice respectful discussions, questions, and draw conclusions that build on speaker and peers' ideas (including online)
- Develop formal writing using technology (letter, email)
- Utilize respectful, prepared questioning of speaker
- Practice ethical school behavior (include online)
- Understand Cyber safety – safe vs. unsafe communication, information privacy, profile protection, digital footprints, defends against digital scams/solicitations, and self-advocacy
- Understand cyberbullying: definition
- Practice netiquette (include social media)



### LESSON ESSENTIAL QUESTIONS

- How do I keep myself safe online?
- What are the rights and responsibilities of digital citizenship?
- Why is important to maintain respect and responsibility in the digital world?
- How does digital citizenship affect me?
- Why is it important to maintain safety in a digital world?
- How does a speaker create and present an effective oral text?

### POTENTIAL ACTIVITIES

- Website Evaluations
- Netsmartz Videos
- Google Docs
- Create digital presentations
- Blog
- Word Processing
- Public Service Announcements
- Documentary
- Plagiarism
- Copyright Activities

### ESSENTIAL VOCABULARY

- Collaboration
- Differentiate
- Plagiarism
- Ethical
- Cyber safety
- Self-advocacy
- Cyberbullying
- Netiquette
- Copyright-free Resources

### FORMATIVE ASSESSMENT

- Entrance/Exit Slip
- Example/Non-Example
- Timed Pair Share
- Quick Write
- Clickers
- Surveys
- Rubrics
- Sample Citations

### TECHNOLOGY

- Public Service Announcements (PSA)
- Websites, Web quests, Website Evaluation Tools
- Discovery Education Board Builder
- Documentary
- Visual Presentation
- Storyboard
- Brochures

# Writing - Grade 6

## STANDARDS ADDRESSED

LAFS.6.W.1.1	LAFS.6.W.2.6
LAFS.6.W.1.2	LAFS.6.W.3.7
LAFS.6.W.1.3	LAFS.6.W.3.8
LAFS.6.W.2.5	

## UNIT ESSENTIAL QUESTIONS

- Why do writers write?
- How do good writers express themselves?
- How do writers develop a well-written product?
- How does process shape the writer's product?
- How does each step in the writing process impact your writing?
- How can writing be evaluated?
- How can evaluation and reflection be used to improve writing?

## UNDERSTAND

- Writers have a purpose for writing.
- Writers gather their ideas from personal experience, observations, reading, and imagination.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Writing is a multi-stage process.

## KNOW

- Keyboarding Skills
- Writing Process
- Word Processing
- Information-seeking strategies
- Access materials/sources

## DO

- Write to: inform, express opinions, explain, and narrate (include details and illustrations)
- Write arguments to support claims with evidence from reliable sources
- Type a minimum of three pages with proper keyboarding skills
- Use technology to produce, collaborate, revise and publish
- Use supporting information to participate in discussions and debates
- Create and present information effectively using multimedia (graphics, images, music, sound, and visual displays)
- Participate in collaborative peer reviews
- Utilize digital collaborative publishing

### LESSON ESSENTIAL QUESTIONS

- Why is it important to express your opinion?
- How can a writer collect supporting evidence to use in discussions and debates?
- How does a writer use reliable sources to support their opinion?
- Why is it important for writers to brainstorm their ideas?

### POTENTIAL ACTIVITIES

- Big 6 Skills/Activities
- Create Digital Presentations
- Multi-media presentations
- Flyers
- Digital Storytelling
- Google Doc Presentation
- Blog
- Photo and Writing Books (fiction/nonfiction/biography...)
- Journals
- Scripts
- Documentaries
- Essays

### ESSENTIAL VOCABULARY

- Inform
- Evidence
- Collaborate
- Multimedia

### FORMATIVE ASSESSMENT

- Data Notebooks
- Quick writes
- Timed pair/share
- Rubrics
- Example/Non-Example

### TECHNOLOGY

- Project on a topic with multiple resources
- DQL (Discovering Quality Literature)
- Young Authors
- Email pen pals, Play Script, Documentary
- Photo Story
- Discovery Education Board Builder

<b>Lesson Title:</b> Research Report	
<b>Description:</b> Students will research and write a report about a person whose work brought about social or scientific change that led to progress. Students will create a timeline highlighting important events in their person's life.	
<b>Grade Level:</b> 6 <sup>th</sup> Grade	<b>Time Frame:</b> varies
<b>Essential Question:</b> How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?	
<b>Curriculum Components:</b> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Informational Literacy <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Digital Citizenship	
<b>Standards:</b> LAFS.6.W.2.4, LAFS.6.SL.2.4, LAFS.6.SL.2.5, LAFS.6.RI.1.2, LAFS.6.RI.1.3, LAFS.6.RI.3.7, LAFS.6.RL.1.1  <b>Research Skills:</b> Brainstorming, Categorize and Classify Ideas, Compare and Contrast Print and Nonprint media, Multimedia presentation, Complete a Timeline, Research and Media Unit 5 (Journeys) (Edmodo)	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>• Social and scientific progress has been made because of women and men willing to fight for their ideas and beliefs.</li> <li>• Historical events such as the Declaration of Independence, Civil Rights movement, and people who worked to bring about change.</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>• Writing a timeline based on a person's life.</li> <li>• Researching information using online resources.</li> </ul>
<b><u>DO:</u></b> Students decide on the focus of their research and the details they want to include to best illustrate their ideas. <ul style="list-style-type: none"> <li>• Students conduct research on a specific person focusing on important events in their life.</li> <li>• Students create a timeline using the Read Write Think timeline. This is a timeline that can be done on the computer or downloaded as an App.</li> </ul> <b>Assessment(s):</b> <ul style="list-style-type: none"> <li>• Speaking and Listening: Do students complete a detailed timeline of events to present?</li> <li>• Writing: Do students conduct research on an individual's life?</li> <li>• Language: Do students pose and respond to questions that contribute to a discussion?</li> </ul> <b>Resources:</b> Timeline ( <a href="http://www.readwritethink.com">www.readwritethink.com</a> ) , nonfiction books, online resources (World Book, etc.) Suggested Site with Research Hooks for Students: <a href="http://www.educatorstechnology.com/2014/06/great-interactive-tutorials-to-raise.html">http://www.educatorstechnology.com/2014/06/great-interactive-tutorials-to-raise.html</a>	
<b>Differentiated Instruction Strategies:</b> level of nonfiction books, vary the number of timeline entries a student creates	
<b>Collaborating Teacher(s)/Class(es):</b> 6 <sup>th</sup> Grade Teachers	

<b>Lesson Title:</b> Evaluating Websites	
<b>Description:</b> Teaching students how to evaluate a website.	
<b>Grade Level:</b> 5 <sup>th</sup> and 6 <sup>th</sup>	<b>Time Frame:</b> 40-minute lesson
<b>Essential Question:</b> Why is it important to evaluate the source and validity of the information found on the Internet?	
<b>Curriculum Components:</b> <input type="checkbox"/> Reading <input type="checkbox"/> Informational Literacy <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Digital Citizenship	
<b>Standards:</b> ITSE Standards 3, 4, and 5	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>Determine whether or not a website is valid.</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>How to evaluate whether or not a website is valid.</li> </ul>
<b><u>DO:</u></b> <ul style="list-style-type: none"> <li>Students will evaluate “fake” photographs viewed on the internet.  <a href="http://www.huffingtonpost.com/2012/10/29/fake-hurricane-sandy-photos-internet-northeast_n_2041283.html">http://www.huffingtonpost.com/2012/10/29/fake-hurricane-sandy-photos-internet-northeast_n_2041283.html</a> </li> <li>Use the website evaluation tool at <a href="http://webeval.researchready.com/">http://webeval.researchready.com/</a> to evaluate the website’s validity</li> <li>Choose a website to evaluate:  <a href="http://www.dreamweaverstudios.com/moonbeam/moon.htm">http://www.dreamweaverstudios.com/moonbeam/moon.htm</a> “Moonbeam Enterprises”  <a href="http://www.sudftw.com/jackcon.htm">http://www.sudftw.com/jackcon.htm</a> “The Jackalope Conspiracy” </li> <li>Discuss</li> </ul> <p>Other “hoax” websites: <a href="http://www.shsu.edu/lis_mah/documents/TCEA/hoaxtable.html">http://www.shsu.edu/lis_mah/documents/TCEA/hoaxtable.html</a></p> <p>Optional PowerPoint: <a href="http://www.schrockguide.net/uploads/3/9/2/2/392267/abc2013.pdf">http://www.schrockguide.net/uploads/3/9/2/2/392267/abc2013.pdf</a></p> <p><b>Assessment(s):</b> Email the teacher the results of the online evaluation</p> <p><b>Resources:</b> See above for suggested sites</p> <p><b>Differentiated Instruction Strategies:</b> Leveled groups/websites</p> <p><b>Collaborating Teacher(s)/Class(es):</b> 5<sup>th</sup> and 6<sup>th</sup> Grade Teachers</p>	

# *The 3 W's of Website Evaluation*

**WHO** *is the source of the information?*

- \*Has someone taken responsibility for the content of the website?
- \*Is the information about the author or content clearly stated?
- \*Can you contact the company or author through a postal address or phone number?
- \*Can you confirm that the author is a credible source of information?

**WHAT** *are you getting?*

- \*Is the purpose of the website stated?
- \*Is the information given in this site similar to other information on the topic?
- \*Is the information biased in any way?
- \*Does the website cite a list of sources?

**WHERE** *does the information come from?*

- \*How does the address end?
  - .gov – the website belongs to the government
  - .edu – the website belongs to a school
  - .org – the website belongs to an organization
  - .com – the website could belong to a regular person or business



# Evaluating Websites

Website Address	Features of the website: (headings, pictures, tables, etc.)	Number of key words (Find function: Ctrl F)	Is it a successful website? Would you use this website for your report?

**7<sup>th</sup> Grade Tab**



# 7th Grade Scope & Sequence

Reading	Information Literacy
<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze text structure and organization</li> <li><input type="checkbox"/> Determine and analyze author's point of view/purpose</li> <li><input type="checkbox"/> Compare/Contrast historical fiction to nonfiction of the same time period</li> <li><input type="checkbox"/> Analyze diverse media versions &amp; formats</li> <li><input type="checkbox"/> Cite textual evidence to support (explicit and implicit)</li> <li><input type="checkbox"/> Determine two or more themes/central ideas of text with details</li> <li><input type="checkbox"/> Examine genres, including fiction vs. nonfiction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use text evidence for analysis, reflection, and research (include cite, support, and evaluate)</li> <li><input type="checkbox"/> Compare how two or more authors writing on the same topic support their interpretations</li> <li><input type="checkbox"/> Integrate information from multiple sources and a variety of media/formats</li> <li><input type="checkbox"/> Understand and use online &amp; database searching to include keyword and Boolean logic</li> <li><input type="checkbox"/> Use online catalog and complete call numbers to locate resources</li> <li><input type="checkbox"/> Analyze and evaluate arguments for relevance and validity</li> <li><input type="checkbox"/> Assess credibility, accuracy and validity of sources</li> <li><input type="checkbox"/> Adhere to MLA/APA formatting conventions</li> <li><input type="checkbox"/> Use formatting for in-text citations and works cited</li> <li><input type="checkbox"/> Paraphrase and summarize notes</li> <li><input type="checkbox"/> Gather information from multiple print and digital sources (fiction &amp; nonfic) using search terms effectively</li> <li><input type="checkbox"/> Understand basic functions of the computer to include: shortcuts, keyboarding efficiently, tabs, windows, saving, technology vocabulary</li> <li><input type="checkbox"/> Apply basic technology troubleshooting skills</li> <li><input type="checkbox"/> Use online organizational tools (calendars, bookmarking, speech features, etc.)</li> <li><input type="checkbox"/> Personalize computer and online settings</li> </ul>
Digital Citizenship	Writing
<ul style="list-style-type: none"> <li><input type="checkbox"/> Create bibliography – avoid plagiarism</li> <li><input type="checkbox"/> Use digital tools to create multimedia presentations</li> <li><input type="checkbox"/> Utilize reliable digital sources</li> <li><input type="checkbox"/> Understand plagiarism, citing, and intellectual property rights</li> <li><input type="checkbox"/> Participate in respectful discussions which build on peers' ideas and draw conclusions</li> <li><input type="checkbox"/> Practice ethical school behavior</li> <li><input type="checkbox"/> Use respectful, prepared questioning and participate in collab. discussions (including online)</li> <li><input type="checkbox"/> Understand cybersafety – safe vs. unsafe communication, information privacy, profile protection, digital footprints, defends against digital scams/solicitations, and self-advocacy</li> <li><input type="checkbox"/> Understand cyberbullying: definition</li> <li><input type="checkbox"/> Practice netiquette (include social media)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write to: inform, express opinions, explain, and narrate (include details and illustrations)</li> <li><input type="checkbox"/> Write arguments to support claims with evidence from reliable sources</li> <li><input type="checkbox"/> Use technology to produce, collaborate, and publish including linking to and citing sources</li> <li><input type="checkbox"/> Paraphrase, debate, and discuss</li> <li><input type="checkbox"/> Present information effectively using multimedia (graphics, images, music, sound, and visual displays)</li> <li><input type="checkbox"/> Utilizing multimedia, present a clear, logical opinion with supporting evidence</li> <li><input type="checkbox"/> Create and present information effectively using multimedia ( images, music, sound, visual displays)</li> <li><input type="checkbox"/> Create products in a variety of mediums</li> <li><input type="checkbox"/> Participate in collaborative peer reviews</li> <li><input type="checkbox"/> Utilize digital collaborative publishing</li> </ul>

**Collaborative Project Ideas:** Poetry books, biography projects, Gary Paulsen's *Lawn Boy*, Laws, Citizenship, Global Issues, Human Impact studies, DBQ's, FPS, Video projects, Multimedia studies, Career research

# Reading Literature-Grade 7

## STANDARDS ADDRESSED

LAFS.7.RL.1.1	LAFS.7.RL.2.5	LAFS.7.RL.4.10
LAFS.7.RL.1.2	LAFS.7.RL.2.6	
LAFS.7.RL.1.3	LAFS.7.RL.3.7	
LAFS.7.RL.2.4	LAFS.7.RL.3.9	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do readers figure out words they do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Genres – fiction/nonfiction/historical fiction
- Compare/contrast
- Point of View
- Theme/Central Idea
- Text structure and organization
- Citation

## DO

- Analyze text structure and organization
- Determine and analyze author's point of view/purpose
- Compare/Contrast historical fiction to nonfiction of the same time period
- Analyze diverse media versions & formats
- Cite textual evidence to support (explicit and implicit)
- Determine two or more themes/central ideas of text with details
- Examine genres, including fiction vs. nonfiction

## LESSON ESSENTIAL QUESTIONS

- What makes a story interesting to read?
- How do story elements contribute to the theme?
- How is literature like life?
- What do good readers do?
- How do literary devices enhance a text?
- What does the author want me to learn?
- Why is story-telling an important aspect of a culture or society?
- How does perspective affect a story or text?
- How does text structure contribute to understanding?
- How does text structure enhance the text?
- How do visual images enhance or create meaning?
- Why is it important to ask questions before, during, and after reading?
- How can I make connections to what I read?

## POTENTIAL ACTIVITIES

- Poetry Books
- Biography Projects
- Gary Paulsen's *Lawn Boy*
- DBQ's
- FPS
- Video Projects

## ESSENTIAL VOCABULARY

- Structure
- Organization
- Point of View
- Fiction
- Non-fiction
- Historical Fiction
- Compare/Contrast
- Theme

## FORMATIVE ASSESSMENT

- Entrance/Exit Slip
- Example/Non-Example
- Timed Pair Share
- Quick Write

## TECHNOLOGY

- Digital publishing tools
- Citation Websites
- Research Databases
- Multimedia Production Software

# Reading Informational Text (RI)- Grade 7

## STANDARDS ADDRESSED

LAFS.7.RI.1.1	LAFS.7.RI.2.5	LAFS.7.RI.3.9
LAFS.7.RI.1.2	LAFS.7.RI.2.6	LAFS.7.RI.4.1
LAFS.7.RI.1.3	LAFS.7.RI.3.7	
LAFS.7.RI.2.4	LAFS.7.RI.3.8	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do readers figure out words they do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Citation – MLA/APA
- Note-Taking
- Works Cited
- Paraphrase/Summarize
- Searching - Keyword and Boolean
- OPAC Search Skills
- Basic Computer Applications
- Basic Computer Technology Troubleshooting

## DO

- Use text evidence for analysis, reflection, and research (include cite, support, and evaluate)
- Compare how two or more authors writing on the same topic support their interpretations
- Integrate information from multiple sources and a variety of media/formats
- Understand and use online & database searching- include keyword and Boolean logic
- Use online catalog and complete call numbers
- Analyze and evaluate arguments for relevance and validity
- Assess credibility, accuracy and validity of sources
- Adhere to MLA/APA formatting conventions
- Uses formatting for in-text citations and works cited
- Paraphrase and summarize notes
- Gather information from multiple print and digital sources (fiction and nonfiction)
- Understand basic functions of the computer to include: shortcuts, keyboarding efficiently, tabs, windows, saving, technology vocabulary
- Apply basic technology troubleshooting skills

### LESSON ESSENTIAL QUESTIONS

- How does research enhance the ability to persuade?
- How does research contribute to the discovery of solutions?
- How do I ethically use research in a presentation?
- How can I effectively access, evaluate, utilize, and synthesize online resources and resources in diverse formats?
- How do text features help me locate information, make me a better reader and/or enhance a work?

### POTENTIAL ACTIVITIES

- Laws
- Citizenship
- Global Issues
- Human Impact Studies
- DBQ's
- Future Problem Solver Activities
- Video Projects
- Multimedia Studies
- Career Research

### ESSENTIAL VOCABULARY

- Credible
- Accurate
- Reliable
- Valid
- Cite
- Shortcut
- Tab
- MLA/APA
- Boolean Logic

### FORMATIVE ASSESSMENT

- Clickers
- Exit Slips
- Sample Citations
- Online Games

### TECHNOLOGY

- Online Library Catalogue
- Research Databases
- Citation Creation Websites
- Digital Publishing Tools
- Multimedia Production Software

# Digital Citizenship - Grade 7

## STANDARDS ADDRESSED

LAFS.7.RI.1.1	LAFS.7.W.3.8
LAFS.7.RI.3.8	LAFS.7.SL.1.1
LAFS.7.W.2.6	LAFS.7.SL.2.4
LAFS.7.W.3.7	LAFS.7.SL.2.5

## UNIT ESSENTIAL QUESTIONS

- What is digital citizenship?
- How do people communicate effectively?
- How do my online actions affect me/others?
- Why is it important for people to behave ethically and respectfully online?

## UNDERSTAND

- Digital Citizens understand how to behave ethically in a digital environment.
- Digital Citizens understand why it is important to behave respectfully and ethically online.
- Digital citizens know how/why they should protect themselves in a digital environment.
- Digital citizens understand how to use technology effectively.

## KNOW

- Bibliography
- Plagiarism
- Citation
- Intellectual Property Rights
- Ethical Behavior
- Social Networking
- Cybersafety
- Netiquette

## DO

- Create bibliography – avoid plagiarism
- Use digital tools to create multimedia presentations
- Utilize reliable digital sources
- Understand plagiarism, citing, and intellectual property rights
- Participate in respectful discussions which build on peers' ideas and draw conclusions
- Practice ethical school behavior
- Use respectful, prepared questioning and participate in collaborative discussions (including online)
- Understand cybersafety – safe vs. unsafe communication, information privacy, profile protection, digital footprints, defends against digital scams/solicitations, and self-advocacy
- Understand cyberbullying: definition
- Practice netiquette (include social media)

## LESSON ESSENTIAL QUESTIONS

- How do I ethically use research in a presentation?
- How does my digital footprint define my Web presence?
- How does digital citizenship affect me?
- What are the rights and responsibilities of a digital citizen?
- How do I keep myself safe online?
- Why is it important to maintain safety in a digital world?
- Why is it important to maintain respect and responsibility in a digital world?
- How is my virtual self different or similar to my real self?
- How can I collaborate effectively on and offline contributing as a member of a group?

## POTENTIAL ACTIVITIES

- Laws
- Citizenship
- Global Issues
- Human Impact Studies
- DBQ's
- Future Problem Solver Activities
- Video Projects
- Multimedia Studies
- Career Research

## ESSENTIAL VOCABULARY

- Plagiarism
- Citation
- Intellectual Property
- Information privacy
- Profile
- Digital Footprint
- Cyberbullying
- Netiquette

## FORMATIVE ASSESSMENT

- Clickers
- Exit Slip
- Sample Citation
- Graphic Organizer

## TECHNOLOGY

- Online Library Catalogue
- Research Databases
- Citation Creation Websites
- Digital Publishing Tools
- Multimedia Production Software

# Writing - Grade 7

## STANDARDS ADDRESSED

LAFS.7.W.1.1	LAFS.7.W.2.6
LAFS.7.W.1.2	LAFS.7.W.3.7
LAFS.7.W.1.3	LAFS.7.W.3.8
LAFS.7.W.2.5	LAFS.7.W.3.9

## UNIT ESSENTIAL QUESTIONS

- Why do writers write?
- How do good writers express themselves?
- How do writers develop a well-written product?
- How does process shape the writer's product?
- How does each step in the writing process impact your writing?
- How can writing be evaluated?
- How can evaluation and reflection be used to improve writing?

## UNDERSTAND

- Writers have a purpose for writing.
- Writers gather their ideas from personal experience, observations, reading, and imagination.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Writing is a multi-stage process.

## KNOW

- Essay structure
- Digital Publishing Tools
- How to Cite Multimedia Information
- Multimedia Production

## DO

- Write to: inform, express opinions, explain, and narrate (include details and illustrations)
- Write arguments to support claims with evidence from reliable sources
- Use technology to produce, collaborate, and publish including linking to and citing sources
- Paraphrase, debate, and discuss
- Present information effectively using multimedia (graphics, images, music, sound, and visual displays)
- Utilizing multimedia, present a clear, logical opinion with supporting evidence
- Create and present information effectively using multimedia (graphics, images, music, sound, and visual displays)
- Create products in a variety of mediums
- Participate in collaborative peer reviews
- Utilize digital collaborative publishing



### LESSON ESSENTIAL QUESTIONS

- How does research enhance the ability to persuade?
- How do authors use (narrative, persuasive, informational) elements to create a story?
- How do people communicate effectively?
- How does a speaker create and present an effective oral text?
- How can I select the best technology/presentation tools?
- How do technology tools enhance a product?

