

# Pocono Mountain School District

## Library Media Curriculum, Grades 6-8

<b>Concept: Effective readers use appropriate strategies to construct meaning.</b>				
<b>Essential Questions:</b>				
How do strategic readers create meaning from informational and literary text?				
What is this text really about?				
How do readers know what to believe?				
How does what readers read influence how they should read it?				
How does a reader's purpose influence how text should be read?				
PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
ELA 1.2.D	6-7-8	Determining Author's Point of View	Determine author's point of view or purpose in text.	Performance Tasks
ELA 1.2.G	8	Evaluating Diverse Media	Evaluate advantages and disadvantages of how information is presented in different mediums.	Teacher Designed Assessments  Graphic Organizers
ELA 1.2.G	7		Compare and contrast how a different medium of delivery can have an impact on interpretation of informational text.	
ELA 1.2.G	6		Use information from various mediums to understand topic or issue.	
ELA 1.2.H	6-7-8	Evaluating Arguments	Evaluate text based on author's claim and relevant evidence.	Performance Tasks
ELA 1.2.L RWST 3.5.I RWHSS 8.5.I	6-7-8	Selecting Informational Texts and Literary Nonfiction	Independently locate and select literary nonfiction and informational texts on grade level.	Observation
ELA 1.2.L RWST 3.5.I RWHSS 8.5.I	6-7-8		Independently use various print and digital reference sources.	

<b>RWST 3.5.A</b> <b>RWHSS 8.5.A</b> <b>RWHSS 8.5.I</b>	<b>6-7-8</b>	Drawing Evidence: Primary and Secondary Sources	Use and cite specific textual evidence in primary and secondary sources and analyze the relationship between these sources.	Teacher Designed Assessments
<b>ELA 1.3.K</b>	<b>6-7-8</b>	Selecting Literary Fiction	Independently, select grade-level-appropriate literary fiction in a variety of genres.	Performance Tasks  Observation
<b>ELA 1.3.K</b>	<b>6-7-8</b>		Apply strategies to create meaning from literary fiction.	
<b>ELA 1.3.K</b>	<b>6-7-8</b>		Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating.	
<b>Enrichment:</b>	Develop student-lead book discussions of genre novels. Students create digital book trailers for a specific genre.			
<b>Remediation:</b>	Provide a selection of grade level informational texts about a specific topic for students to use in conjunction with a research project.			
<b>Resources:</b>	Additional resources are available at <a href="http://www.psla.org">www.psla.org</a> , <a href="http://aasl.org">aasl.org</a> and <a href="http://www.sldirectory.com">www.sldirectory.com</a> .			

**Concept: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.**

**Essential Questions:**  
 How do readers know what to believe in what they read, hear and view?  
 How does interaction with text provoke thinking and response?

PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
ELA 1.4.I RWST 3.6