### POTENTIAL ACTIVITIES

- Biography Projects
- Laws
- Citizenship
- Global Issues
- Human Impact Studies
- DBQ's
- FPS
- Video Projects
- Career Research

### ESSENTIAL VOCABULARY

- Arguments
- Evidence
- Reliable Sources
- Informative
- Explanatory
- Narrative
- Purpose

### FORMATIVE ASSESSMENT

- Entrance/Exit Slip
- Example/Non-Example
- Timed Pair Share
- Quick Write

### TECHNOLOGY

- Online Library Catalogue
- Research Databases
- Citation Creation Websites
- Digital Publishing Tools
- Multimedia Production Software

<b>Lesson Title:</b> Biography Study	
<b>Description:</b> Students will utilize multiple sources information to complete biography research and then create a digital newsletter about their research subject.	
<b>Grade Level:</b> 7 <sup>th</sup> Grade	<b>Time Frame:</b> Two class periods spaced two weeks apart with additional access to a computer lab for 3-5 days to complete the newsletter.
<b>Essential Question:</b> How can the lives of others inspire us to greatness as we decide on our life's goals?	
<b>Curriculum Components:</b> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Informational Literacy <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Digital Citizenship	
<b>Standards:</b> LAFS.7.L.2.3, LAFS.7.RI.1.1, LAFS.7.RI.3.9, LAFS.7.RL.1.1, LAFS.7.SL.2.5, LAFS.7.W.2.6, LAFS.7.W.3.8, LAFS.7.W.3.9, LAFS.K12.R.3.9	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>• The format and essential elements of the biography genre</li> <li>• How to locate a print biography in the library.</li> <li>• How to use the Gale Databases to search for information about a topic.</li> <li>• How to use word cloud software</li> <li>• How to use a word processing program to create a newsletter.</li> <li>• Why it is important to utilize multiple sources of information when completing research.</li> <li>• How to analyze multiple sources of information and draw conclusions about what a text says explicitly as well as inferences drawn from the text.</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>• Why multiple texts on the same topic can present different and sometimes conflicting information.</li> <li>• What defines achievement and greatness?</li> <li>• What can we learn from reading about another person's life?</li> </ul>

**DO:**

- Students will locate and select a biography book. Students will read the book and take Cornell Notes to collect important information about their research subject.
- Students will locate a biographical article about the same subject utilizing the Gale Databases.
- Students will utilize a word cloud software program (Wordle) to create a visual representation of their article from Gale. Students will predict what words would most frequently be utilized to describe their research subject based on their research and will analyze the word cloud based on their research about their subject.
- Students will create a newsletter about their research subject that integrates the research they have collected from multiple sources and answers the essential question.

**Assessment(s):** Cornell Notes, Word Cloud Analysis, Biographical Newsletter

**Resources:** Media biography collection, Gale Databases, Word Cloud Software (For copies of all rubrics and student handouts contact [bronstein.dawn@brevardschools.org](mailto:bronstein.dawn@brevardschools.org))

**Differentiated Instruction Strategies:** Cornell Notes sheet and newsletter template can be modified for students who require more or less structure and guidance.

**Collaborating Teacher(s)/Class(es):** 7<sup>th</sup> Grade Language Arts Biography Study

<b>Lesson Title:</b> Book Trailers	
<b>Description:</b> Students work in groups to read a book and then create an iMovie book trailer for display on the school news feed	
<b>Grade Level:</b> 7	<b>Time Frame:</b> About 15 days divided over an 8 week period with a full week at the end of the project for movie production
<b>Essential Question:</b> What sells a book?	
<b>Curriculum Components:</b> ■ Reading ■ Informational Literacy ■ Writing ■ Digital Citizenship	
Standards: LAFS.7. RL 1.1, 2, 3, 4, 5, 6, 7 W 1. 2, 3, 4, 5, 6 SL 1.1, 2, 6.	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>• Literary terms</li> <li>• How to collaborate effectively to produce a product</li> <li>• How to summarize a book in one engaging and well organized paragraph to persuade others to read it</li> <li>• How to include multimedia components in presentations to emphasize salient points</li> <li>• What procedures must be followed to comply with intellectual property law</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>• What attracts a reader to a particular book?</li> <li>• What elements of a multimedia production are effective in persuading a viewer to take action?</li> </ul>

**DO:**

- Students will visit the media center and will move around six tables in groups of four participating in a book walk. Students will spend five minutes at each table looking at one of the six SSYR books assigned to the class. Students will submit a list of the books they would like to read in their order of preference. Students will be matched with one of their top three choices and placed in a group of three to four students who are all reading the same book.
- Each group will create a five-week reading schedule. Groups will meet each Friday in literature circles to discuss their books. The students will be assigned a different role in the literature circle each week and each student will submit an interactive notebook at the end of their reading to document their participation in the group
- Following each weekly meeting, students will participate in a mini-lesson reading watching and analyzing book trailers or practicing the use of iMovie in order to prepare for their own projects.
- At some point during the five-week reading period, classes on the same team will visit the media center with their Civics teachers to participate in a two-day lesson on intellectual property in preparation for citing sources and choosing material in the creative commons for their iMovies.
- After completing their reading, students will spend five class periods working in their groups to create a book trailer for SNN news.

**Assessment(s):** interactive notebooks, iMovies (rubric score), intellectual property exercise.

**Resources:** See Edmodo for iMovie Book Trailer Lessons folder or contact Dawn Bronstein at [bronstein.dawn@brevardschools.org](mailto:bronstein.dawn@brevardschools.org) for more information and copies of all materials.

**Differentiated Instruction Strategies:** Book group placement is adjusted by student interest, reading level, and ability to participate in group work with identified group of students.

**Collaborating Teacher(s)/Class(es):** 7<sup>th</sup> grade language arts and civics

<b>Lesson Title:</b> How To iMovie	
<b>Description:</b> In this lesson students follow up their writing and revising of a How to essay in language arts by transitioning their written essay into a How To iMovie	
<b>Grade Level:</b> 7 <sup>th</sup> Grade	<b>Time Frame:</b> One Week
<b>Essential Question:</b> How do text and multimedia elements work together to effectively express an idea?	
<b>Curriculum Components:</b> <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Informational Literacy <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Digital Citizenship	
Standards: LAFS7. W.1.2, 2.4, 2.6, 3.8 SL1.2, 2.4, 2.5	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>• How to create a multimedia product that presents ideas in a focused, organized, and coherent manner.</li> <li>• How to use iMovie</li> <li>• How to locate materials in the creative commons and appropriately cite sources</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>• How multimedia elements work together to effectively present ideas to an audience.</li> </ul>
<b><u>DO:</u></b> <ul style="list-style-type: none"> <li>• After writing a How To essay in language arts and completing the editing process, students will create a How To iMovie to integrate multimedia elements into the ideas presented in their essay.</li> <li>• Students will work through a tutorial created by the media specialist and housed on an internal web server that walks students through the process of locating and citing pictures and using iMovie to transform their written essay into a multimedia project. (see samples of videos on Edmodo in the iMovie Book Trailer Lessons folder).</li> </ul>	
<b>Assessment(s):</b> How To iMovies	
<b>Resources:</b> Sample videos are available on Edmodo in the iMovie Book Trailer Lessons folder. Contact Dawn Bronstein at <a href="mailto:Bronstein.dawn@brevardschools.org">Bronstein.dawn@brevardschools.org</a> for more information about and resources for this project.	
<b>Differentiated Instruction Strategies:</b> Content, process, and product can be modified based on student interest, readiness, and learning profile.	
<b>Collaborating Teacher(s)/Class(es):</b> 7 <sup>th</sup> grade Language Arts	

<b>Lesson Title:</b> Non-Fiction Text Features Scavenger Hunt & Graphic Organizer	
<b>Description:</b> Students will view a Power Point introducing the various types of Non-fiction text features; students will then use this knowledge to find examples of each type of feature and explain how each example helps them understand what they read by completing the Non-Fiction Text Feature Scavenger Hunt; students will select one example of a non-fiction text and complete the Non-Fiction Notes Graphic Organizer; (Optional activity): Create a Non-Fiction Text Feature Flipbook	
<b>Grade Level:</b> 7 <sup>th</sup>	<b>Time Frame:</b> 1-3 class sessions
<b>Essential Question:</b> Why do readers need to evaluate what they read?	
<b>Curriculum Components:</b> ■ Reading ■ Informational Literacy ■ Writing ■ Digital Citizenship	
<b>Standards:</b> LAFS.7.RI.1.1; LAFS.7.RI.2.4; LAFS.7.RI.2.5; LAFS.7.RI.3.9; LAFS.7.RI.4.10; LAFS.68.RST.1.1; LAFS.68.RST.1.2; LAFS.68.RST.1.3; LAFS.68.RH.1.1; LAFS.68.RH.1.2; LAFS.68.RH.1.3 (See subject area standards if applicable)	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>• How to read non-fiction texts (non-fiction books and non-fiction resources/articles using Gale Power Search)</li> <li>• How to find an example of each type non-fiction text feature (Table of Contents, Index, Glossary, Title, Subheading, Text (bold, italic, color), Photograph, Illustration, Caption, Text box, Map, Diagram, Table, Timeline)</li> <li>• How to write a brief explanation of their understanding of each feature</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>• The importance of each type of non-fiction text feature</li> <li>• How text features give readers clues as to what is important in the text</li> <li>• Structure of the text and how they connect to it will help them remember better what they have read</li> <li>• The text structure will help them to summarize what they have read</li> </ul>

**DO:**

- Read non-fiction text selections independently (half from non-fiction books from Media Center collection; half from Gale resources)
- Find examples of non-fiction text features (Table of Content, Index, Glossary, Title, Subheading, Text (bold, italic, color), Photograph, Illustration, Caption, Text Box, Map, Diagram, Table, Timeline) and complete the Non-Fiction Text Features Scavenger Hunt
- Select on example of non-fiction text and complete the Non-Fiction Notes Graphic Organizer (two options; teacher select)
- (Optional activity): Create a Non-Fiction Text Feature Flipbook

**Assessment(s):** **Formative**: Completion of the Non-Fiction Text Feature Scavenger Hunt; Completion of the Non-Fiction Notes Graphic Organizer (Optional activity: Non-Fiction Text Feature Flipbook; **Summative**: District Assessment, End-of-Course Exam, quiz/test, semester exam, project/paper

**Resources:** Text Features Power Point

([wlma2010.wikispaces.com/file/view/Nonfiction+text+features.pdf](http://wlma2010.wikispaces.com/file/view/Nonfiction+text+features.pdf)); Non-Fiction Text Features Scavenger Hunt worksheet (refer to Edmodo folder); Non-Fiction Notes Graphic Organizer (<http://www.teacherspayteachers.com/Product/Nonfiction-Notes-Graphic-Organizer-456346>); Non-Fiction Text Feature Flipbook directions (refer to Edmodo folder); Middle School Titles Sampling Using Text Complexity Model/Information Text suggested list (refer to Edmodo folder); for any specific questions regarding this lesson contact Julie Edwards at [Edwards.julie@brevardschools.org](mailto:Edwards.julie@brevardschools.org)

**Differentiated Instruction Strategies:** Teacher can differentiate: content, process, and product based on student's readiness, interest, and learning profile

**Collaborating Teacher(s)/Class(es):** Civics or Science teachers



**8<sup>th</sup> Grade Tab**

# 8th Grade Scope & Sequence

Reading	Information Literacy
<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze the text development, structure, and organization</li> <li><input type="checkbox"/> Analyze conflicting viewpoints and author's opinion</li> <li><input type="checkbox"/> Compare/contrast historical fiction to nonfiction of the same time period</li> <li><input type="checkbox"/> Analyze diverse media versions and formats</li> <li><input type="checkbox"/> Cite textual evidence to support (explicit and implicit)</li> <li><input type="checkbox"/> Determine two or more themes and central ideas of text with details</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cite, support, evaluate the best evidence</li> <li><input type="checkbox"/> Qualify or justify views based on evidence presented</li> <li><input type="checkbox"/> Gather and integrate information from multiple print and digital sources</li> <li><input type="checkbox"/> Determine credibility, reliability and accuracy of sources/claims (note irrelevant information)</li> <li><input type="checkbox"/> Use quotes accurately and cite sources</li> <li><input type="checkbox"/> Analyze the purpose of information in diverse media and evaluate motives (social, political, etc.)</li> <li><input type="checkbox"/> Understand and use online &amp; database searching to include keyword and Boolean logic</li> <li><input type="checkbox"/> Use online catalog to locate resources</li> <li><input type="checkbox"/> Adhere to MLA/APA formatting conventions</li> <li><input type="checkbox"/> Format for in-text citations and works cited</li> <li><input type="checkbox"/> Note taking with paraphrasing and summarizing</li> <li><input type="checkbox"/> Apply basic functions of the computer to include: shortcuts, keyboarding, tabs, windows, saving, technology vocabulary, formatting</li> <li><input type="checkbox"/> Use basic technology troubleshooting skills</li> <li><input type="checkbox"/> Use online organizational tools for personal productivity</li> <li><input type="checkbox"/> Personalize computer and online settings</li> </ul>
Digital Citizenship	Writing
<ul style="list-style-type: none"> <li><input type="checkbox"/> Create bibliography to cite sources (including multimedia)</li> <li><input type="checkbox"/> Create multimedia presentations using technology tools</li> <li><input type="checkbox"/> Ethically utilize &amp; cite reliable multimedia sources</li> <li><input type="checkbox"/> Understand plagiarism, citing, and intellectual property rights</li> <li><input type="checkbox"/> Participate in respectful discussions which build on peers' ideas and draw conclusions</li> <li><input type="checkbox"/> Use respectful, prepared questioning and participate in collaborative discussions</li> <li><input type="checkbox"/> Practice ethical school behavior</li> <li><input type="checkbox"/> Understand cybersafety – safe vs. unsafe communication, information privacy, profile protection, social media branding, digital footprints, defends against digital scams/solicitations, and self-advocacy</li> <li><input type="checkbox"/> Understand cyberbullying: definition and consequences (social &amp; legal)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate the pros &amp; cons of presentation mediums</li> <li><input type="checkbox"/> Write arguments to support claims organized with evidence from reliable sources</li> <li><input type="checkbox"/> Write informative, explanatory, &amp; narrative text</li> <li><input type="checkbox"/> Use multimedia to present claims &amp; findings with supported, clear &amp; coherent writing to include interests appropriate to task, purpose, &amp; audience</li> <li><input type="checkbox"/> Use technology to produce, collaborate, and publish including linking to and citing sources</li> <li><input type="checkbox"/> Paraphrase, debate, and discuss</li> <li><input type="checkbox"/> Present information effectively using multimedia (graphics, images, music, sound, and visual displays)</li> <li><input type="checkbox"/> Create products in a variety of mediums</li> <li><input type="checkbox"/> Participate in collaborative peer reviews</li> <li><input type="checkbox"/> Participate in digital collaborative publishing</li> </ul>

**Collaborative Project Ideas:** Newspaper story of events, Modern re-tellings of stories, Ad dissections/write ads/political ads, Science Research, Community mentors, Westward Expansion, Black History, Civil War, DBQ's, FPS, Video projects

# Reading Literature-Grade 8

## STANDARDS ADDRESSED

LAFS.8.RL.1.1	LAFS.8.RL.2.5	LAFS.8.RL.4.10
LAFS.8.RL.1.2	LAFS.8.RL.2.6	
LAFS.8.RL.1.3	LAFS.8.RL.3.7	
LAFS.8.RL.2.4	LAFS.8.RL.3.9	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do readers figure out words they do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Paraphrase/summarize
- Compare/contrast
- Proper citation
- Plagiarism
- Genres: historical fiction, nonfiction
- Theme/Central Idea
- Text structure
- Organization

## DO

- Analyze text development, structure, and organization
- Analyze conflicting viewpoints and author's opinion
- Compare and contrast historical fiction to nonfiction of the same time period
- Analyze diverse versions and formats
- Cite textual evidence to support (explicit and implicit)
- Determine two or more themes and central ideas of text with details

## LESSON ESSENTIAL QUESTIONS

- How do story elements contribute to the theme?
- How is literature like life?
- What do good readers do?
- How do literary devices enhance a text?
- How can language be powerful?
- What can I learn from others?
- What does the author want me to learn?
- Why is story-telling an important aspect of a culture or society?
- How does perspective affect a story or text?
- How does text structure contribute to understanding?
- How does text structure enhance the text?
- How do visual images enhance or create meaning?
- Why is it important to ask questions before, during, and after reading?
- How can I make connections to what I read?

## POTENTIAL ACTIVITIES

- Newspaper story of events
- Modern re-tellings of stories
- Future Problem Solver Activities
- DBQ's

## ESSENTIAL VOCABULARY

- Text development
- Compare/contrast
- Structure
- Organization
- Historic fiction
- Nonfiction
- Evidence
- Theme
- Central Ideas

## FORMATIVE ASSESSMENT

- Entrance/Exit Slip
- Example/Non-example
- Timed Pair/Share
- Quick Write

## TECHNOLOGY

- Online Library Catalogue
- Research Databases
- Citation Creation Websites
- Digital Publishing Tools
- Multimedia Production Software

# Reading Informational Text (RI)- Grade 8

## STANDARDS ADDRESSED

LAFS.8.RI.1.1	LAFS.8.RI.2.5	LAFS.8.RI.3.9
LAFS.8.RI.1.2	LAFS.8.RI.2.6	LAFS.8.RI.4.1
LAFS.8.RI.1.3	LAFS.8.RI.3.7	
LAFS.8.RI.2.4	LAFS.8.RI.3.8	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do readers figure out words they do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Proper MLA/APA citation
- Paraphrasing/Summarizing/Note-taking
- Online searching
- Resource reliability criteria
- Basic computer applications
- Basic technology troubleshooting skills
- Basic Follett Destiny catalog search skills

## DO

- Cite, support, evaluate the best evidence
- Qualify or justify views based on evidence presented
- Gather and integrate information from multiple print and digital sources
- Determine credibility, reliability, and accuracy of sources/claims (note irrelevant information)
- Use quotes accurately and cite sources
- Analyze the purpose of information in diverse media and evaluate motives
- Understand and use online & database searching- include keyword and Boolean logic
- Use online catalog to locate resources
- Adhere to MLA/APA formatting conventions
- Format for in-text citations and works cited
- Paraphrase/Summarize notes
- Apply basic functions of the computer to include: shortcuts, keyboarding, tabs, windows, saving, vocabulary, formatting
- Use basic technology troubleshooting skills
- Use online organizational tools for personal productivity
- Personalize computer and online settings

## LESSON ESSENTIAL QUESTIONS

- How does research enhance the ability to persuade?
- How does research contribute to the discovery of solutions?
- How do I ethically use research in a presentation?
- How can I effectively access, evaluate, utilize, and synthesize online resources and resources in diverse formats?
- How do text features help me locate information, make me a better reader and/or enhance a work?

## POTENTIAL ACTIVITIES

- Science Research
- Westward Expansion
- Black History
- Civil War
- DBQ's
- Future Problem Solver Activities

## ESSENTIAL VOCABULARY

- Cite
- Support
- Gather information
- Integrate
- Credibility/reliability/accuracy
- Online database
- Boolean logic
- MLA/APA

## FORMATIVE ASSESSMENT

- Clickers
- Entrance/Exit slips
- Sample citation
- Online games

## TECHNOLOGY

- Online Library Catalogue
- Research Databases
- Citation Creation Websites
- Digital Publishing Tools
- Multimedia Production Software

# Digital Citizenship - Grade 8

## STANDARDS ADDRESSED

LAFS.8.RI.1.1	LAFS.8.SL.1.1
LAFS.8.RI.3.8	LAFS.8.SL.2.4
LAFS.8.W.2.6	LAFS.8.SL.2.5
LAFS.8.W.3.8	

## UNIT ESSENTIAL QUESTIONS

- What is digital citizenship?
- How do people communicate effectively?
- How do my online actions affect me/others?
- Why is it important for people to behave ethically and respectfully online?

## UNDERSTAND

- Digital Citizens understand how to behave ethically in a digital environment.
- Digital Citizens understand why it is important to behave respectfully and ethically online.
- Digital citizens know how/why they should protect themselves in a digital environment.
- Digital citizens understand how to use technology effectively.

## KNOW

- Bibliography
- Multimedia presentation
- Plagiarism
- Intellectual Property Rights
- Collaboration
- Ethical behavior
- Cybersafety
- Cyberbullying

## DO

- Create bibliography to cite sources (including multimedia)
- Create multimedia presentations using technology tools
- Ethically utilize & cite reliable multimedia sources
- Understand plagiarism, citing, and intellectual property rights
- Participate in respectful discussions which build on peers' ideas and draw conclusions
- Use respectful, prepared questioning and participate in collaborative discussions
- Practice ethical school behavior
- Understand cybersafety – safe vs. unsafe communication, information privacy, profile protection, social media branding, digital footprints, defends against digital scams/solicitations, and self-advocacy
- Understand cyberbullying: definition and consequences (social & legal)

## LESSON ESSENTIAL QUESTIONS

- How do I ethically use research in a presentation?
- How does my digital footprint define my Web presence?
- How does digital citizenship affect me?
- What are the rights and responsibilities of a digital citizen?
- How do I keep myself safe online?
- Why is it important to maintain safety in a digital world?
- Why is it important to maintain respect and responsibility in a digital world?
- How is my virtual-self different or similar to my real self?
- How can I collaborate effectively on and offline as a contributing member of a group?

## POTENTIAL ACTIVITIES

- Science Research
- Westward Expansion
- Black History
- Civil War
- DBQ's
- FPS

## ESSENTIAL VOCABULARY

- Cyberbullying
- Cybersafety
- Information privacy
- Profile protection
- Social Media branding
- Digital Footprints
- Digital Scams/solicitations
- Self-advocacy

## FORMATIVE ASSESSMENT

- Clickers
- Entrance/Exit slips
- Sample citation
- Online games

## TECHNOLOGY

- Online Library Catalogue
- Research Databases
- Citation Creation Websites
- Digital Publishing Tools
- Multimedia Production Software



# Writing - Grade 8

## STANDARDS ADDRESSED

LAFS.8.W.1.1	LAFS.8.W.2.6
LAFS.8.W.1.2	LAFS.8.W.3.7
LAFS.8.W.1.3	LAFS.8.W.3.8
LAFS.8.W.2.5	LAFS.8.W.3.9

## UNIT ESSENTIAL QUESTIONS

- Why do writers write?
- How do good writers express themselves?
- How do writers develop a well-written product?
- How does process shape the writer's product?
- How does each step in the writing process impact your writing?
- How can writing be evaluated?
- How can evaluation and reflection be used to improve writing?

## UNDERSTAND

- Writers have a purpose for writing.
- Writers gather their ideas from personal experience, observations, reading, and imagination.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Writing is a multi-stage process.

## KNOW

- Arguments
- Evidence
- Reliable sources
- Essay structure
- Task
- Purpose
- Audience
- Debate
- Peer review
- Digital publishing

## DO

- Evaluate the pros & cons of presentation mediums
- Write arguments to support claims organized with evidence from reliable sources
- Write informative, explanatory, & narrative text
- Use multimedia to present claims & findings with supported, clear & coherent writing to include interests appropriate to task, purpose, & audience
- Use technology to produce, collaborate, and publish including linking to and citing sources
- Paraphrase, debate, and discuss
- Present information effectively using multimedia (graphics, images, music, sound, and visual displays)
- Create products in a variety of mediums
- Participate in collaborative peer reviews
- Participate in digital collaborative publishing

### LESSON ESSENTIAL QUESTIONS

- How does research enhance the ability to persuade?
- How do authors use (narrative, persuasive, informational) elements to create a story?
- How do people communicate effectively?
- How does a speaker create and present an effective oral text?
- How can I select the best technology/presentation tools?
- How do technology tools enhance a product?

### POTENTIAL ACTIVITIES

- Newspaper story of events
- Modern re-tellings of stories
- Ad dissections/write ads/political ads
- Science research
- DBQ's
- Future Problem Solver Activities

### ESSENTIAL VOCABULARY

- Informative essay
- Explanatory essay
- Narrative essay
- Publish
- Linking sites
- Citing sources
- Graphics
- Music
- Images
- Sound
- Visual displays

### FORMATIVE ASSESSMENT

- Entrance/Exit slip
- Quick Write
- Rubrics
- Student Data Notebooks
- Essays

### TECHNOLOGY

- Online Library Catalogue
- Research Databases
- Citation Creation Websites
- Digital Publishing Tools
- Multimedia Production Software

<b>Lesson Title:</b> Argumentation- Cause/Effect (8 <sup>th</sup> Grade Language Arts – Task 10)	
<b>Description:</b> This is a multimedia extension activity to support the 8 <sup>th</sup> grade Language Arts curriculum for task 10. It serves as a unit review to encourage a deeper analysis of the lesson goals before the final essay for the unit is assigned.	
<b>Grade Level:</b> 8	<b>Time Frame:</b> Five class periods
<b>Essential Question:</b> How do an individual’s everyday actions become legendary?	
<b>Curriculum Components:</b> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Informational Literacy <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Digital Citizenship	
Standards: LAFS.8 – W.1.1, W.1.2, W.3.8, W.3.9, SL.1.2, SL.2.4	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>• How to draw conclusions and support them using textual reference</li> <li>• How to write a summary</li> <li>• How to select and organize relevant content for a presentation</li> <li>• How to present claims and findings in a coherent manner</li> <li>• How illustrations and charts can be used to express ideas</li> <li>• How color and font can impact the mood and tone of a visual presentation</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>• Why an individual might hold himself or herself to the highest personal standards regardless of circumstances.</li> <li>• Why an individual might act in the best interest of the group regardless of personal sacrifice.</li> <li>• How an individual’s ordinary actions may be viewed as extra-ordinary by society.</li> </ul>

## **DO:**

- Students will read several teacher selected texts and complete the Cornell Notes, cause and effect chart, and task evidence chart before visiting the media center.
- Students will utilize Comic Life to create a product that identifies two historical figures from their reading and then compares and contrasts them. Students will use pictures, color, font, and text boxes with written responses to the essential questions to portray their understanding about the motives and achievements of each of the selected figures.

Sample Page Layout might include:

1. Page 1: Title
  - Must contain your name, date, period and topic: Legendary Actions.
  - A descriptive phrase or Adjective that describes both of the characters
  - A symbolic photo that represents the characters.
2. Pages 2 & 3:
  - Must have the essential question and answer on the page: **1) Why and how does \_\_\_\_\_ hold herself to the highest personal standard regardless of circumstances?**
  - Represent the characters circumstances and beliefs via illustration.
3. Pages 4 & 5:
  - Must have the essential question and answer on the page: **2) Why and how does \_\_\_\_\_ act in the best interest of the group regardless of personal sacrifice?**
  - Illustrate how the characters' act in the best interest of the group and make a personal sacrifice.
4. Page 6
  - Pick one character and **determine how he/she is similar to you** by listing 2-3 adjectives, giving a brief explanation (1-2 sentences) and use symbolism via illustration.

## **Assessment(s):** Comic Life Product

**Resources:** Contact Dawn Bronstein [bronstein.dawn@brevardschools.org](mailto:bronstein.dawn@brevardschools.org) for copies of lesson materials and rubrics.

**Differentiated Instruction Strategies:** Page Layout expectations and support provided to answer essential questions could provide scaffolding based on student need.

**Collaborating Teacher(s)/Class(es):** 8<sup>th</sup> grade language arts

<b>Lesson Title:</b> Digital Footprints	
<b>Description:</b> An engaging lesson on digital footprints from Common Sense Media. Lesson materials and handouts are available at: <a href="https://www.commonsensemedia.org/educators/lesson/trillion-dollar-footprint-6-8">https://www.commonsensemedia.org/educators/lesson/trillion-dollar-footprint-6-8</a>	
<b>Grade Level:</b> 7 or 8	<b>Time Frame:</b> 1 class period
<b>Essential Question:</b> How does my digital footprint define my Web presence? How does digital citizenship affect me?	
<b>Curriculum Components:</b> <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Informational Literacy <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Digital Citizenship	
<b>Standards:</b> ISTE – Critical Thinking, Problem Solving, and Decision Making and Digital Citizenship	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>• We all have digital footprints and the information included in it can be searched, copied and passed on, seen by a large audience and is persistent.</li> <li>• A person’s online information can be helpful or harmful to their reputation or image.</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>• The human, cultural, and societal issues related to technology.</li> <li>• How to safely, legally, and responsibly use information and technology.</li> <li>• The components of responsible digital citizenship.</li> </ul>
<b><u>DO:</u></b> <ul style="list-style-type: none"> <li>• Students watch a video that describes the concept of a digital footprint and identify the imagery in the video to develop a higher-level understanding of the concept.</li> <li>• Student groups review two job applications based on the applicants’ digital footprints and select a candidate for the job by providing evidence from each candidate’s digital footprint to support their selection.</li> <li>• Students design a paper footprint to identify the type of information they would like to appear in their own footprint 10 years in the future.</li> </ul>	
<b>Assessment(s):</b> Group presentations about their reasoning for selecting a candidate, paper footprints	
<b>Resources:</b> All resources are available at <a href="https://www.commonsensemedia.org/educators/lesson/trillion-dollar-footprint-6-8">https://www.commonsensemedia.org/educators/lesson/trillion-dollar-footprint-6-8</a>	
<b>Differentiated Instruction Strategies:</b> The classroom teacher can differentiate content, process, and product based on student’s readiness, interests, and learning profile.	
<b>Collaborating Teacher(s)/Class(es):</b> Any group working on digital citizenship skills	

<b>Lesson Title:</b> Internet Safety	
<b>Description:</b> The NetSmartz lessons for tweens and teens available at <a href="http://www.nsteens.org/Videos">http://www.nsteens.org/Videos</a> are engaging lessons that deal with the topic of cybersafety.	
<b>Grade Level:</b> 7 & 8	<b>Time Frame:</b> 1/2 to one class period
<b>Essential Question:</b> How do I keep myself safe online? Why is it important to maintain safety in a digital world? Why is it important to maintain respect and responsibility in a digital world?	
<b>Curriculum Components:</b> <input type="checkbox"/> Reading <input type="checkbox"/> Informational Literacy <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Digital Citizenship	
<b>Standards:</b> ISTE – Critical Thinking, Problem Solving, and Decision Making and Digital Citizenship	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>• Online safety procedures</li> <li>• Safe Social Networking</li> <li>• How to maintain online privacy</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>• The human, cultural, and societal issues related to technology.</li> <li>• How to safely, legally, and responsibly use information and technology.</li> <li>• The components of responsible digital citizenship.</li> </ul>
<b><u>DO:</u></b> <ul style="list-style-type: none"> <li>• Students will watch one of the short animated videos that present an overview of a topic related to Internet safety.</li> <li>• Students will participate in a discussion about the topic presented using the included discussion topic prompts or complete one of the activities from the downloadable activity cards that accompany each video.</li> </ul>	
<b>Assessment(s):</b> Discussion participation in large or small group or activity product	
<b>Resources:</b> Teachers should create a free account at <a href="http://www.nsteens.org">http://www.nsteens.org</a> to have access to videos. Each video provides the option to download a zip file containing a local copy of the video, discussion prompts, and activity cards.	
<b>Differentiated Instruction Strategies:</b> Activities can be selected and teachers can modify content, process, and product based on student readiness, interest and learning profile.	
<b>Collaborating Teacher(s)/Class(es):</b> 7 <sup>th</sup> and 8 <sup>th</sup> Grade	

## 9<sup>th</sup> & 10<sup>th</sup> Grade Tab

# 9th & 10th Grade Scope & Sequence

Reading	Information Literacy
<ul style="list-style-type: none"> <li><input type="checkbox"/> Summarize text</li> <li><input type="checkbox"/> Determine themes and central ideas</li> <li><input type="checkbox"/> Analyze point of view/cultural experience in world literature</li> <li><input type="checkbox"/> Analyze representation of a subject in two mediums</li> <li><input type="checkbox"/> Synthesize information</li> <li><input type="checkbox"/> Analyze conflicting viewpoints &amp; author's opinion</li> <li><input type="checkbox"/> Analyze &amp; evaluate diverse media versions &amp; formats</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cite, support, evaluate the best evidence</li> <li><input type="checkbox"/> Analyze primary documents for themes &amp; concepts</li> <li><input type="checkbox"/> Gather, integrate and synthesize information from multiple print and digital sources</li> <li><input type="checkbox"/> Qualify or justify views based on evidence</li> <li><input type="checkbox"/> Understand and use online &amp; database searching to include keyword and Boolean logic</li> <li><input type="checkbox"/> Analyze credibility, reliability and accuracy of sources/claims (note irrelevant information)</li> <li><input type="checkbox"/> Quote, paraphrase, and cite accurately</li> <li><input type="checkbox"/> Use online catalog to locate resources</li> <li><input type="checkbox"/> Adhere to MLA/APA formatting conventions</li> <li><input type="checkbox"/> Format for in-text citations and works cited</li> <li><input type="checkbox"/> Effectively use distance learning environments</li> <li><input type="checkbox"/> Apply basic functions of the computer to include: shortcuts, keyboarding, tabs, windows, saving, technology vocabulary, formatting</li> <li><input type="checkbox"/> Use basic technology troubleshooting skills</li> <li><input type="checkbox"/> Use online organizational tools for personal productivity</li> </ul>
Digital Citizenship	Writing
<ul style="list-style-type: none"> <li><input type="checkbox"/> Publish and interact in an ethical and scholarly manner (include digital)</li> <li><input type="checkbox"/> Understand plagiarism, citing, and intellectual property rights</li> <li><input type="checkbox"/> Ethically utilize &amp; cite reliable multimedia sources</li> <li><input type="checkbox"/> Defend information based on: accuracy, validity, credibility, bias, &amp; currency</li> <li><input type="checkbox"/> Create multimedia presentations</li> <li><input type="checkbox"/> Practice ethical school behavior</li> <li><input type="checkbox"/> Understand cybersafety: information privacy, profile protection, social media branding, digital footprints, web presence (formal &amp; informal), and self-advocacy</li> <li><input type="checkbox"/> Understand cyberbullying: definition and consequences (social &amp; legal)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Format to include: headers and tables</li> <li><input type="checkbox"/> Write arguments to support claims organized with evidence from reliable sources and address counter-claims</li> <li><input type="checkbox"/> Write informative, explanatory, and narrative text</li> <li><input type="checkbox"/> Articulate implications of the topic</li> <li><input type="checkbox"/> Present information effectively using multimedia (graphics, images, music, sound, visual displays)</li> <li><input type="checkbox"/> Use technology to produce, collaborate and publish (including linking, citing, real-time)</li> <li><input type="checkbox"/> Create products in a variety of mediums</li> <li><input type="checkbox"/> Understand functions of the computer to include: shortcuts, keyboarding skills, tabs, windows, saving, technology vocabulary, and formatting.</li> <li><input type="checkbox"/> Participate in student-driven discussions which build on peers' ideas and draw conclusions</li> <li><input type="checkbox"/> Utilize technology and support services</li> </ul>

**Collaborative Project Ideas:** World Culture Cyber Fairs, WWII, School-wide festival by time period (Medieval times), Websites on topics, Video projects



# Reading Literature-Grade 9 & 10

## STANDARDS ADDRESSED

LAFS.910.RL.1.1	LAFS.910.RL.2.5	LAFS.910.RL.4.10
LAFS.910.RL.1.2	LAFS.910.RL.2.6	
LAFS.910.RL.1.3	LAFS.910.RL.3.7	
LAFS.910.RL.2.4	LAFS.910.RL.3.9	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do readers figure out words they do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Text structure
- Paraphrase/summarize
- Compare/contrast
- Theme/Central Idea
- Point of View
- Cultural experience
- Author's opinion
- Figurative language
- Connotative
- Supporting details
- Word choice
- Tone

## DO

- Determine themes and central ideas.
- Summarize text
- Analyze point of view/cultural experience in world literature
- Analyze representation of a subject in two mediums
- Synthesize information
- Analyze conflicting viewpoints & author's opinion
- Analyze & evaluate diverse media versions & formats

## LESSON ESSENTIAL QUESTIONS

- How do literary devices enhance a text?
- How does perspective affect a story or text?
- How does text structure contribute to understanding?
- How do visual images enhance or create meaning?
- Why is it important to ask questions before, during, and after reading?
- Why do readers need to evaluate what they read?
- How do writers use different modes to express their ideas?
- How are rhetorical appeals used to influence an audience?
- How does a new understanding of a text gained through interpretation help or hinder your enjoyment of it?
- What role does literature play in the examination of recurring societal issues?

## POTENTIAL ACTIVITIES

- Compare/contrast two pieces of literature, art, music, etc.
- Compare/contrast two pieces of nonfiction or informational literature
- Prepare book talks to share with your peers
- Modern re-telling of a story

## ESSENTIAL VOCABULARY

- Theme
- Central Ideas
- Point of View
- Debate
- Author's opinion
- Perspective

## FORMATIVE ASSESSMENT

- Entrance/Exit Slip
- Socratic seminar
- Think, Pair, Share
- Quick Write

## TECHNOLOGY

- Online Library Catalogue
- eBooks
- Digital Publishing Tools
- Research Databases
- Multimedia Production Software

# Reading Informational Text (RI)- Grade 9 & 10

## STANDARDS ADDRESSED

LAFS.910.RI.1.1 LAFS.8.RI.2.5	LAFS.910.RI.3.9
LAFS.910.RI.1.2 LAFS.8.RI.2.6	LAFS.910.RI.4.1
LAFS.910.RI.1.3 LAFS.8.RI.3.7	
LAFS.910.RI.2.4 LAFS.8.RI.3.8	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- What strategies can readers use to figure out new vocabulary?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Primary and secondary source documents
- Research terms/Boolean logic
- Proper citation (MLA/APA)
- Basic computer applications
- Paraphrase/summarize
- Compare/contrast
- Plagiarism
- Theme/Central Idea
- Text structure
- Organization

## DO

- Cite, support, evaluate the best evidence
- Analyze primary documents for themes & concepts
- Gather, integrate and synthesize information from multiple print and digital sources
- Qualify or justify views based on evidence
- Use online & database searching to include keyword and Boolean logic
- Analyze credibility, reliability and accuracy of sources/claims (note irrelevant information)
- Quote, paraphrase, and cite accurately
- Use online catalog to locate resources
- Adhere to MLA/APA formatting conventions
- Format for in-text citations and works cited
- Effectively use distance learning environments
- Apply basic functions of the computer to include: shortcuts, keyboarding, tabs, windows, saving, vocabulary, formatting
- Use basic technology troubleshooting skills
- Use online organizational tools for personal productivity

### LESSON ESSENTIAL QUESTIONS

- How does research enhance the ability to persuade?
- How does research contribute to the discovery of solutions?
- How do I ethically use research in a presentation?
- How can I effectively access, evaluate, utilize, and synthesize online resources and resources in diverse formats?
- How do text features help me locate information, make me a better reader and/or enhance a work?

### POTENTIAL ACTIVITIES

- Science Research
- American Literature/History research
- World Literature/History research
- DBQ's

### ESSENTIAL VOCABULARY

- Cite
- Support
- Gather information
- Integrate
- Credibility/reliability/accuracy
- Online database
- Boolean logic
- MLA/APA

### FORMATIVE ASSESSMENT

- Clickers
- Entrance/Exit slips
- Sample citation
- Online games

### TECHNOLOGY

- Online Library Catalogue
- eBooks
- Digital Publishing Tools
- Research Databases
- Multimedia Production Software

# Digital Citizenship - Grade 9 & 10

## STANDARDS ADDRESSED

LAFS.910.W.3.7  
LAFS.910.W.3.8  
LAFS.910.SL.1.2

## UNIT ESSENTIAL QUESTIONS

- What is digital citizenship?
- How do people communicate effectively?
- How do my online actions affect me/others?
- Why is it important for people to behave ethically and respectfully online?

## UNDERSTAND

- Digital Citizens understand how to behave ethically in a digital environment.
- Digital Citizens understand why it is important to behave respectfully and ethically online.
- Digital citizens know how/why they should protect themselves in a digital environment.
- Digital citizens understand how to use technology effectively.

## KNOW

- Plagiarism
- Intellectual Property Rights
- Ethical use of information
- Cybersafety
- Cyberbullying

## DO

- Publish and interact in an ethical and scholarly manner (include digital)
- Understand plagiarism, citing, and intellectual property rights
- Ethically utilize & cite reliable multimedia sources
- Defend information based on: accuracy, validity, credibility, bias, & currency
- Create multimedia presentations
- Practice ethical school behavior
- Understand cybersafety: information privacy, profile protection, social media branding, digital footprints, web presence (formal & informal), and self-advocacy
- Understand cyberbullying: definition and consequences (social & legal)

### LESSON ESSENTIAL QUESTIONS

- What are the ethical, legal, and social issues associated with my online activities?
- What are the ethical, legal, and social issues associated with Intellectual Property Rights as they are applied in the United States?
- Why is it important to maintain safety in a digital world?
- Why is it important to maintain respect and responsibility in a digital world?
- How is can I best manage my web presence?

### POTENTIAL ACTIVITIES

- World Culture Cyber Fairs
- Websites
- Video Projects
- Social Networking Projects
- WWII Research
- School-wide festival by time period

### ESSENTIAL VOCABULARY

- Digital Tools
- Plagiarism
- Ethics/Ethical
- Cybersafety
- Self-Advocate
- Social Media Branding
- Intellectual Property
- Accuracy
- Currency
- Validity
- Credibility
- Bias

### FORMATIVE ASSESSMENT

- Clickers
- Entrance/Exit Slip
- Example/Non-Example
- Discussion Board Posting

### TECHNOLOGY

- Online Library Catalogue
- eBooks
- Digital Publishing Tools
- Research Databases
- Multimedia Production Software

# Writing - Grade 9 & 10

## STANDARDS ADDRESSED

LAFS.910.W.1.1	LAFS.910.W.2.6
LAFS.910.W.1.2	LAFS.910.W.3.7
LAFS.910.W.1.3	LAFS.910.W.3.8
LAFS.910.W.2.5	LAFS.910.W.3.9

## UNIT ESSENTIAL QUESTIONS

- Why do writers write?
- How do good writers express themselves?
- How do writers develop a well-written product?
- How does process shape the writer's product?
- How does each step in the writing process impact your writing?
- How can writing be evaluated?
- How can evaluation and reflection be used to improve writing?

## UNDERSTAND

- Writers have a purpose for writing.
- Writers gather their ideas from personal experience, observations, reading, and imagination.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Writing is a multi-stage process.

## KNOW

- Essay Structure
- Writing Process
- Argumentation
- Purposes of different kinds of writing
- Presentation skills
- Digital Publishing Tools
- Basic Computer Technology Troubleshooting

## DO

- Format to include: headers and tables
- Write arguments to support claims organized with evidence from reliable sources and address counter-claims
- Write informative, explanatory, and narrative text
- Articulate implications of the topic
- Present information effectively using multimedia (graphics, images, music, sound, and visual displays)
- Use technology to produce, collaborate and publish (including linking, citing, real time)
- Create products in a variety of mediums
- Understand functions of the computer to include: shortcuts, keyboarding skills, tabs, windows, saving, technology vocabulary, and formatting.
- Participate in student-driven discussions which build on peers' ideas and draw conclusions
- Utilize knowledge of technology and support services

### LESSON ESSENTIAL QUESTIONS

- How do writers develop a well-written product?
- How does process shape the writer's product?
- How can evaluation and reflection be used to improve writing?
- What can a writer learn from studying an author's craft and style?
- How do we synthesize multiple resources into a cohesive argument?
- Why does successful writing require revision?
- How does the use of multimedia and technology strengthen my presentation?
- How can I select the best technology/presentation tools?
- How do technology tools enhance a product?

### POTENTIAL ACTIVITIES

- Author Studies
- Historical Debate
- Opposing Viewpoints research and writing

### ESSENTIAL VOCABULARY

- Informative
- Explanatory
- Narrative
- Opinion
- Argumentation
- Evidence
- Reliable
- Counter Claim
- Cohesion

### FORMATIVE ASSESSMENT

- Quick Write
- Exit Slip
- Discussion Board Posting
- Self Reflection

### TECHNOLOGY

- Online Library Catalogue
- eBooks
- Digital Publishing Tools
- Research Databases
- Multimedia Production Software



## Lesson Title: Dystopian Fiction Project

**Description:** Students will connect a dystopian novel's warning to society to the present day.

**Grade Level:** 9-10

**Time Frame:** 3-5 class periods

**Essential Question:** How do authors use current societal concerns to shape their novels?

**Curriculum Components:** ☒ Reading ☐ Informational Literacy ☒ Writing ☐ Digital Citizenship

**Standards:** LAFS.910:

RL.1.1, RL.2.4, W.1.1, W.2.6, W.3.7, W.3.9, SL.2.4, SL.2.5

### KNOW:

- how to make a connection between a theme in a novel and modern society
- how to research current events
- how to find evidence from the text to review an aspect of the novel
- how to find evidence from the text to support an argument
- how to create an effective presentation
- how to format a Works Cited page and cite images

### UNDERSTAND:

- how dystopian authors choose a modern concern and magnify it to create a warning for society

### DO:

- Students will read a dystopian fiction novel as an outside reading
- Working independently or in a group, students will create a presentation that:
  - concisely summarizes the novel without giving away the ending
  - contains an overview of the novel's theme and warning to society with textual evidence
  - makes a connection to the threat as it may or may not be present in modern society
  - critical review of the novel based (aspects like style of writing, compelling action, etc) with textual evidence
  - includes a Works Cited for images used in the presentation
- Students present their product to the class

**Assessment(s):** Multimedia presentation to the class by each group connecting the warning to society in their dystopian novel to the threat in modern society.

**Resources:** Project description/rubric for students (email [Worcester.Eryn@brevardschools.org](mailto:Worcester.Eryn@brevardschools.org) if you would like a specific example), technology to create presentation.

### **Differentiated Instruction Strategies:**

Low-level students could choose less difficult novels and work in groups.

Technology – Final presentations could be adapted with different technology products from the basic (PPT) to other options like Prezi, Glogster, etc.

**Collaborating Teacher(s)/Class(es):** 9<sup>th</sup> grade English teacher

## Lesson Title: Plagiarism and Digital Citizenship

**Description:** Students will understand what constitutes plagiarism and how to correctly format their products to avoid it.

**Grade Level:** 9-10

**Time Frame:** 1 class period

**Essential Question:** Why is it wrong to take someone else's work and how can I avoid it?

**Curriculum Components:** ☐ Reading ☐ Informational Literacy ☐ Writing ☒ Digital Citizenship

**Standards:** LAFS.910: W.3.8, SL.1.1

### KNOW:

- vocabulary and basic definitions concerning different types of plagiarism
- when documentation is necessary
- how to properly document using in-text citations and a Works Cited page
- how to cite images

### UNDERSTAND:

- why plagiarism is wrong and its consequences
- how to avoid it

### DO:

- Students are divided into groups of 4-5 and each group is given a way to respond.
- Media specialist leads discussion as the PPT advances, and awards points to teams for correct responses. PPT contains open-ended questions (when is documentation necessary?), examples of original sources and student work (students respond – is this plagiarism, yes/no), vocabulary, and descriptions.
- Media specialist facilitates discussion after all students answer the question.

**Assessment(s):** Responses from students, worksheet, and team points.

**Resources:** Understanding Plagiarism PPT and student response method (white boards, clickers, paper, etc). For details or examples email [Worcester.Eryn@brevardschools.org](mailto:Worcester.Eryn@brevardschools.org).

**Differentiated Instruction Strategies:** Low-level students could have printed copies of the examples at their tables, and students could be grouped to facilitate better learning.

**Collaborating Teacher(s)/Class(es):** 9<sup>th</sup> grade

**Lesson Title:** Research Stations - Mythology**Description:** Students will rotate through research stations about mythology prior to reading *The Odyssey*.**Grade Level:** 9**Time Frame:** 7 class periods**Essential Question:** Are the plots, themes, and characters of classical literature still relevant today?**Curriculum Components:** ☒ Reading ☒ Informational Literacy ☐ Writing ☐ Digital Citizenship**Standards:** LAFS.910:

RL.3.7, RL.3.9, RL.4.10, RI.2.4, RI.2.6, W.2.4, W.3.7, W.3.9, SL.1.1, SL.1.2,

**KNOW:**

- the major characters and myths in Greek mythology
- how to gather information from multiple sources and synthesize and summarize
- how to analyze text evidence & claims to determine irrelevant or uncertain information
- how to correctly format an MLA research paper including headings, in-text citations, and Works Cited.
- how to use evidence to support an argument
- how to analyze literary terms and rhetorical devices to lead to a greater understanding of the work
- how to interpret the same story in a variety of mediums

**UNDERSTAND:**

- The plots, themes, and characters of classical literature still resonate today because they illustrate human nature.
- Archetypes are symbols used in literature to effectively communicate their ideas.

**DO:**

- Students are assigned to groups of 4-5, where they will remain for the entire project. Each student will be given a different Greek god/goddess to research
- Day 1 – students research the major myths of their god/goddess and complete a graphic organizer
- Days 2 – 5 – students rotate through the following research stations
  - Literature connection
  - Artwork connection
  - Constellation connection
  - Other Culture/Pop Culture connection
- Day 6 – Students create Works Cited and finish any station they need
- Presentation/Culminating activity – each group creates a multimedia presentation for the class

**Assessment(s):** Mythology Research Stations Project Student packet

**Resources:** Mythology Research Stations Project Student packet, documents for each of the stations, and rubric. For specifics, email [Worcester.Eryn@brevardschools.org](mailto:Worcester.Eryn@brevardschools.org).

**Differentiated Instruction Strategies:**

Low-level students could do fewer stations, but spend a longer time. Groups can be homogenous or heterogeneous by ability, interest, or learning style.

Final presentation could be done in variety of different mediums (skit, poster, oral presentation, video, prezi, etc).

**Collaborating Teacher(s)/Class(es):** 9<sup>th</sup> grade English classes

# 11<sup>th</sup> & 12<sup>th</sup> Grade Tab

# 11th & 12th Grade Scope & Sequence

Reading	Information Literacy
<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze conflicting viewpoints &amp; author's opinion</li> <li><input type="checkbox"/> Analyze &amp; evaluate diverse media versions/formats</li> <li><input type="checkbox"/> Determine multiple themes in literature</li> <li><input type="checkbox"/> Synthesize information from multiple sources</li> <li><input type="checkbox"/> Analyze multiple versions of text</li> <li><input type="checkbox"/> Analyze the text development, structure, &amp; organization</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cite, support, evaluate and select the best evidence</li> <li><input type="checkbox"/> Analyze primary legal documents (Constitutional)</li> <li><input type="checkbox"/> Gather, integrate and synthesize information from multiple print and digital sources</li> <li><input type="checkbox"/> Quote, paraphrase, and cite accurately and effectively</li> <li><input type="checkbox"/> Use online catalog to locate resources</li> <li><input type="checkbox"/> Adhere to MLA/APA formatting convention</li> <li><input type="checkbox"/> Effectively use distance learning environments</li> <li><input type="checkbox"/> Applies basic functions of the computer to include: shortcuts, keyboarding, tabs, windows, saving, technology vocabulary, formatting</li> <li><input type="checkbox"/> Use basic technology troubleshooting skills</li> <li><input type="checkbox"/> Use online organizational tools for personal productivity</li> <li><input type="checkbox"/> Understand and use online &amp; database searching to include keyword and Boolean logic</li> </ul>
Digital Citizenship	Writing
<ul style="list-style-type: none"> <li><input type="checkbox"/> Publish and interact in an ethical and scholarly manner</li> <li><input type="checkbox"/> Understand plagiarism, citing, and intellectual property rights</li> <li><input type="checkbox"/> Ethically utilize &amp; cite reliable multimedia sources</li> <li><input type="checkbox"/> Utilize knowledge of technology and support services</li> <li><input type="checkbox"/> Defend information based on: accuracy, validity, credibility, bias, &amp; currency</li> <li><input type="checkbox"/> Create multimedia presentations</li> <li><input type="checkbox"/> Participate in student-driven discussions which build on peer responses and lead to informed decisions</li> <li><input type="checkbox"/> Understand cybersafety: information privacy, profile protection, social media branding, digital footprints, web presence (formal &amp; informal), and self-advocacy</li> <li><input type="checkbox"/> Understand cyberbullying: definition and consequences (social &amp; legal)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Format to include: headers and tables</li> <li><input type="checkbox"/> Write arguments to support claims organized with evidence from reliable sources and address counter-claims</li> <li><input type="checkbox"/> Write informative, explanatory, and narrative text</li> <li><input type="checkbox"/> Articulate implications of the topic</li> <li><input type="checkbox"/> Present information effectively using multimedia (graphics, images, music, sound, and visual displays)</li> <li><input type="checkbox"/> Use technology to produce, collaborate, publish, and update ( include hyperlinks, real-time information, cited sources, editing based upon ongoing feedback)</li> <li><input type="checkbox"/> Create products in a variety of mediums (including digital media)</li> <li><input type="checkbox"/> Understand functions of the computer to include: shortcuts, keyboarding skills, tabs, windows, saving, technology vocabulary, and formatting</li> <li><input type="checkbox"/> Participate in student-driven discussions which build on peers' ideas and draw conclusions</li> <li><input type="checkbox"/> Utilize knowledge of technology and support services</li> </ul>

**Collaborative Project Ideas:** Shakespeare (required), 1 American author (required), Video projects, Legal & Constitutional principles and reasoning, Public Advocacy works

# Reading Literature-Grade 11 & 12

## STANDARDS ADDRESSED

LAFS.1112.RL.1.1	LAFS.1112.RL.2.5	LAFS.1112.RL.4.10
LAFS.1112.RL.1.2	LAFS.1112.RL.2.6	
LAFS.1112.RL.1.3	LAFS.1112.RL.3.7	
LAFS.1112.RL.2.4	LAFS.1112.RL.3.9	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- What strategies can be used to figure out new vocabulary?
- What do conscientious readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Broad themes in literature
- Common text structures
- Literary devices
- Varying author styles
- Common/Current Societal issues
- Elements of a variety of mediums

## DO

- Determine multiple themes in literature
- Analyze multiple versions of text
- Analyze the text development, structure, & organization
- Synthesize information from multiple sources
- Analyze conflicting viewpoints & author's opinion
- Analyze & evaluate diverse media versions & formats

## LESSON ESSENTIAL QUESTIONS

- How do literary elements contribute to the theme?
- How is literature like life?
- How do literary devices enhance a text?
- How does text structure contribute to understanding?
- Why do readers need to evaluate what they read?
- What are the essential features of an effective style analysis?
- What role does literature play in the examination of recurring societal issues?

## POTENTIAL ACTIVITIES

- Shakespeare
- American Authors
- Video Projects
- Legal/Constitutional Debates
- Public Advocacy Projects

## ESSENTIAL VOCABULARY

- Analyze
- Synthesize
- Evaluate
- Interpretation
- Theme
- Media format
- Figurative
- Connotative
- Aesthetic
- Irony
- Sarcasm
- Satire

## FORMATIVE ASSESSMENT

- Observations
- Entrance/Exit Slips
- Peer/Self-Assessment
- Rubrics
- Example/Non-Example

## TECHNOLOGY

- Databases
- Online Library Catalogue
- Diverse Media/Formats
- Ebooks
- Formatting and Troubleshooting



# Reading Informational Text (RI)- Grade 11 and 12

## STANDARDS ADDRESSED

LAFS.1112.RI.1.1	LAFS.1112.RI.2.5	LAFS.1112.RI.3.9
LAFS.1112.RI.1.2	LAFS.1112.RI.2.6	LAFS.1112.RI.4.1
LAFS.1112.RI.1.3	LAFS.1112.RI.3.7	
LAFS.1112.RI.2.4	LAFS.1112.RI.3.8	

## UNIT ESSENTIAL QUESTIONS

- How do readers construct meaning from text?
- How do conscientious readers figure out new vocabulary?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence readers?
- Why do readers need to evaluate what they read?

## UNDERSTAND

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Readers recognize the power of words to affect meaning.
- Thoughtful readers evaluate what they read in a personal and informed way.

## KNOW

- Primary/Secondary sources
- Basic functions of computers
- Organizational tools for productivity
- Boolean logic/keywords
- Scholarly resources
- Database access
- Citation tools
- Formatting tools (word processing)
- Virtual environment settings
- Paraphrase, summarize, take notes
- Use of quotes/in-text citations

## DO

- Analyze primary legal documents (Constitutional)
- Cite, support, evaluate and select the best evidence
- Gather, integrate and synthesize information from multiple print and digital sources
- Quote, paraphrase, and cite accurately and effectively
- Use online catalog to locate resources
- Adhere to MLA/APA formatting convention
- Effectively use distance learning environments
- Apply basic functions of the computer to include: shortcuts, keyboarding, tabs, windows, saving, technology vocabulary, formatting
- Use basic technology troubleshooting skills
- Use online organizational tools for personal productivity
- Use online & database searching to include keyword and Boolean logic

### LESSON ESSENTIAL QUESTIONS

- How does citation strengthen arguments?
- How do primary documents enrich your understanding?
- What tools can help you gather, integrate and synthesize information when working with multiple print/digital sources?
- How can keywords/Boolean search terms help me find the best resources?
- Why is it important to have knowledge of basic technology troubleshooting?
- Why use distance learning environments?

### POTENTIAL ACTIVITIES

- Shakespeare (required)
- 1 American author (required)
- Video projects
- Legal & Constitutional principles and reasoning
- Public Advocacy works

### ESSENTIAL VOCABULARY

- Primary/Secondary documents
- MLA, APA format
- Cite
- Constitutional
- Exposition
- Argument
- Paraphrase
- Synthesize

### FORMATIVE ASSESSMENT

- Quick Write
- Entrance/Exit Slips
- Clickers/Poll Everywhere
- Socratic Discussion
- Observation

### TECHNOLOGY

- Databases
- Online Library Catalogue
- Diverse Media/Formats
- Ebooks
- Formatting and Troubleshooting

# Digital Citizenship - Grade 11 and 12

## STANDARDS ADDRESSED

LAFS.1112.W.3.7  
LAFS.1112.W.3.8  
LAFS.1112.SL.1.1  
LAFS.1112.SL.1.2

## UNIT ESSENTIAL QUESTIONS

- What is digital citizenship?
- How do people communicate effectively?
- How do my online actions affect me/others?
- Why is it important for people to behave ethically and respectfully online?

## UNDERSTAND

- Digital Citizens understand how to behave ethically in a digital environment.
- Digital Citizens understand why it is important to behave respectfully and ethically online.
- Digital citizens know how/why they should protect themselves in a digital environment.
- Digital citizens understand how to use technology effectively.

## KNOW

- Ethical and scholarly behavior
- Intellectual property rights
- Reliable vs. unreliable information
- Bias
- What constitutes: accuracy, validity, credibility, bias, and currency
- Cybersafety/Cyberbullying procedures and consequences
- Digital Footprint impact
- Limitations and advantages of various digital tools and format

## DO

- Publish and interact in an ethical and scholarly manner
- Understand plagiarism, citing, and intellectual property rights
- Ethically utilize & cite reliable multimedia sources
- Utilize knowledge of technology and support services
- Defend information based on: accuracy, validity, credibility, bias, and currency
- Create multimedia presentations
- Participate in student-driven discussions which build on peer responses and lead to informed decisions
- Understand cybersafety: information privacy, profile protection, social media branding, digital footprints, web presence (formal & informal), and self-advocacy
- Understand cyberbullying: definition and consequences (social & legal)

## LESSON ESSENTIAL QUESTIONS

- Why is it important to understand the scope of plagiarism, citing and intellectual property rights?
- How can I locate copyright free resources?
- How can I defend information based on: accuracy, validity, credibility, bias, and currency?
- What are some digital tools I can use to create multimedia presentations?
- Why is it important to interact ethically online (social media, collaborative projects, etc.)
- Why should I protect my personal identity/information while working in online environments?

## POTENTIAL ACTIVITIES

- Shakespeare (required),
- 1 American author (required),
- Video projects
- Legal & Constitutional principles and reasoning
- Public Advocacy works

## ESSENTIAL VOCABULARY

- Collaborative
- Plagiarism
- Accuracy
- Validity
- Credibility
- Bias
- Currency
- Ethical
- Scholarly
- Digital Footprint
- Intellectual property rights
- Social media branding
- Information privacy
- Reliability

## FORMATIVE ASSESSMENT

- Clickers/PollEverywhere
- Entrance/Exit Slip
- Example/Non-Example
- Human Graph

## TECHNOLOGY

- Social media websites
- NetSmartz, multimedia tools
- Google Docs
- Discussion boards, blogs, forums
- Video conferencing

# Writing - Grade 11 and 12

## STANDARDS ADDRESSED

LAFS.1.W.1.1	LAFS.1.W.2.6
LAFS.1.W.1.2	LAFS.1.W.3.7
LAFS.1.W.1.3	LAFS.1.W.3.8
LAFS.1.W.2.5	

## UNIT ESSENTIAL QUESTIONS

- Why do writers write?
- How do good writers express themselves?
- How do writers develop a well-written product?
- How does process shape the writer's product?
- How does each step in the writing process impact your writing?
- How can writing be evaluated?
- How can evaluation and reflection be used to improve writing?

## UNDERSTAND

- Writers have a purpose for writing.
- Writers gather their ideas from personal experience, observations, reading, and imagination.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Writing is a multi-stage process.

## KNOW

- Formatting tools (word processing)
- Basic technology use, features and support services
- Limitations and advantages of various digital tools and format
- How to integrate multi-media to support/create effective presentations

## DO

- Write arguments to support claims organized with evidence from reliable sources and address counter-claims
- Write informative, explanatory, and narrative text
- Articulate implications of the topic
- Present information effectively using multimedia (graphics, images, music, sound, and visual displays)
- Create products in a variety of mediums (including digital media)
- Understand functions of the computer to include: shortcuts, keyboarding skills, tabs, windows, saving, technology vocabulary, and formatting. Participate in student-driven discussions which build on peers' ideas and draw conclusions

## LESSON ESSENTIAL QUESTIONS

- How does scholarly research enhance writing?
- How do authors use (narrative, persuasive, informational) elements?
- How do I select the most compelling text evidence to support claims and arguments?
- How does a speaker create and present an effective oral text?

## POTENTIAL ACTIVITIES

- Shakespeare (required),
- 1 American author (required),
- Video projects
- Legal & Constitutional principles and reasoning
- Public Advocacy works

## ESSENTIAL VOCABULARY

- Informative
- Explanatory
- Narrative
- Opinion
- Visual displays
- Temporal
- Collaborative
- Publish
- Digital Publishing

## FORMATIVE ASSESSMENT

- Fill In Your Thoughts
- Flag It
- Quick Write
- Say Something
- Take and Pass
- Word Sort

## TECHNOLOGY

- Audio recordings
- Visual displays
- Digital writing/publishing
- Collaborative/online peer reviews

<b>Lesson Title:</b> Persuasive Research Paper	
<b>Description:</b> Students will write a 4-5 page persuasive research paper on a self-selected topic.	
<b>Grade Level:</b> 11	<b>Time Frame:</b> 2-3 weeks, 4-6 class periods
<b>Essential Question:</b> What are you passionate about?	
<b>Curriculum Components:</b> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Informational Literacy <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Digital Citizenship	
<b>Standards:</b> LAFS.1112: RI.1.1, RI.3.7, W.1.1, W.2.4, W.2.5, W.2.6, W.3.7, W.3.8, W.3.9, L.1.1,L.1.2	
<b><u>KNOW:</u></b> <ul style="list-style-type: none"> <li>research a self-generated question utilizing multiple sources for further inquiry</li> <li>develop a thesis</li> <li>how to correctly format an MLA research paper including headings, in-text citations, and Works Cited.</li> <li>write arguments to support claims organized with evidence from reliable sources and address counter-claims</li> <li>analyze text evidence &amp; claims to include determining irrelevant or uncertain information</li> <li>synthesize information from multiple sources</li> <li>determine credibility and accuracy of sources</li> <li>integrate strategic information: quote &amp; paraphrase</li> </ul>	<b><u>UNDERSTAND:</u></b> <ul style="list-style-type: none"> <li>the importance of using textual support to strengthen a persuasive research paper</li> <li>the importance of note-taking, outlining, and editing to create a strong paper</li> </ul>

**DO:**

- Students will research a self-selected current event topic they are passionate about and create a thesis (approved by teacher).
- Media specialist introduces the Research Organizer and does a quick survey (via Google forms) to see how much background knowledge students have about finding credible sources and formatting a formal research paper.
- Students use the electronic databases and other credible resources to gather evidence to support their argument and create an annotated bibliography with 5 potential sources.
- Students use a research organizer to organize their evidence.
- Students create a formal outline with evidence from their sources (teacher approved).
- After teacher feedback on their outline, students begin to write their paper after a quick lesson on MLA format.
- Students peer edit each other's rough drafts using an online collaborative tool like Google docs.
- Students turn in a final draft.

**Assessment(s):** Research Organizer packet, thesis, outline, annotated bibliography, MLA in-text citation check (optional), paraphrasing check (optional), rough draft, final draft.

**Resources:** Research organizer, electronic databases, Google forms survey, Google docs for collaboration, Peer Edit checklist. For specific examples or more information, contact [Worcester.Eryn@brevardschools.org](mailto:Worcester.Eryn@brevardschools.org).

**Differentiated Instruction Strategies:** Low-level students can use a teacher generated thesis, have less source and page requirements, and use more of the optional formative assessments such as a paraphrasing check, tentative works cited, MLA in-text citation check, etc.

**Collaborating Teacher(s)/Class(es):** 11<sup>th</sup> grade English classes



**Lesson Title:** Literature and Life – *Heart of Darkness*

**Description:** Students will connect the theme of exploitation from *Heart of Darkness* to the current state of power and oppression in the world.

**Grade Level:** 11-12

**Time Frame:** 2-5 class periods

**Essential Question:** How does the quest for power lead to exploitation and oppression?

**Curriculum Components:** ☒ Reading ☒ Informational Literacy ☒ Writing ☐ Digital Citizenship

**Standards:** LAFS.1112:

RI.3.7, W.1.1, W.2.6, SL.1.1, SL.2.4, SL.2.5

**KNOW:**

- how to make a connection between a theme in a novel and real-life events
- how to research current events
- how to find evidence from the text to support an argument
- how to create guiding questions to facilitate a class discussion
- how to create an effective presentation
- how to format a Works Cited page

**UNDERSTAND:**

- the cause/effect of gaining power and wealth at the expense of others
- the long-lasting effects of exploitation on the oppressors and the oppressed

**DO:**

- Students will research human rights violations in the world to find one that they feel connects to the themes of exploitation and oppression from *Heart of Darkness* (i.e. exploitation of sweatshop labor)
- Working independently or with a group, students will create a presentation that:
  - contains an overview of their news article with guiding questions
  - makes connections between the themes of the novel and the article's reality
  - contains quotes and evidence from the novel to support the connection
  - includes a Works Cited
- Students will present their findings to the class and facilitate a class discussion on their topic

**Assessment(s):** Multimedia presentation to the class by each group connecting the themes from the novel to the article they found.

**Resources:** Project description/rubric for students (email [Worcester.Eryn@brevardschools.org](mailto:Worcester.Eryn@brevardschools.org) if you would like a specific example), technology to create presentation.

**Differentiated Instruction Strategies:**

Low-level – students could be given 2-3 current event topics to choose from instead of self-selecting. To adapt even further, an article could be chosen for the students.

Technology – Final presentations could be adapted with different technology products from the basic (PPT) to other options like Prezi, Glogster, etc.

**Collaborating Teacher(s)/Class(es):** 12<sup>th</sup> grade English teacher

# Staff Development Facilitators Guide Tab

# Media Specialists Facilitating Staff Development

Providing staff development for the faculty is an important role of a media specialist. Research states there is a high correlation between student performance and teacher professional development. Professional development should draw on the proficiency of teachers and take into account the many levels of the teachers' experiences. Media specialists can periodically survey teachers about their needs, refer to the School Improvement Plan, teacher requests, district initiatives and school data to match identified needs with appropriate capacity-building professional development. Implementation of your professional development plans will build instructional and leadership expertise in your school.

With experience in curriculum, technology, and a "big-picture" view, media specialists play an essential role in providing staff development and ongoing support. Schools are wired for 21st century learning and our students are digital natives. Through professional development media specialists build capacity and assist in embedding technology in instruction.

Other information to keep in mind:

- Integrate technology staff development with other initiatives to improve student learning.
- Engage teachers and administrators in conversations about curriculum; bring technology into the conversation.
- Promote best practices that model the use of technology as a tool for personal productivity and engaged, experiential learning.

## **Staff Development for each school year:**

### **Pre-Planning**

- Role of the Media Specialist
- How to schedule use of media center
- Resources available through the media center
- How to use resources in media center
- Procedures for posting student information on the Internet
- Copyright basics and ethical practices (digital and print)
- School Board audio/visual use policy

### **Throughout the School Year (depending on teacher needs)**

- E-mail
- Internet searching
- PowerPoint basics
- How to locate and use video clips for instruction
- Current online database subscriptions from district and specific to your school
- Destiny
- Microsoft Office basics
- Google Drive
- Other resources and equipment specific to your school

# **Elementary Professional Development: Electronic Databases**

Our county has a wide array of online research databases and eBooks that are available 24/7 to teachers and students. Using the link, you have the option of searching all resources with one click, or narrowing your search to specific databases.

- Content level indicators of articles (Basic, Intermediate, Advanced)
- Students can bookmark and email content home
- Teachers can bookmark articles – individually or on a subject area

**Access:** <http://tinyurl.com/brevarddatabases>

*Gale databases: password: brevard*

*World Book: username: brevard1, password: Brevard*

*Teaching Books: password: Brevard*

## **Student Benefits:**

- Available 24/7 from home or school
- All sources are reputable and authoritative
- Helps prepare students for research methods in middle school

## **Teacher Benefits:**

- Great way to incorporate informational text into your curriculum
- Articles are Lexile-leveled so content can be differentiated (i.e. same topic on varying reading levels)
- Includes multimedia on a variety of subject areas to incorporate into lessons
- Great way to find primary sources

## **Media Specialist Role:**

Examples of ways media specialists can support the curriculum using electronic databases:

- Create a link with a bibliography of full-text articles on a topic
- Lessons for students on how to use the databases to find sources for their projects
- Lessons for students on note-taking and finding evidence
- Gather primary and secondary sources on a topic with activities for students to introduce a lesson
- Create a sub-collection on a certain topic to help students (i.e. American Revolution)

## **Secondary Professional Development: Electronic Databases**

Our county has a wide array of online research databases and eBooks that are available 24/7 to teachers and students. Using the link, you have the option of searching all resources with one click, or narrowing your search to specific databases.

- Content level indicators of articles (Basic, Intermediate, Advanced)
- Students can bookmark and email content home
- Teachers can bookmark articles – individually or on a subject area

**Access:** <http://tinyurl.com/brevarddatabases>

*Gale databases: password: brevard*

*World Book: username: brevard1, password: brevard*

### **Student Benefits:**

- Available 24/7 from home or school
- All sources are reputable and authoritative
- Helps prepare students for research methods in college

### **Teacher Benefits:**

- Great way to incorporate informational text into your curriculum
- Articles are lexiled so content can be differentiated (i.e. same topic on varying reading levels)
- Includes multimedia on a variety of subject areas to incorporate into lessons
- Great way to find primary sources

### **Media Specialist Role:**

I will do this all for you! Examples of ways I can support your curriculum using the electronic databases:

- Can create a link with a bibliography of full-text articles on a topic
- Lessons for students on how to use the databases to find sources for their projects
- Lessons for students on note-taking and finding evidence to support their thesis
- Gather primary and secondary sources on a topic with activities for students to introduce a lesson
- Can create a sub-collection on a certain topic to help students (i.e. American Revolution)

## Planning Tools Tab

# **“Look-Fors” & “Ask-Fors”**

## **Library- Media Curriculum Guide**

### **Library Media Mission Statement**

The mission of the library media center is to prepare students to become information literate citizens who effectively read, access, evaluate and use resources.

### **Library Media Vision Statement**

Brevard Public School libraries build and sustain communities of learning and transliteracy that lead to high academic achievement, independent inquiry, reading, critical thinking, and networks of sharing that support the school curriculum and its goals.

### **Library Media Curriculum**

Instruction/lesson plans for Library Media classes should align with LAFS, NGSSS, ISTE and AASL standards.

## **Dimension 1- Instructional Design & Lesson Plan**

### **Look For-**

- Students are aware of objectives being taught during media lessons.
- Implements standards based lessons using inquiry-based approach
- Uses a variety of critical thinking strategies (graphic organizers, HOTS, etc.)
- Incorporates curriculum through collaboratively planned lessons

### **Ask For-**

- In your last curriculum collaboration meeting, what standards did you discuss?
- How is instruction focused on student development of digital citizenship skills?
- In a recent media lesson, how did you implement differentiated instruction?
- How have you recently incorporated the BEST model into a media lesson?
- What was the last research skills lesson that you taught?
- How do you incorporate the SIP?

## **Dimension 2- Learning Environment**

### **Look For-**

- Media center has appropriate signage that allows for independent use
- Establishes and maintains a comfortable, safe, and inviting learning environment
- Establishes procedures and routines to promote a safe, learning environment
- Provides work areas to accommodate individual, small group and large group activities

### **Ask For-**

- How do you identify the needs (ESL, 504, IEP, etc) of the many students you serve?
- How do you ensure the book collection meets the needs of the school's interests?
- What grade-level and/or school wide reading incentive programs (FRA, SSYRA, FTR, book clubs, celebrations) do you facilitate?

### **Dimension 3- Instructional Delivery Facilitation**

#### **Look For-**

- Instructs students and staff on print and electronic resources
- Opportunities for problem solving and critical thinking
- Provides immediate and specific feedback to students

#### **Ask For-**

- In a recent lesson, explain how you used innovative practices.
- How do you incorporate student-centered instruction?
- In a recent lesson, how did you integrate technology and what was the students' end product?
- Are you trying any new learning strategies this school year? Why did you decide to try this strategy? Do you need any support?

### **Dimension 4- Assessment**

#### **Look For-**

- Assessment tools/strategies used to monitor student progress and understanding

#### **Ask For-**

- In your last unit, what formative assessment did you use?
- How do you use assessment data to drive your instruction?

### **Dimension 5- Professional Responsibilities and Ethical Conduct**

#### **Look For-**

- Appropriate interactions with library patrons
- Encourages respect among students
- Updated website, school newsletter articles, brochures, upcoming events, etc.
- Evidence of parent/family involvement

#### **Ask For-**

- How have you informed staff and students regarding copyright law and plagiarism (or other staff development needs)?
- How do you support district guidelines for book selection, challenges/complaints, etc.?
- How do you promote/involve the media program/resources with parents and the community?
- How do you communicate/reach out to parents and the community?

### **Links**

District Library Media Webpage <https://sites.google.com/a/share.brevardschools.org/librarymedia/>

AASL & Common Core Standards Crosswalk <http://www.ala.org/aasl/standards-guidelines/crosswalk/ela>

Language Arts Florida Standards <http://www.fldoe.org/pdf/lafs.pdf>

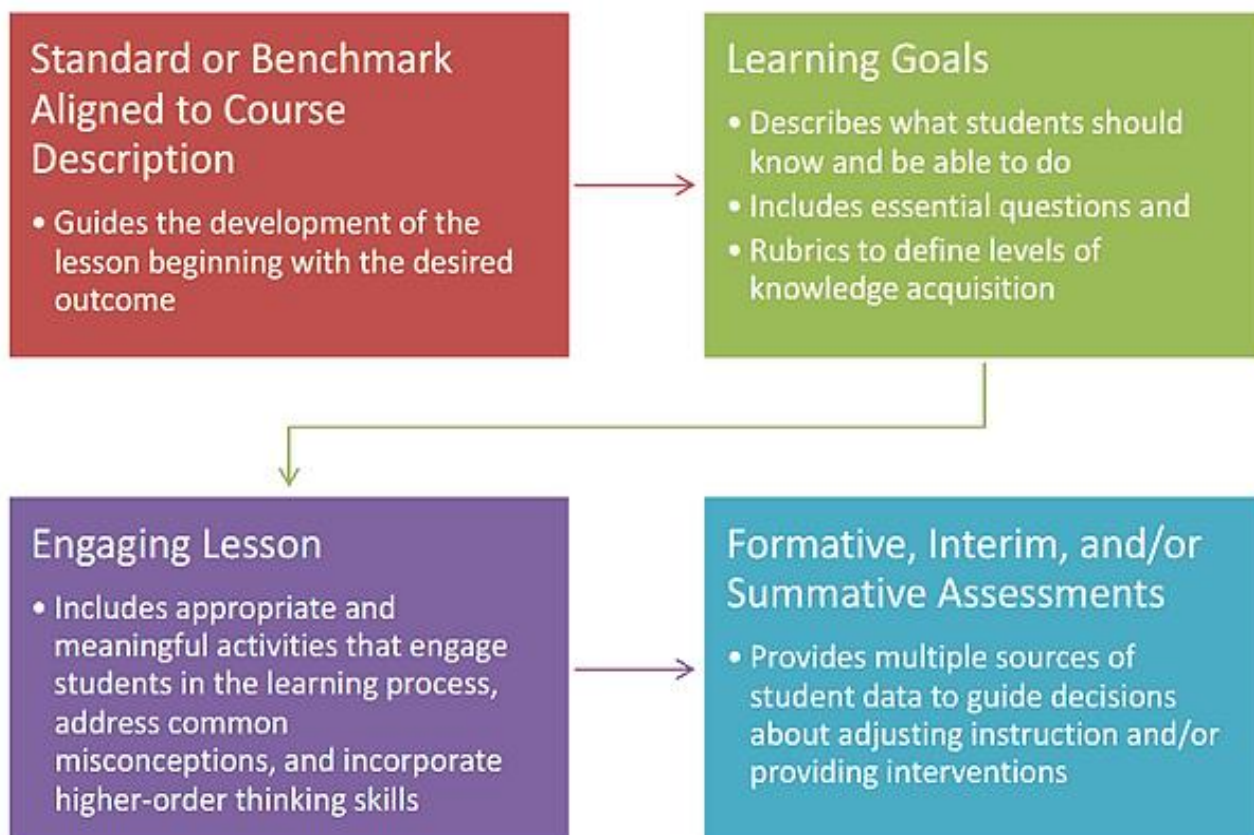


# Standards-based Instruction

## A Guide for Implementation in Florida's Public Schools

*"The standards come alive when teachers study student work, collaborate with other teachers to improve their understanding of subjects and students' thinking, and develop new approaches to teaching that are relevant and useful for them and their students"* - Linda Darling-Hammond, 1997

Florida's Next Generation Sunshine State (Common Core) Standards define content, knowledge, and abilities; provide grade-level or course expectations for students; provide clear guidance to teachers for Depth of Knowledge and instructional goals; provide framework for state adopted instructional materials, and assessments; and serve as a guide to improve student learning. The standards delineate what matters, provide clarity and a fixed point of reference for students and teachers, guide instruction so that it is focused on student learning, provide a common language to have clarity in collaborations, help ensure equal educational opportunities, and assist in identifying struggling students. These standards provide the foundation for standards-based instruction in Florida's public schools.



Standards Continuum						
Standard	Knowledge and Awareness Can the student recall or remember information?	Comprehension Can the student explain ideas or concepts?	Application Can the student use the information in a new way?	Analysis Can the student distinguish between the different parts?	Synthesis Can the student justify a stand or decision?	Evaluation Can the student create new product or point of view?
<b>Actions</b>	<b>Verbs:</b> Name, label, define, select, list, memorize, recite, locate, record, draw, arrange, Who, What, When, Where, Why, Recognize <b>Activities:</b> Word Doc, Bullet, List, Internet search, Creating, Typing, Editing	<b>Verbs:</b> Apply, sequence, demonstrate, interview, construct, solve, calculate, dramatize, interpret, illustrate, identify patterns, organize, separate, cause/effect, classify, graph <b>Activities:</b> Google Docs, Tagging, Annotating, Replying, Social Bookmarking, Texting, Sharing	<b>Verbs:</b> Sequence, annotate, examine, report, criticize, paraphrase, calculate, expand, summarize, classify, diagram, Draw conclusions, differentiate, develop logical argument <b>Activities:</b> Edit, monitoring, testing,	<b>Verbs:</b> Justify, infer, argue, conclude, design, connect, synthesize, apply concepts, critique, analyze, create, prove <b>Activities:</b> digital storytelling, reviewing, collaborating, directing,		
RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Understand what details are within the story Identify sentences in the story and sort out the details	Use details from the story to show how the main character feels _____.	Determine how the main character feels about someone else.	Analyze dialogue, actions and thoughts of the characters		

## **Essential Questions**

Essential questions establish a framework and context for learning. They provide purpose and relevance, and define the essence of the course, unit or lesson.

### **A question is essential when it:**

- causes genuine and relevant inquiry into the big ideas and core content;
- provokes deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions
- requires students to consider alternatives, weigh evidence, support their ideas, and justify their answers;
- stimulates vital, on-going rethinking of big ideas, assumptions, and prior lessons;
- sparks meaningful connections with prior learning and personal experiences;
- naturally recurs, creating opportunities for transfer to other situations and subjects.

## **Online Resources on Essential Questions**

### **Technology Connection-Essential Questions**

<http://daretodifferentiate.wikispaces.com/file/view/essential.pdf>

### **Understanding by Design: Essential Questions**

<http://www.huffenglish.com/?p=363>

### **Scholastic Teachers: Essential Questions**

<http://www.scholastic.com/teachers/article/essential-questions>

# Lesson Plan Templates



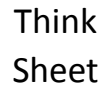
A word cloud graphic featuring various terms related to library and media education. The words are arranged in a cluster, with 'Library Center' and 'Media' being the largest. Other prominent words include 'Learning', 'Technology', 'Reading', 'Inquiry', 'Books', 'Facts', 'Computer', 'Research', 'Fun', 'Digital Safety', 'Stories', 'Questions', and 'Blogs'.

Learning  
Library Center  
Media  
Facts  
Technology  
Inquiry  
Books  
Computer  
Research  
Fun  
Reading  
Stories  
Questions  
Blogs  
Digital Safety

# Media Lesson Plan Template

Lesson Title:	
Description:	
Grade Level:	Time Frame:
Essential Question:	
Curriculum Components: <input type="checkbox"/> Reading <input type="checkbox"/> Informational Literacy <input type="checkbox"/> Writing <input type="checkbox"/> Digital Citizenship	
Standards:	
<u>KNOW:</u>	<u>UNDERSTAND:</u>
<u>DO:</u>	
Assessment(s):	
Resources:	
Differentiated Instruction Strategies:	
Collaborating Teacher(s)/Class(es):	

## for Thoughtful and Purposeful Instructional Planning



**Purpose of this Tool:** To provide an overview of the components of Differentiated Instruction and B.E.S.T. to be considered when planning instruction.

Learning Plan : \_\_\_\_\_

[illegible]

# Brevard Effective Strategies for Teaching- Learning Plan

<p><b>Q1: Why? Anticipatory Set</b></p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Video Clips:  <input type="checkbox"/> Story:  <input type="checkbox"/> Poem:         </div> <div> <input type="checkbox"/> Inspiration/motivation/quote  <input type="checkbox"/> Walk/field experience  <input type="checkbox"/> Essential question  <input type="checkbox"/> Other         </div> </div>	<p><b>Ideas for Formative Assessment</b></p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Thumbs up  <input type="checkbox"/> K-W-L  <input type="checkbox"/> Circle Map  <input type="checkbox"/> Bubble Map  <input type="checkbox"/> Double Bubble  <input type="checkbox"/> Think-Pair-Share  <input type="checkbox"/> 2 Column Notes         </div> <div> <input type="checkbox"/> 4-3-2-1 Scoring Scale  <input type="checkbox"/> Non-graded quiz  <input type="checkbox"/> Self reflection  <input type="checkbox"/> Peer reflection  <input type="checkbox"/> Exit Slip  <input type="checkbox"/> 1 Sentence Summary         </div> </div>
	<p><b>Webb's Depth of Knowledge</b></p> <div style="display: flex; justify-content: space-between;"> <div>           Level 1- Recall            Level 2- Skill/Concept         </div> <div>           Level 3- Strategic Thinking            Level 4- Extended Thinking         </div> </div>
<p><b>Q2: Concepts for Whole Group and Small Group (I Do)</b></p> <p>What will I model, demonstrate, explain, provide mini-lesson for?</p>	<p><b>School-Identified Focus</b></p>
	<p><b>Marzano's Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying Similarities and Differences</li> <li><input type="checkbox"/> Non-Linguistic Representations</li> <li><input type="checkbox"/> Setting Objectives and Providing Feedback</li> <li><input type="checkbox"/> Homework and Practice</li> <li><input type="checkbox"/> Generating and Testing Hypotheses</li> <li><input type="checkbox"/> Questions, Cues, and Advanced Organizers</li> <li><input type="checkbox"/> Summarizing and Note Taking</li> <li><input type="checkbox"/> Reinforcing Effort and Providing Recognition</li> </ul>
<p><b>Q3: Concepts for Whole Group and Small Group (We Do)</b></p> <p>How will I provide guided practice, discussion opportunities, hands-on practice, etc.?</p>	<p><b>Opportunities for Differentiation (mark with ★)</b></p> <div style="display: flex; justify-content: space-between;"> <div>Content</div> <div>scaffolding and enrichment</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Process</div> <div>different ways to access or practice content</div> </div> <div style="display: flex; justify-content: space-between;"> <div>Product</div> <div>different ways to demonstrate learning based on:</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <input type="checkbox"/> Readiness  <input type="checkbox"/> Interest  <input type="checkbox"/> Learning Profile         </div>
	<p><b>ESOL Modifications</b></p>
<p><b>Q4: Independent Practice and Observable Tasks (You Do)</b></p> <p>If students have knowledge and understanding what will they practice, perform, or produce individually or in cooperative groups related to standards?</p>	<p><b>ESOL Strategies</b></p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> <u>Gardener's</u>  <u>Intelligences</u> </div> <div> <u>NOTES</u> </div> </div> <ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal-Linguistic</li> <li><input type="checkbox"/> Visual-Spatial</li> <li><input type="checkbox"/> Interpersonal</li> <li><input type="checkbox"/> Logical-Mathematical</li> <li><input type="checkbox"/> Bodily-Kinesthetic</li> <li><input type="checkbox"/> Musical</li> <li><input type="checkbox"/> Naturalist</li> <li><input type="checkbox"/> Intrapersonal</li> </ul>

## B.E.S.T Lesson Plan Checklist

<b>QI : Why? Hook</b>	<ul style="list-style-type: none"> <li>• Captures students' attention.</li> <li>• Initiates a group problem-solving activity before delivery of instruction.</li> <li>• Constructs a learning experience that allows diverse and personal student responses.</li> <li>• Facilitates the work of cooperative teams of students.</li> <li>• Guides students to reflection and analysis of the experience.</li> <li>• Encourages students to share their perceptions and beliefs.</li> <li>• Summarizes and reviews similarities and differences.</li> <li>• Helps to establish a positive attitude toward the diversity of different people's experience.</li> <li>• Clarifies the reason for the learning.</li> </ul>
<b>QII : What? Model</b>	<ul style="list-style-type: none"> <li>• Deepens the connection between the concept and its relationship to the students' lives</li> <li>• Keeps relating what the students already know to what experts have found.</li> <li>• Uses another medium (not reading or writing) to connect the students' personal know to the concept (i.e., visual arts, music, movement, etc.).</li> <li>• Provides a metaview, lifts students into a wider view of the concept.</li> <li>• Transforms the concept yet to be taught into an image or experience, a "sneak preview" for the students.</li> <li>• Provides information related to the concept.</li> <li>• Emphasizes the most significant aspects of the concept in an organized, organic manner.</li> <li>• Presents information sequentially so students see continuity.</li> <li>• Draws attention to important, discrete details; does not swamp students with a myriad of facts.</li> </ul>
<b>QIII : How? Practice</b>	<ul style="list-style-type: none"> <li>• Provides hands-on activities for practice and mastery.</li> <li>• Checks understanding of concepts and skills by using relevant standard materials, i.e., worksheets, text problems, workbook exercises, etc.</li> <li>• Provides opportunity for students to practice new learning.</li> <li>• Sets high expectation for skills mastery.</li> <li>• Uses concept of mastery learning to determine if re-teaching is necessary and how it will be carried out.</li> <li>• Encourages and provides for tinkering with ideas/relationships/connections.</li> <li>• Setup situations where students have to find information not readily available in school tests.</li> <li>• Provides opportunity for students to design their own open-ended explorations of the concepts.</li> <li>• Provides multiple options so students can plan a unique "proof" of learning.</li> <li>• Requires students to organize &amp; synthesize their learning in a personal, meaningful way.</li> </ul>
<b>QIV : If? Perform</b>	<ul style="list-style-type: none"> <li>• Gives guidance and feedback to students' plans, encouraging, refining, and helping them to be successful.</li> <li>• Helps students analyze their use of the learning for meaning, relevance, and originality.</li> <li>• Helps to make mistakes become learning opportunities.</li> <li>• Summarizes by reviewing the whole, brings the student "full circle" to the experience with which the learning began.</li> <li>• Supports students in learning, teaching, and sharing with others.</li> <li>• Establishes a classroom atmosphere that celebrates the sharing of learning.</li> <li>• Leaves students wondering (creatively) about further possible applications of the concept, extending the "what ifs" into their future.</li> <li>• Makes student learning available of larger community, i.e., books, students report, and school paper, etc.</li> <li>• Provides opportunity for students to practice new learning.</li> </ul>



## B.E.S.T. Lesson Plan Template

Course: \_\_\_\_\_ Topic: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Date(s): \_\_\_\_\_

**State Standard(s):**

**Essential Question(s):**

**Learning Goal/Objective(s):**

**Pre-Assessment:**

Q I: Why?	Hook	Materials
<b>Instructional Strategies/Intelligences:</b>		
		<b>Formative Assessment(s)</b>
		4-3-2-1 Scoring scale      Clickers Class questioning      Concept maps Graphic organizer      Conferencing Individual whiteboards      Exit slips Self/Peer reflection      Four corners Sentence summary      Journal entry Thumbs up/down      Think-Pair-Share Other:
Q II: What?	Model	Materials
<b>Instructional Strategies/Intelligences:</b>		
		<b>Formative Assessment(s)</b>
		4-3-2-1 Scoring scale      Clickers Class questioning      Concept maps Graphic organizer      Conferencing Individual whiteboards      Exit slips Self/Peer reflection      Four corners Sentence summary      Journal entry Thumbs up/down      Think-Pair-Share Other:

Q III: How?	Practice (Guided/Independent)	Materials
Instructional Strategies/Intelligences:		
		<b>Formative Assessment(s)</b>
		<div> <div> 4-3-2-1 Scoring scale Class questioning Graphic organizer Individual whiteboards Self/Peer reflection Sentence summary Thumbs up/down Other: </div> <div> Clickers Concept maps Conferencing Exit slips Four corners Journal entry Think-Pair-Share </div> </div>
Q IV: If?	Perform	Materials
Instructional Strategies/Intelligences:		
		<b>Formative Assessment(s)</b>
		<div> <div> 4-3-2-1 Scoring scale Class questioning Graphic organizer Individual whiteboards Self/Peer reflection Sentence summary Thumbs up/down Other: </div> <div> Clickers Concept maps Conferencing Exit slips Four corners Journal entry Think-Pair-Share </div> </div>
<b>Summative Assessment:</b>		
<b>Differentiated Instruction:</b>  Differentiated <ul style="list-style-type: none"> <li>content: _____</li> <li>process: _____</li> <li>product: _____</li> </ul> Based on students' <ul style="list-style-type: none"> <li>readiness: _____</li> <li>interest: _____</li> <li>learning profile: _____</li> </ul>		<b>Mathematical Practices:</b> <ul style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them</li> <li>2. Reason abstractly and quantitatively</li> <li>3. Construct viable arguments &amp; critique the reasoning of others</li> <li>4. Model with mathematics</li> <li>5. Use appropriate tools strategically</li> <li>6. Attend to precision</li> <li>7. Look for and make use of structure</li> <li>8. Look for and express regularity in repeated reasoning</li> </ul>

**ELL / ESE / Gifted strategies and documentation:** \_\_\_\_\_

\_\_\_\_\_

**Comments/Refelction:** \_\_\_\_\_

\_\_\_\_\_

# FINDS

## Lesson/Unit Research Plan Template

Title of Lesson/Unit	
Grade Level	
Developed By	
Science/or Social Studies Content Standard:	
<a href="http://www.cpalms.org/standards/flstandardsearch.aspx">http://www.cpalms.org/standards/flstandardsearch.aspx</a>	
Common Core Standards	
Reading Informational  Writing  Speaking & Listening	
FOCUS	Learning Goal: Performance TASK:
	Essential/Motivating Question(s):
	Supporting Questions:
	Description of Lesson Activity: Student Artifact

<b>Investigate</b>	Description of Lesson Activity Investigate: Student Artifact/Assessment
<b>Note Evaluate</b>	Description of Lesson Activity: Note-taking and evaluation of sources/Student Artifact Assessment
<b>Develop</b>	Description of Lesson Activity: Develop Knowledge into a presentation/Student Artifact/Assessment
<b>Score Assessment Criteria: Performance Task</b>	Assessment Criteria: Rubric for FINDS
<b>Assessment Tool(s) (e.g. criteria chart, rubric, scoring guide, checklist, etc.):</b>	
<b>Approximate Time Required for Research Project:</b>	
<b>Resources/Materials (Including technology)</b>	
<b>Media Specialist's Responsibilities:</b>	
<b>Teacher's Responsibilities:</b>	

# Electronic Planbook: PlanbookEdu

~ An online tool that makes lesson planning easy ~



- Attach files, presentations, video clips and more
- Choose standards and embed in lessons
- Export to Word or PDF
- Print lessons by the day or week
- Share your lesson plans with colleagues
- Access anywhere and anytime
- Google Docs friendly
- View on multiple devices
- Free and Premium versions

View the 60 second tour at: <http://planbookedu.com/>

Check out the features below:

Feature Comparison		
	Free	Premium
Cost	Free Forever	\$25 per year <a href="#">group discounts</a>
Nothing To Install	✓	✓
Access Your Planbook From Anywhere	✓	✓
Weekly, A/B Day, A/B Week and 4,5,6 Day Rotations	✓	✓
Word Processor-like Editing	✓	✓
All Major Browsers Supported	✓	✓
iPad and iPhone Supported	✓	✓
<small>Word Processor-like Editing doesn't work on these devices</small>		
Attach Files To Your Plans	✗	✓
<a href="#">Common Core Standards</a>	✗	✓
Custom, DoDEA and Australia Standards	✗	✓
Search	✗	✓
Embed Your Planbook on Your Site	✗	✓
Share Your Plans With Anyone	✗	✓
Collaborate With Your Colleagues	✗	✓
Print Directly From Your Browser	✗	✓
Export To Microsoft Word and PDF	✗	✓
Built In Spell Check	✗	✓

RL.2.3 - Describe how characters in a story use dialogue to describe (e.g., When respond to major events and changes (e.g., When are happy that makes me happy).

7:30 to 8:00 Morn. Duty

8:15 to 8:55 Grade 2

Presentation Lesson

1. Essential Question: How do books help us? How is the Media Center organized?

- how to care for the books?
- show samples of mishandled books
- abc sort activity
- pick out a book
- Video Clip [How do you pick a book?](#)
- check out a book

[Edit](#)

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

RI.3.6 - Distinguish their own point of view from that of the author of a text.

RF.3.4 - Read with sufficient accuracy and

L.3.4.a - Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.2.a - Conventions of Standard English: Capitalize appropriate words in titles.

RF.3.4.a - Fluency: Read grade-level text with purpose and understanding

**SAMPLE**

View standards, embed materials such as video clips, documents,

# Elementary Collaborative Plan Guide for Grade/Class: \_\_\_\_\_

	Sample	Aug-Sept	Oct - Nov
<b>Unit/Topic of Class Study</b>	Zoo Animals (Zoo Field Trip)		
<b>Essential Question</b>	How have animals adapted to their environments?		
<b>Content Standards</b>	SC5.L.17.1		
<b>Library Lessons/ Activities</b>	<p>Research individual animal characteristics and take notes on a graphic organizer.</p> <p>Create a Board w/ Board Builder (DE) to teach others about your animal, its environment &amp; its adaptations. Include pics, video segment, student-written text</p> <p>Present Boards</p> <p>Locating/uploading video/pics</p> <p>Citing media</p>		
<b>LAFS/AASL Standards</b>	<p>LAFS.5.RI.1.1, 3.7, 3.9, 4.10, 5.W.1.2, 5.W.2.6, W.3.7, SL.1.2, 2.4, 2.5, 1.2</p> <p>AASL 1.2.3, 2.1.6, 3.1.3, 3.1.4, 2.1.2, 1.4.7</p>		
<b>ISTE Standards Integrated</b>	<p>Research/Information Fluency 3b,c,d</p> <p>Critical Thinking 4b</p> <p>Communication 2b</p> <p>Creativity 1b</p>		
<b>Print Resources</b>	<p><a href="#"><u>The animal book : a collection of the fastest, fiercest, toughest, cleverest, shyest-and most surprising-- animals on earth</u></a> by <a href="#"><u>Jenkins, Steve</u></a></p> <p>Nonfiction Animal Books</p> <p>Zoobook magazines</p>		
<b>Non-Print Resources</b>	<p>World Book Online</p> <p>Brevard Zoo Website</p> <p>Discovery Education</p>		

# Elementary Collaborative Plan Guide for Grade/Class: \_\_\_\_\_

	<b>Dec - Jan</b>	<b>Feb - March</b>	<b>April May</b>
<b>Unit/Topic of Class Study</b>			
<b>Essential Question</b>			
<b>Content Standards</b>			
<b>Library Lessons/ Activities</b>			
<b>LAFS/AASL Standards</b>			
<b>ISTE Standards Integrated</b>			
<b>Print Resources</b>			
<b>Non-Print Resources</b>			

## Secondary Collaborative Plan Guide for Grade/Class: \_\_\_\_\_

	Sample	Aug-Sept	Oct - Nov
<b>Unit/Topic of Class Study</b>	Hiroshima		
<b>Content Standards</b>	NGSS #		
<b>Library Lessons/ Activities</b>	Guest Speaker from FIT  Explore Primary Resources: Text Marking Activity  Compare Points of Views in Google Charts (Collab Group Activity)  Explore Resources and Take Notes at Stations		
<b>LAFS/AASL Standards</b>	Cause/Effect		
<b>ISTE Standards Integrated</b>	Research/Information Fluency		
<b>Print Resources</b>	<i>Bomb</i> by Steve Sheinkin  Political Cartoons about Bomb  Photos of Atomic Bombs  <i>Hiroshima</i> by John Hersey		
<b>Non-Print Resources</b>	Letters from Atomic Bomb Scientists to President Roosevelt  Video of Bomb Explosion/After  Hiroshima Maidens		



**Secondary Collaborative Plan Guide for Grade/Class: \_\_\_\_\_**

	<b>Dec - Jan</b>	<b>Feb - March</b>	<b>April - May</b>
<b>Unit/Topic of Class Study</b>			
<b>Content Standards</b>			
<b>Library Lessons/ Activities</b>			
<b>LAFS/AASL Standards</b>			
<b>ISTE Standards Integrated</b>			
<b>Print Resources</b>			
<b>Non-Print Resources</b>			

## Teacher/Librarian Collaboration Form

Date: Librarian: Teacher: Grade: Topic:	Topic expansion:  The Librarian will:  The Teacher will:
---	--

Pre-Search	Research	Organize & Analyze	Create, Expand, Present or Post	Reflect & Evaluate	Cite	Book Talk
*Choose a topic for research *Create keyword list *Establish a focus *Read for a focus or exploratory *Identify a problem *Brainstorm	*Ask further questions *Explore information *Gather information *Read for information *Take notes	*Locate sources (library, databases, websites) *Read for analysis *Compare/Contrast *Analyze information *Organize information	*Write/Record *Product creation *Submit/Present and/or Share *Revise/Edit	*Evaluate sources and/or websites *Critique work *Reflect on project/process	*Citing Source *Create a works cited *Bibliography	*Pull books for the assignment *Book Talk on selected items

Please select:

☐ Pre-Search

☐ Research

☐ Organize & Analyze

☐ Create/Expand/Present/Post

☐ Reflect & Evaluate

☐ Cite

☐ Book Talk

Standard(s):

Purpose:

Objectives:

Activity:

Assessment:



## Monthly Curriculum Update For Activity Teachers

Please complete the first Thursday of the month during team meetings.

Grade Level: \_\_\_\_\_

Subject Calendar for the Month of \_\_\_\_\_

<u>Reading Concepts:</u>	<u>Math Concepts:</u>
<u>Science Concepts:</u>	<u>Social Studies Concepts:</u>
<u>Field Trips:</u>	

# **What Your Media Specialist Can Do For You**

## ***Elementary***

### **Orientation Presentations**

Orientation lessons are given to all classes. If you would like your class to also have an orientation lesson please sign up with the media specialist.

### **Supporting School Curriculum**

The media program is based on collaboration. If you are interested in working with me please stop by the media center and we can fill out a collaborative lesson form together. This way we each understand our role in the lesson. As with all quality teaching, planning for collaboration takes time and this should be considered so that all have plenty of time to research and prepare for their activity/lesson. I have a vast inventory of successful lessons; here is a short list of my favorites:

- Media Literacy – Comparing Fiction to Nonfiction, Genre , Reference Skills, Non-Fiction text features
- Power Points are available for many lessons
- Primary Sources
- Plagiarism/ copyright/ Website Evaluation 3<sup>rd</sup> – 6<sup>th</sup> grade
- Research based projects (Science fair, History Day, etc.)
- Research Stations projects
- Intro to the Databases
- Journeys – Lessons that coincide with the unit you are teaching adding the research and technology piece.
- Set up all student accounts such as Google Doc, Edline, Discovery Education
- Helping students choose titles on their reading level. ( Support school wide reading program )
- Technology Skills – How to create presentations, research, computer safety, demonstrate using FCAT explorer, RC, AR, SRI and more.

### **FINDs Research**

FINDs Lessons are used when doing more in-depth research. A FINDs lesson typically takes 5 days but can be shortened or lengthened to accommodate the needs of your class. During a

FINDs lesson students cover the following skills:

Graphic/Visual Organizers and Note-taking, Resource Evaluation, Paraphrasing, MLA Citations, Self Evaluation

### **Resources Available**

- Class Set of materials
- Your Media Specialist would be happy to keep a wish list of the Titles, Videos, DVD you request.

# **What Your Media Specialist Can Do For You**

## ***Secondary***

### **Orientation Presentations**

Orientation lessons are given to all incoming freshman during the first two weeks of school. If you would like your class to also have an orientation lesson please sign up with the media specialist.

### **Supporting School Curriculum**

The media program is based on collaboration. If you are interested in working with me please stop by the media center and we can fill out a collaborative lesson form together. This way we each understand our role in the lesson. As with all quality teaching, planning for collaboration takes time and this should be considered so that all have plenty of time to research and prepare for their activity/lesson. I have a vast inventory of successful lessons; here is a short list of my favorites:

- Book Trailers
- Internet Safety/Cyberbullying
- Media Literacy
- Power Point
- Primary Sources
- Plagiarism
- Country Research
- Career Research
- Research Stations projects
- Intro to the Databases

### **FINDs Research**

FINDs Lessons are used when doing more in-depth research. A FINDs lesson typically takes 5 days but can be shortened or lengthened to accommodate the needs of your class. During a

FINDs lesson students cover the following skills:

Graphic/Visual Organizers and Note-taking, Resource Evaluation, Note Taking, Paraphrasing, MLA Citations, Self Evaluation

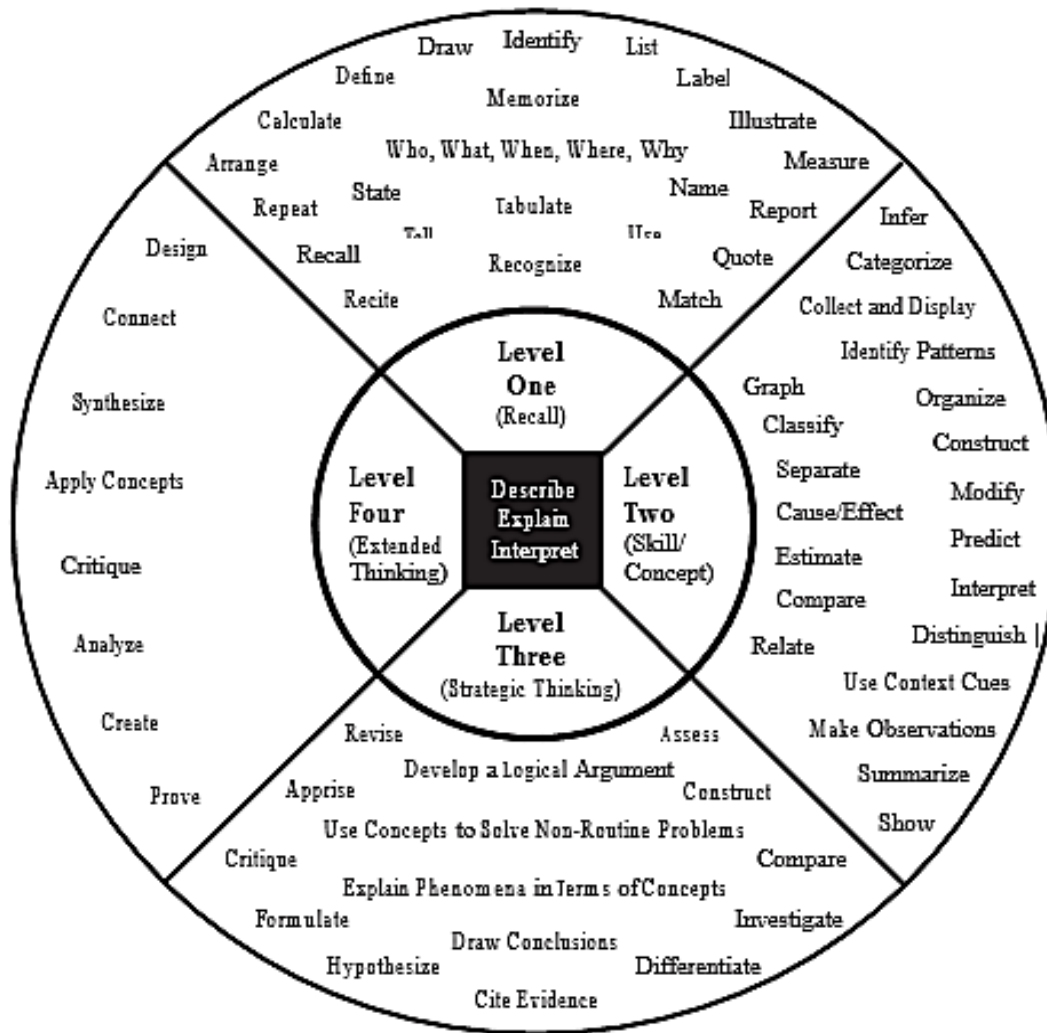
Sample lessons include: Greek Mythology, Russian Revolution, Holocaust, World War I, World War II, Elizabethan England, Shakespearean England, Roaring Twenties, British Author Study

### **Book Talks**

Book talks are given all year through English and reading classes.

Sample book talks: Florida Teen's Read books, SSYRA, Mystery/ Action Adventure/Sports, Science Fiction/ Fantasy, Romance/ Friendship, Biography, Nonfiction

### Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

## Developing Text Dependent and Higher Order Questions

<p><b>Level 1 Knowledge/Remember:</b> Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers.</p>	
Key Words	Questions
<ul style="list-style-type: none"> <li>● Define</li> <li>● Find</li> <li>● Identify</li> <li>● Label</li> <li>● List</li> <li>● Locate</li> <li>● Memorize</li> <li>● Name</li> <li>● Point to</li> <li>● Recall</li> <li>● Recite</li> <li>● Recognize</li> <li>● Record</li> <li>● Remember</li> <li>● Select</li> <li>● Show</li> <li>● State</li> <li>● Tell</li> </ul>	<ul style="list-style-type: none"> <li>● Tell what happened_____.</li> <li>● What do you recall about_____?</li> <li>● What do you remember about_____?</li> <li>● Make a facts chart about_____.</li> <li>● How would you recognize_____?</li> <li>● How would you describe_____?</li> <li>● How would you define_____?</li> <li>● How would you show_____?</li> <li>● Which one_____?</li> <li>● Who is/are_____?</li> <li>● What is/are_____?</li> <li>● List_____.</li> <li>● Name_____.</li> <li>● Identify_____.</li> </ul>
<p><b>Level 2 Comprehension/Understand:</b> Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.</p>	
Key Words	Questions
<ul style="list-style-type: none"> <li>● Demonstrate</li> <li>● Describe</li> <li>● Discuss</li> <li>● Distinguish</li> <li>● Explain</li> <li>● Extend</li> <li>● Generalize</li> <li>● Illustrate</li> <li>● Interpret</li> <li>● Paraphrase</li> <li>● Reorder</li> <li>● Rephrase</li> <li>● Restate</li> </ul>	<ul style="list-style-type: none"> <li>● What is the main idea of_____?</li> <li>● Give an example of what you mean__?</li> <li>● How can you demonstrate_____?</li> <li>● Distinguish between _____and_____?</li> <li>● How can you explain _____?</li> <li>● How can you summarize_____?</li> <li>● Clarify the meaning of _____.</li> <li>● What did you observe_____?</li> <li>● How would you rephrase the meaning of _____?</li> <li>● Interpret_____.</li> <li>● Restate_____.</li> <li>● Elaborate on_____.</li> </ul>



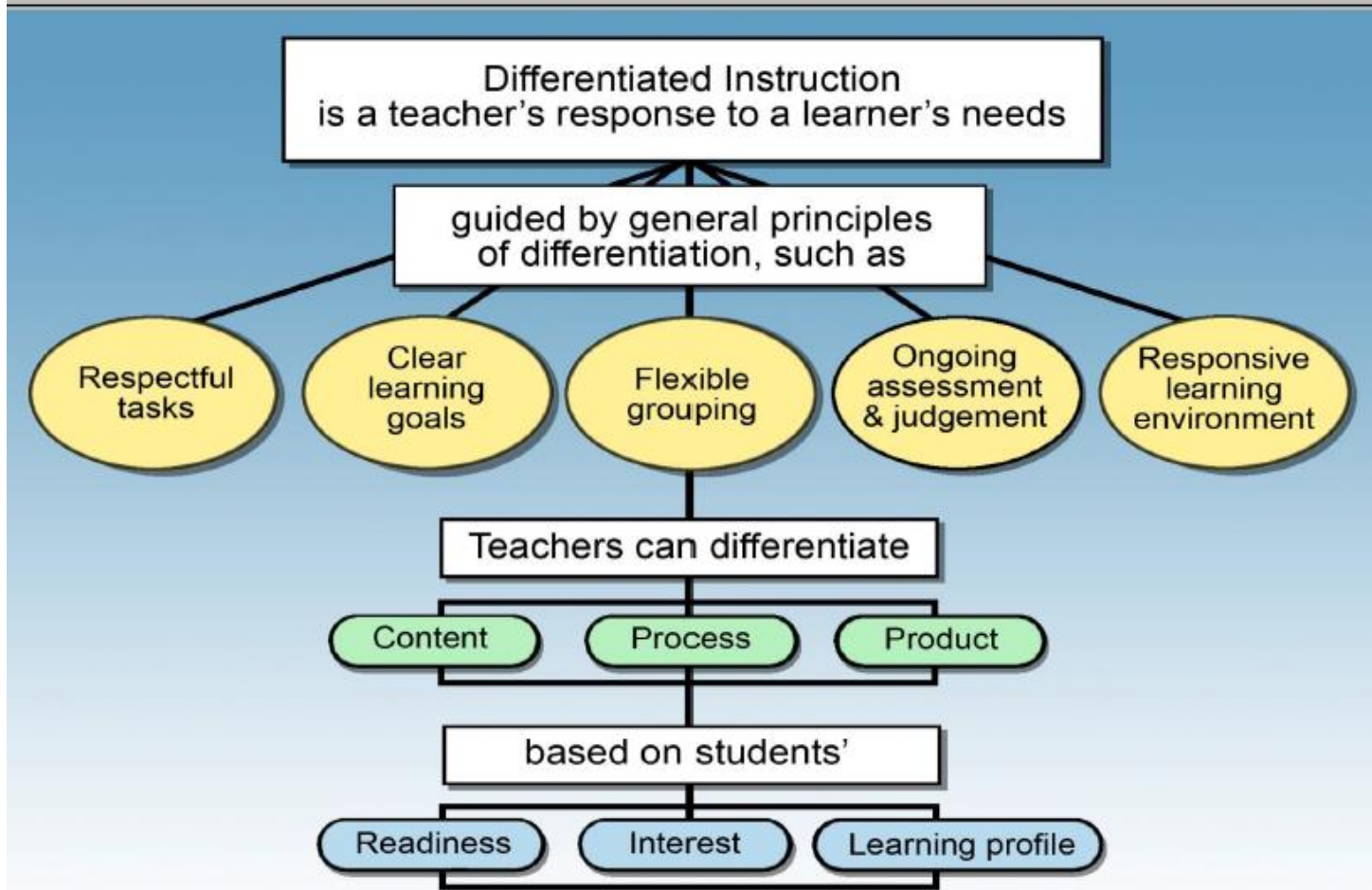
<ul style="list-style-type: none"> <li>• Retell</li> <li>• Summarize</li> <li>• Translate</li> </ul>	
<b>Level 3 Application/Apply:</b> Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	
<b>Key Words</b>	<b>Questions</b>
<ul style="list-style-type: none"> <li>• Act out</li> <li>• Apply</li> <li>• Calculate</li> <li>• Change</li> <li>• Choose</li> <li>• Construct</li> <li>• Determine</li> <li>• Develop</li> <li>• Manipulate</li> <li>• Modify</li> <li>• Predict</li> <li>• Produce</li> <li>• Select</li> <li>• Show</li> <li>• Sketch</li> <li>• Solve</li> <li>• Support</li> <li>• Transfer</li> </ul>	<ul style="list-style-type: none"> <li>• How could you change ___?</li> <li>• How would you develop ___ to ___?</li> <li>• How would you organize ___ to show ___?</li> <li>• What examples can you give to ___?</li> <li>• What would the result be if ___?</li> <li>• How would you alter ___ to ___?</li> <li>• How would you modify ___ to ___?</li> <li>• How would you present ___?</li> <li>• How would you use the facts to predict ___?</li> <li>• How would you solve ___?</li> <li>• How would ___ change if ___?</li> </ul>
<b>Level 4 Analysis/Analyze:</b> Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	
<b>Key Words</b>	<b>Questions</b>
<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Categorize</li> <li>• Classify</li> <li>• Compare</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and Contrast ___.</li> <li>• What conclusion(s) can you draw ___?</li> <li>• What is the relationship between ___?</li> <li>• What are the pros and cons of ___?</li> </ul>

<ul style="list-style-type: none"> <li>• Conclude</li> <li>• Contrast</li> <li>• Deduce</li> <li>• Diagram</li> <li>• Discriminate</li> <li>• Distinguish</li> <li>• Examine</li> <li>• Infer</li> <li>• Inspect</li> <li>• Investigate</li> <li>• Survey</li> </ul>	<ul style="list-style-type: none"> <li>• What was the turning point____?</li> <li>• How is ____similar to ____?</li> <li>• What was the motive____?</li> <li>• Why do you think____?</li> <li>• What can you infer____?</li> <li>• What evidence can you find____?</li> <li>• What ideas justify____?</li> <li>• Categorize ____.</li> </ul>
<b>Level 5 Synthesis/Create:</b> Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	
<b>Key Words</b>	<b>Questions</b>
<ul style="list-style-type: none"> <li>• Arrange</li> <li>• Combine</li> <li>• Compose</li> <li>• Create</li> <li>• Design</li> <li>• Formulate</li> <li>• Generate</li> <li>• Hypothesize</li> <li>• Integrate</li> <li>• Invent</li> <li>• Make</li> <li>• Organize</li> <li>• Plan</li> <li>• Portray</li> <li>• Pretend</li> <li>• Produce</li> <li>• Propose</li> </ul>	<ul style="list-style-type: none"> <li>• What could you invent____?</li> <li>• How would you generate a plan to ____?</li> <li>• Suppose you could____. What would you do____?</li> <li>• Devise a rule/theory to show____.</li> <li>• Design a way to improve____.</li> <li>• What alternative would you propose for ____?</li> <li>• Create a ____to____.</li> <li>• How would you adapt ____to create a different ____?</li> <li>• Predict the outcome if _____.</li> </ul>

<ul style="list-style-type: none"> <li>● Revise</li> </ul>	
<b>Level 6: Evaluation /Evaluate:</b> Present and defend opinions by making judgments about information, validity of ideas or quality of work asked on a set of criteria.	
<b>Key Words</b>	<b>Questions</b>
<ul style="list-style-type: none"> <li>● Appraise</li> <li>● Assess</li> <li>● Choose</li> <li>● Critique</li> <li>● Debate</li> <li>● Defend</li> <li>● Evaluate</li> <li>● Judge</li> <li>● Justify</li> <li>● Prioritize</li> <li>● Prove</li> <li>● Rank</li> <li>● Rate</li> <li>● Recommend</li> <li>● Value</li> <li>● Verify</li> </ul>	<ul style="list-style-type: none"> <li>● Do you agree with ____? Why?</li> <li>● Assess the value of ____ using set criteria.</li> <li>● How would you rank/prioritize/rate ____?</li> <li>● What data did you use to arrive at that conclusion ____? Explain.</li> <li>● How would you defend ____?</li> <li>● How would you justify ____?</li> <li>● Debate the issue ____.</li> <li>● What is your opinion of ____? Why?</li> <li>● What choice would you have made ____?</li> </ul>

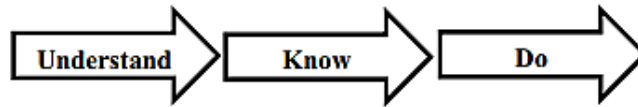
Adapted from Student Critical Thinking Wheel and EDUPRESS Quick Flip Questions for Critical Thinking

# Connecting K-U-D Process to Differentiated Instruction



## **Know, Understand, Do (KUD)**

KUDs are learning goals that guide curriculum development, frame lessons or units, and anchor the assessments and learning activities. The writing of KUD statements help the teacher guide and focus learning during instruction. Teachers can create KUD statements at the standard, lesson or unit level. The degree of detail is based on the scope of the selected activity.



### **Know**

- KNOW statements describe key ideas and practices.
- This information is the focus of the lesson(s) and ties back to the standards.
- Students must know this information in order to understand, make connections and apply the knowledge of the discipline.

### **Understand**

- UNDERSTAND statements are the essential truths of the discipline.
- These statements organize knowledge in a way that assists students in applying that knowledge to the world around them.
- UNDERSTAND statements may be revisited throughout multiple lessons in order to reinforce the essential truths.

### **Do**

- DO statements are the expression of the students' understanding and proficiency.
- Students must be able to demonstrate their knowledge and skills.
- DO statements begin with a verb. This verb can be changed to increase cognitive complexity. (Bloom's Taxonomy/Webb's Depth of Knowledge)

## **Online Resources on Know, Understanding and Do**

Differentiation.com: What are KUDs?

<http://differentiationcentral.com/examples/SampleKUDs.pdf>

Differentiation.com: Clear Learning Goals

<http://differentiationcentral.com/examples/UnderstandingKUDs.pdf>

# Blank Template Tasks

## Literary Design Collaborative Template Tasks Quick Reference Chart

Argumentation Template Tasks		
	"After Researching"	"Essential Question"
<b>Analysis</b>	<p><b>Task 1:</b> After researching _____ (informational texts) on _____ (content), write a/an _____ (essay or substitute) that argues your position on _____ (content). Support your position with evidence from your research.</p> <p>L2 Be sure to acknowledge competing views.</p> <p>L3 Give examples from past or current events or issues to illustrate and clarify your position.</p> <p>(Argumentation/Analysis)</p>	<p><b>Task 2:</b> [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) that addresses the question and support your position with evidence from the text(s).</p> <p>L2 Be sure to acknowledge competing views.</p> <p>L3 Give examples from past or current events or issues to illustrate and clarify your position.</p> <p>(Argumentation/Analysis)</p>
<b>Comparison</b>	<p><b>Task 3:</b> After researching _____ (informational texts) on _____ (content), write a/an _____ (essay or substitute) that compares _____ (content) and argues _____ (content). Be sure to support your position with evidence from the texts.</p> <p>(Argumentation/Comparison)</p>	<p><b>Task 4:</b> [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) that compares _____ (content) and argues _____ (content). Be sure to support your position with evidence from the texts.</p> <p>(Argumentation/Comparison)</p>
<b>Evaluation</b>	<p><b>Task 5:</b> After researching _____ (informational texts) on _____ (content), write a/an _____ (essay or substitute) that discusses _____ (content) and evaluates _____ (content). Be sure to support your position with evidence from your research.</p> <p>(Argumentation/Evaluation)</p>	<p><b>Task 6:</b> [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) that discusses _____ (content) and evaluates _____ (content). Be sure to support your position with evidence from the texts.</p> <p>(Argumentation/Evaluation)</p>
<b>Problem-Solution</b>	<p><b>Task 7:</b> After researching _____ (informational texts) on _____ (content), write a/an _____ (essay or substitute) that identifies a problem _____ (content) and argues for a solution. Support your position with evidence from your research.</p> <p>L2 Be sure to examine competing views.</p> <p>L3 Give examples from past or current events or issues to illustrate and clarify your position.</p> <p>(Argumentation/Problem-Solution)</p>	<p><b>Task 8:</b> [Insert question] After reading _____ (literature or informational texts) on _____ (content), write a/an _____ (essay or substitute) that identifies a problem _____ (content) and argues for a solution _____ (content). Support your position with evidence from the text(s).</p> <p>L2 Be sure to examine competing views.</p> <p>L3 Give examples from past or current events or issues to illustrate and clarify your position.</p> <p>(Argumentation/Problem-Solution)</p>
<b>Cause-Effect</b>	<p><b>Task 9:</b> After researching _____ (informational texts) on _____ (content), write a/an _____ (essay or substitute) that argues the causes of _____ (content) and explains the effects _____ (content). What _____ (conclusions or implications) can you draw? Support your discussion with evidence from the texts.</p> <p>(Argumentation/Cause-Effect)</p>	<p><b>Task 10:</b> [Insert question] After reading _____ (literature or informational texts) on _____ (content), write a/an _____ (essay or substitute) that argues the causes of _____ (content) and explains the effects _____ (content). What _____ (conclusions or implications) can you draw? Support your discussion with evidence from the texts.</p> <p>(Argumentation/Cause-Effect)</p>

# Blank Template Tasks

Informational or Explanatory Template Tasks		
	"After Researching"	"Essential Question"
<b>Definition</b>	<p><b>Task 11:</b> After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that defines _____ (term or concept) and explains _____ (content). Support your discussion with evidence from your research.</p> <p><b>L2</b> What _____ (conclusions or implications) can you draw?</p> <p><b>(Informational or Explanatory/Definition)</b></p>	<p><b>Task 12:</b> [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) that defines _____ (term or concept) and explains _____ (content). Support your discussion with evidence from the text(s).</p> <p><b>L2</b> What _____ (conclusions or implications) can you draw?</p> <p><b>(Informational or Explanatory/Definition)</b></p>
<b>Description</b>	<p><b>Task 13:</b> After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that describes _____ (content). Support your discussion with evidence from your research.</p> <p><b>(Informational or Explanatory/Description)</b></p>	<p><b>Task 14:</b> [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) that describes _____ (content) and addresses the question. Support your discussion with evidence from the text(s).</p> <p><b>(Informational or Explanatory/Description)</b></p>
<b>Procedural-Sequential</b>	<p><b>Task 15:</b> After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that relates how _____ (content). Support your discussion with evidence from your research.</p> <p><b>(Informational or Explanatory/Procedural-Sequential)</b></p>	<p><b>Task 16:</b> [Insert question] After reading _____ (literature or informational texts) on _____ (content), write a _____ (report or substitute) that relates how _____ (content). Support your discussion with evidence from the text(s).</p> <p><b>(Informational or Explanatory/Procedural-Sequential)</b></p>
<b>Procedural-Sequential</b>	<p><b>Task 17:</b> After researching _____ (informational texts) on _____ (content), developing a hypothesis, and conducting an experiment examining _____ (content), write a laboratory report that explains your procedures and results and confirms or rejects your hypothesis. What conclusion(s) can you draw?</p> <p><b>(Informational or Explanatory/Procedural-Sequential)</b></p>	
<b>Synthesis</b>	<p><b>Task 18:</b> After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that explains _____ (content). What conclusions or implications can you draw? Cite at least _____ (#) sources, pointing out key elements from each source.</p> <p><b>L2</b> In your discussion, address the credibility and origin of sources in view of your research topic.</p> <p><b>L3</b> Identify any gaps or unanswered questions. Optional: Include _____ (e.g. bibliography).</p> <p><b>(Informational or Explanatory/Synthesis)</b></p>	<p><b>Task 19:</b> [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) that explains _____ (content). What conclusions or implications can you draw? Cite at least _____ (#) sources, pointing out key elements from each source.</p> <p><b>L2</b> In your discussion, address the credibility and origin of sources in view of your research topic.</p> <p><b>L3</b> Identify any gaps or unanswered questions. Optional: Include _____ (e.g. bibliography).</p> <p><b>(Informational or Explanatory/Synthesis)</b></p>



## Blank Template Tasks

<b>Analysis</b>	<p><b>Task 20:</b> After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that analyzes _____ (content), providing evidence to clarify your analysis. What _____ (conclusions or implications) can you draw?</p> <p><b>L2</b> In your discussion, address the credibility and origin of sources in view of your research topic.</p> <p><b>L3</b> Identify any gaps or unanswered questions. Optional: Include _____ (e.g. bibliography).</p> <p>(Informational or Explanatory/Analysis)</p>	<p><b>Task 21:</b> [Insert question] After reading _____ (literature or informational texts), write a/an _____ (report, essay or substitute) that addresses the question and analyzes _____ (content), providing examples to clarify your analysis. What conclusions or implications can you draw?</p> <p><b>L2</b> In your discussion, address the credibility and origin of sources in view of your research topic.</p> <p><b>L3</b> Identify any gaps or unanswered questions. Optional: Include _____ (e.g. bibliography).</p> <p>(Informational or Explanatory/Analysis)</p>
<b>Problem-Solution</b>	<p><b>Task 22:</b> After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that compares _____ (content). <b>L2</b> In your discussion, address the credibility and origin of sources in view of your research topic. <b>L3</b> Identify any gaps or unanswered questions.</p> <p>(Informational or Explanatory/Comparison)</p>	<p><b>Task 23:</b> [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay, report, or substitute) that compares _____ (content). <b>L2</b> In your discussion, address the credibility and origin of sources in view of your research topic. <b>L3</b> Identify any gaps or unanswered questions.</p> <p>(Informational or Explanatory/Comparison)</p>
<b>Cause-Effect</b>	<p><b>Task 24:</b> After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that examines causes of _____ (content) and explains effects _____ (content). What conclusions or implications can you draw? Support your discussion with evidence from your research.</p> <p>(Informational or Explanatory/Cause-Effect)</p>	<p><b>Task 25:</b> [Insert question] After reading _____ (literature or informational texts) on _____ (content), write a _____ (report or substitute) that examines the cause(s) of _____ (content) and explains the effect(s) _____ (content). What conclusions or implications can you draw? Support your discussion with evidence from the texts.</p> <p>(Informational or Explanatory/Cause-Effect)</p>
<b>Narrative Template Tasks</b>		
<b>"After Researching"</b>		
<b>Description</b>	<p><b>Task 26:</b> After researching _____ (informational texts) on _____ (content), write a _____ (narrative or substitute) that describes _____ (content).</p> <p><b>L2</b> Use _____ (stylistic devices) to develop a narrative.</p> <p><b>L3</b> Use _____ (techniques) to convey multiple storylines.</p> <p>(Narrative/Description)</p>	<p><b>Task 27:</b> [Insert question] After reading _____ (literature or informational texts), write a _____ (narrative or substitute) from the perspective of _____ (content).</p> <p><b>L2</b> Use _____ (stylistic devices) to develop a narrative effect in your work.</p> <p><b>L3</b> Use _____ (techniques) to convey multiple storylines.</p> <p>(Narrative/Description)</p>
<b>Procedural-Sequential</b>	<p><b>Task 28:</b> After researching _____ (informational texts) on _____ (content), write a _____ (narrative or substitute) that relates _____ (content) and the events that _____ (content).</p> <p><b>L2</b> Use _____ (stylistic devices) to develop your work.</p> <p><b>L3</b> Use _____ (techniques) to convey multiple storylines.</p> <p>(Narrative/Sequential)</p>	<p><b>Task 29:</b> [Insert question] After reading _____ (literature or informational texts) about _____ (content), write a _____ (narrative or substitute) that relates _____ (content).</p> <p><b>L2</b> Use _____ (stylistic devices) to develop your work.</p> <p>(Narrative/Sequential)</p>



## Online Resources on the 5E Model and B.E.S.T.

Order Matters: Using the 5E Model to Align Teaching with How People Learn

<http://www.lifescied.org/cgi/content/full/9/3/159>

What the teacher and student should do in the 5E Model

<http://science.education.nih.gov/supplements/nih6/inquiry/guide/implementing.htm>

Florida DOE 5E White Sheet CCLA Standards Support Science

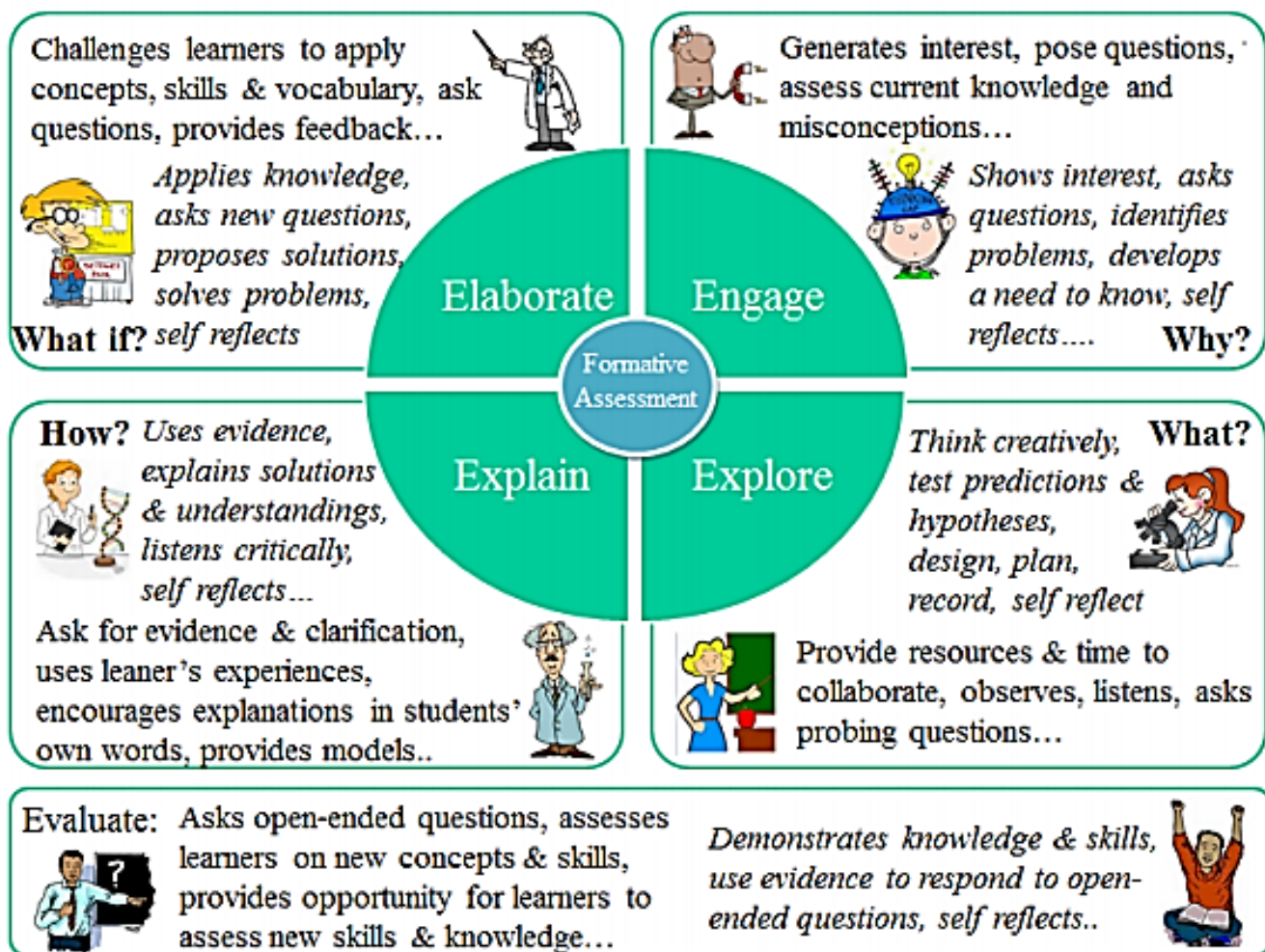
<http://goo.gl/Ri40Y>

Additional information on B.E.S.T. can be found at the BPS website....

<http://best.brevardschools.org/best/default.aspx> (Intranet accessible only)

### 5E Model and the B.E.S.T. Learning Cycle

- What the teacher should do?
- What the student should do?



# Brevard Effective Strategies for Teachers and the 5E Model (B.E.S.T.)

B.E.S.T is an instructional model that creates a common language of effective instruction for Brevard's teachers and administrators. B.E.S.T. incorporates research-based practices and knowledge of how the learner learns to provide an integrated model that teachers can use as a benchmark for analysis, reflection, and planning; and that administrators and instructional coaches can use to guide continuous improvement of instruction. B.E.S.T. also supports and reinforces the 5E model of instruction.

The 5E model of instruction includes 5 phases: engage, explore, explain, elaborate, and evaluate. Roger Bybee, in his book, *Achieving Scientific Literacy*, states: "Using this approach, students redefine, reorganize, elaborate, and change their initial concepts through self-reflection and interaction with their peers and their environment. Learners interpret objects and phenomena and internalize those interpretations in terms of their current conceptual understanding."

- **Engage** students so that they feel a personal connection with the topic.
- Provide students an opportunity to **explore** the topic through their own activities and investigations.
- Help students **explain** their findings once they have constructed meaning from their own experiences.
- Allow students to **elaborate** by constructing convincing lines of evidence to support their suppositions.
- Work with students to **evaluate** their understanding of science concepts, problem solving abilities, & inquiry skills.

Today's innovative science classrooms require that educators provide the most useful and engaging educational experiences possible. This section provides examples of many helpful strategies. They may be adapted and refined to best fit the needs of students and/or instructional plans.



### Sourcing Documents



- Who wrote this?
- Why was it written?
- When was it written?
- Where was it written?
- What is the author's perspective?
- Is this source reliable? Why? Why not?

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- Where was it written?
- What is the author's perspective?
- Is this source reliable? Why? Why not?

## Written Document Analysis Worksheet

1.	<p><b>TYPE OF DOCUMENT (Check one):</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <input type="radio"/> Newspaper  <input type="radio"/> Letter  <input type="radio"/> Patent  <input type="radio"/> Memorandum                 </div> <div style="width: 30%;"> <input type="radio"/> Map  <input type="radio"/> Telegram  <input type="radio"/> Press Release  <input type="radio"/> Report                 </div> <div style="width: 30%;"> <input type="radio"/> Advertisement  <input type="radio"/> Congressional Record  <input type="radio"/> Census Report  <input type="radio"/> Other                 </div> </div>
2.	<p><b>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Interesting Letterhead  <input type="checkbox"/> Handwritten  <input type="checkbox"/> Typed  <input type="checkbox"/> Seals                 </div> <div style="width: 45%;"> <input type="checkbox"/> Notations  <input type="checkbox"/> "RECEIVED" stamp  <input type="checkbox"/> Other                 </div> </div>
3.	<p><b>DATE(S) OF DOCUMENT:</b></p>
4.	<p><b>AUTHOR (OR CREATOR) OF THE DOCUMENT:</b></p> <p><b>POSITION (TITLE):</b></p>
5.	<p><b>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</b></p>
6.	<p><b>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</b></p> <p>A. List three things the author said that you think are important:</p>   <p>B. Why do you think this document was written?</p>   <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p>   <p>D. List two things the document tells you about life in the United States at the time it was written.</p>   <p>E. Write a question to the author that is left unanswered by the document:</p>   

## Map Analysis Worksheet

1.	<p>TYPE OF MAP (Check one):</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="radio"/> Raised Relief map  <input type="radio"/> Topographic map  <input type="radio"/> Political map  <input type="radio"/> Contour-line map  <input type="radio"/> Natural resource map  <input type="radio"/> Military map                 </div> <div style="width: 45%;"> <input type="radio"/> Bird's-eye map  <input type="radio"/> Artifact map  <input type="radio"/> Satellite photograph/mosaic  <input type="radio"/> Pictograph  <input type="radio"/> Weather map  <input type="radio"/> Other                 </div> </div>
2.	<p>UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Compass  <input type="checkbox"/> Handwritten  <input type="checkbox"/> Date  <input type="checkbox"/> Notations  <input type="checkbox"/> Scale                 </div> <div style="width: 45%;"> <input type="checkbox"/> Name of mapmaker  <input type="checkbox"/> Title  <input type="checkbox"/> Legend (key)  <input type="checkbox"/> Other                 </div> </div>
3.	<p>DATE OF MAP:</p> <hr/>
4.	<p>CREATOR OF THE MAP:</p> <hr/>
5.	<p>WHERE WAS THE MAP PRODUCED?</p> <hr/>
6.	<p>MAP INFORMATION</p> <p>A. List three things in this map that you think are important.</p> <div style="margin-left: 20px;">             1. <hr/>             2. <hr/>             3. <hr/> </div> <p>B. Why do you think this map was drawn?</p> <p>C. What evidence in the map suggests why it was drawn?</p> <p>D. What information does this map add to the textbook's account of this event?</p> <p>E. Does the information in this map support or contradict information that you have read about this event? Explain.</p> <p>F. Write a question to the mapmaker that is left unanswered by this map.</p>

## Photo Analysis Worksheet

### Step 1. Observation

- A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

- B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

### Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

### Step 3. Questions

- A. What questions does this photograph raise in your mind?

- B. Where could you find answers to them?

# Critical Thinking Skills

"Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (Scriven, 1996).

## How Do You Use It?

- Students should be able to relate issues or content to their own knowledge and experience
- Students should compare and contrast different points of view

## What Are The Benefits?

- Student raises vital questions and problems, formulating them clearly and precisely
- Students gather and assess relevant information on an issue
- Students use abstract ideas to come to conclusions and solutions and analyze them against relevant criteria and standards
- Students think open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences
- Student communicates with others in determining solutions to complex problems

## Online Resources on Critical Thinking Skills

Critical Thinking Skills in Education and Life

<http://www.asa3.org/ASA/education/think/critical.htm#critical-thinking>

Defining Critical Thinking

[http://www.criticalthinking.org/aboutct/define\\_critical\\_thinking.cfm](http://www.criticalthinking.org/aboutct/define_critical_thinking.cfm)

Teaching Critical Thinking Skills

<http://academic.udayton.edu/legaled/CTSkills/CTskills01.htm>

Critical Thinking: What It Is and Why It Counts

[http://www.insightassessment.com/pdf\\_files/what&why2007.pdf](http://www.insightassessment.com/pdf_files/what&why2007.pdf)

# **Multi-tiered Systems of Support MTSS**

Multi-tiered Systems of Support are a comprehensive, standards-aligned strategy to enable early identification and intervention for students at risk. Key items include alignment of standards to instruction, universal screening, shared ownership; data based decision making, and parental involvement.

MTSS allows educators to identify and address academic difficulties prior to student failure. MTSS's goal is to improve student achievement using research-based interventions matched to the level and instructional needs of students.

*Brevard Public Schools [MTSS SharePoint](#)*

## **Online Resources for Multi-Tiered Systems of Support**

Florida's Multi-Tiered Systems of Support (MTSS) website provides a central, comprehensive location for Florida-specific information and resources that promote school wide practices to ensure highest possible student achievement in both academic and behavioral pursuits.

<http://www.florida-rti.org/>

Implementing a Multi-Tiered System of Support for Behavior: Recommended Practices for School and District Leaders in Florida

[http://flpbs.fmhi.usf.edu/pdfs/RTIB%20Guide%20101811\\_final.pdf](http://flpbs.fmhi.usf.edu/pdfs/RTIB%20Guide%20101811_final.pdf)



# **Collaborative Learning**

Collaborative learning strategies are strategies in which students work together in small groups to achieve a common goal. Collaborative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Collaborative learning can be enhanced when group members have diverse abilities and backgrounds.

## **How Do You Use It?**

After organizing students into carefully selected groups, the teacher thoroughly explains a task to be accomplished within a time frame. The teacher facilitates the selection of individual roles within the group and monitors the groups, intervening only when necessary, to support students working together successfully and accomplishing the task.

## **What Are the Benefits?**

- Fosters interdependence and pursuit of mutual goals and rewards
- Develops communication and leadership skills
- Increases the participation of shy students
- Produces higher levels of student achievement, thus increasing self-esteem
- Fosters respect for diverse abilities and perspectives

## **Online Resources on Collaborative Learning**

The Essential Elements of Cooperative Learning in the Classroom. ERIC Digest.

<http://www.ericdigests.org/1995-1/elements.htm>

Competitive vs. Cooperative Learning Formats

<http://www.behavioradvisor.com/CoopLearning.html>

# Graphic Organizers

In order to make connections between topics, teachers and students may transfer abstract concepts and processes into visual representations. The use of concept maps and thinking maps helps students visualize concepts.

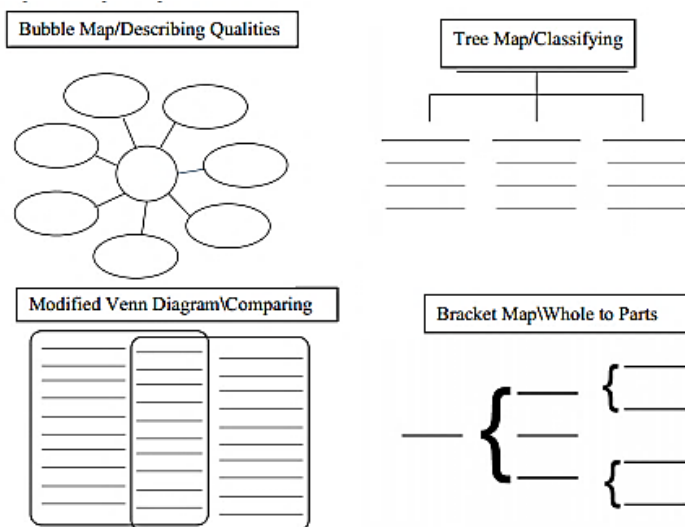
## How Do You Use It?

- The teacher provides a specific format for learning, recalling, and organizing.
- Students visually depict outcomes for a given problem by charting various decisions and their possible consequences.
- The teacher selects a main idea and then the teacher and students identify a set of concepts associated with the main idea, concepts are ranked in related groups from most general to most specific, related concepts are connected and the links labeled.
- Students structure a sequential flow of events, actions, roles, or decisions graphically on paper.

## What Are the Benefits?

- Helps students visualize abstract concepts
- Helps learners organize ideas
- Provides a visual format for study
- Develops the ability to identify details and specific points
- Develops organizational skills
- Aids in planning
- Provides an outline for writing

## Samples of Graphic Organizers



## Online Resources on Graphic Organizers

Examples of graphic organizers:

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm>

Graphic Organizers that Support Specific Thinking Skills

<http://www.somers.k12.ny.us/intranet/skills/thinkmaps.html>

Instructional Strategies Online: comparing thinking maps and graphic organizers

<http://olc.spsd.sk.ca/DE/PD/instr/strats/graphicorganizers/index.html>

## **Close Reading**

Close reading is a process that involves reading and rereading multiple times, each time with a different purpose and focus. It is a very specific examination, using attentive reading, to discover fine details within a text. For some students, this examination may require teachers to break text into smaller segments. If the text is short, the entire text lends itself to a close read. If, however, the text is lengthy, the teacher may select specific text segments for a close read and then relate those segments to the whole work.

Common Core Standards emphasize the identification of strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### **Sample Focus Questions in a Scientific Inquiry:**

- How large was the sample size?
- How was the study conducted?
- Data: Are there tables and graphs?
- What did the study conclude?
- What could be the next step in the experiment or study?

### **What Are the Benefits?**

- Students understand the purpose in reading
- Students cite specific textual evidence
- Students see the interconnectedness that ideas in a text have
- Florida Department of Education – Just Read Florida, CIS Brochure
- Students summarize complex concepts
- Students look for and understand systems of meaning
- Students engage in a text while reading
- Students get beyond “surface” reading or skimming
- Students formulate questions and seek answers to the questions while reading

### **Online Resources on Close Reading**

The Art of Close Reading

<http://www.criticalthinking.org/pages/critical-thinking-the-art-of-close-reading-part-one/509>

How to do a Close Reading

<http://www.fas.harvard.edu/~wricntr/documents/CloseReading.html>

Close Reading of a Scientific Article, A Guide

<http://twp.duke.edu/uploads/assets/cclose.pdf>

## **Socratic Seminar**

A Socratic Seminar fosters active learning as participants explore and evaluate the ideas, issues, and values in a particular text. Socratic Seminar texts are chosen for their richness in ideas, issues, values and their ability to stimulate extended, thoughtful dialogue. A good text raises important questions in the participants' minds for which there are no right or wrong answers. At the end of a successful Socratic Seminar, participants often leave with more questions than they brought with them.

A Socratic Seminar opens with a question either posed by the leader or solicited from participants as they acquire more experience in seminars. An opening question has no right answer, but reflects a genuine curiosity on the part of the questioner. A good opening question leads participants back to the text as they speculate, evaluate, define, and clarify the issues involved. Response to the opening question generates new questions from the leader and the participants, leading to new responses in a cyclic fashion.

In a Socratic Seminar, the leader plays a dual role as leader and participant. The seminar leader consciously demonstrates habits of mind that lead to a thoughtful exploration of the ideas in the text by keeping the discussion focused on the text, asking follow-up questions, helping participants clarify their positions when arguments become confused, and involving reluctant participants while restraining their more vocal peers. As a seminar participant, the leader must know the text well enough to anticipate varied interpretations and recognize important possibilities in each. The leader must be patient enough to allow participants' understandings to evolve and be willing to help participants explore non-traditional insights and unexpected interpretations.

Participants carry the responsibility for the quality of the seminar. Good seminars occur when participants study the texts closely in advance, listen actively, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas. After each seminar, the leader and participants discuss the experience and identify ways of improving the next seminar. Before each new seminar, the leader also offers coaching and practice in specific habits of mind that improve reading, thinking, and discussing. Eventually, when participants realize that the leader is not looking for right answers, but is encouraging them to think aloud and to exchange ideas openly, they discover the excitement of exploring important issues through shared inquiry. This excitement creates willing participants, eager to examine ideas in a rigorous, thoughtful manner.

## **Ideas for Literature Responses & Writing Connections**

### 1. Response to Literature

- What do you think about....?
- What caused the.....?
- What evidence can you find to prove.....?
- Free response

### 2. Character Analysis

- Write a description of the character (illustrate).
- What details make this character's personality unique? What causes the character's behavior?

### 3. Plot Development and Extension

- Write important events in the text: What change in the plot would have made the story different?
- Predict and write about what might happen beyond the text.

### 4. Identify Ideas and Supporting Details from Text

- Graphic Organizers
- Write a paragraph stating your opinion about \_\_\_\_\_.  
Use supporting details from the text.

### 5. Word Work

- Working with letters, name, and label recognition (K & 1)
- Identify important words and phrases from the text.
- Use language resources to rewrite selected pieces of text using richer language (nouns, verbs, adjectives, synonym, antonym, homophone, metaphors, & similes).
- Use resources to find synonyms and antonyms; use synonyms and antonyms in sentences. (Also homophones, homonyms, etc.)

### 6. Retell/ Summarize Various Texts in Writing

### 7. Develop and Write Questions to Further Understanding

### 8. Make Connections to Content with Classroom Collaboration

- Use writing skills of the week in responding to text (ex. describe a main character in the text using specific adjectives).
- Identify social studies or science facts in text.

## Reading Tab

# Reading Promotions



## **Florida Reading Association Children's Book Award (FRA)**



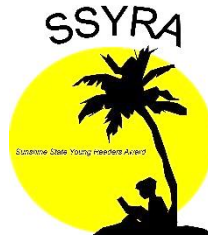
Brevard elementary schools have the opportunity to participate in the annual Children's book award contest sponsored by the Florida Reading Association. Eight titles are selected annually by a state committee to be used as read-alouds for Kindergarten through second grade the following year. Media Specialists typically collaborate with classroom teachers to plan when to read each book, to create enrichment activities for both the library and classroom, and to schedule voting.

A team of Brevard media specialists creates lessons for each FRA book that include common core standards and 21st century skills. The team shares these lessons during the fall media contact meeting and posts them on the media specialist Edmodo page.

Each student participating in grades K-2 can vote for his/her favorite FRA book. Voting takes place after students have read/heard at least 5 of the 8 titles. Voting results are submitted online by the media specialist in mid-April and the results are announced each May on the FRA website. More information can be found at the FRA website.



## **Sunshine State Young Readers' Award Program (SSYRA)**



The Sunshine State Young Readers' Award Program consists of two lists of 15 titles each that have been chosen by a committee of thirteen media specialists specifically to engage elementary and middle school students (grades 3-5 and grades 6-8) and reflect their interests as well as represent a variety of genres, formats, reading levels, viewpoints, and ethnic and cultural perspectives. This program is co-sponsored by FAME and the School Library Media Services Office of the Department of Education.

The program is designed to encourage students to read for fun and personal satisfaction and to introduce them to some high interest contemporary literature. Students who have read at least three books from the list are eligible to vote for their favorite. Voting results should be submitted online by mid-April and the results are announced in May.

Information about SSYRA is sent to schools at the beginning of each school year. Information can also be found at the FAME website: <http://www.floridamedia.org>. A celebration of these books is held at the district Book Bash events each spring. Online resources for SSYRA are password protected and are only available to members of FAME.

Brevard Public School students have the opportunity to discuss the SSYRA books with other students across the county using the SSYRA blogs. Discussion prompts and a summary of each book are provided on the blog. Easy to follow directions are on the page. Links to the most current blog site can be found on the Brevard media specialists' share website (Edmodo or Blackboard) or by contacting the district media resource teacher. Curriculum ideas for the current books may be found on the Brevard media specialists' share website (Edmodo or Blackboard) or on the FAME website.

Each spring, upper elementary students (3rd-5th) and middle school students (6th-8th) have an opportunity to participate in an inter-school gathering called Book Bash. This is an opportunity for readers to celebrate the Sunshine State Young Reader's Award books through a variety of activities involving comprehension, art, & drama. Year-long promotion of the books at individual schools encourages school-wide reading. Interested schools should contact the District Media Resource Teacher for details. See the Documents section of this handbook for tips and suggestions for participating.

## **Florida Teens Read (FTR)**



Florida Teens Read is a list of 15 titles that have been chosen by a committee of media specialists specifically to engage high school students (grades 9 through 12). Books are chosen to reflect their interests as well as represent a variety of genres, formats, reading levels, viewpoints, and ethnic and cultural perspectives.

Teens are encouraged to read at least three of the titles on the current list. Brevard hosts a county-wide FTR book club event (usually at two different sites) where students across the county who have been reading the books can meet face-to-face and have a discussion. Each media specialist decides the requirements for their students to attend the celebration.

Media specialist are encourage to promote the books through various methods such as: book talking, book displays, reading charts on display, book clubs, brochures, and signage. Curriculum ideas and more suggestions can be found on the Brevard media specialists' share website (Edmodo or Blackboard).

In the spring each year a link will be available on the FAME web page for students to vote for their favorite book. Membership to FAME is a requirement to access FTR supplemental documents and to submit votes. The winner will be posted on the FAME website (<http://www.floridamedia.org>) in early May. See the FAME website for the current list of titles.



## NON-DISCRIMINATION NOTICE

It is the policy of the School Board of Brevard County to offer the opportunity to all **students** to participate in appropriate programs and activities without regard to race, color, gender, religion, national origin, genetic information, disability, marital status, or age, except as otherwise provided by Federal law or by Florida state law. **Students** should review Board Policy 1362 - Anti-Harassment for further clarification.

The School Board of Brevard County is in compliance with the Americans with Disabilities Act of 1990 (ADA), Title IX, Section 504, Florida Education Equity Act, Age Discrimination in Employment Act (ADEA), and the Boy Scouts of America Equal Access Act.

A **student** having a grievance concerning discrimination may contact:

Dr. Brian T. Binggeli  
Superintendent  
Brevard Public Schools

Ms. Cyndi Van Meter  
Associate Superintendent,  
Division of Curriculum  
and Instruction,  
Equity Coordinator

Mr. Robin L. Novelli  
Director  
Office of High  
School Programs

Ms. Pamela Treadwell  
Director  
ESE Administrative  
Support Services  
ADA/Section 504 Coordinator

School Board of Brevard County  
2700 Judge Fran Jamieson Way  
Melbourne, Florida 32940-6601  
(321) 633-1000

It is the policy of the School Board of Brevard County not to discriminate against **employees** or **applicants** for employment on the basis of race, color, religion, sex, national origin, participation and membership in professional or political organizations, marital status, age, genetic information, or disability. Sexual harassment is a form of employee misconduct, which undermines the integrity of the employment relationship, and is prohibited. This policy shall apply to recruitment, employment, transfers, compensation, and other terms and conditions of employment. **Employees** or **applicants** should review Board Policy 3362 and/or 4362 - Anti-Harassment for further clarification.

An **employee** or **applicant** having a grievance concerning employment may contact:

Ms. Susan Standley, Director  
Office of  
Employee Benefits

Mr. James C. Hickey IV, Director  
Human Resources Services  
and Labor Relations

School Board of Brevard County  
2700 Judge Fran Jamieson Way  
Melbourne, Florida 32940-6601  
(321) 633-1000

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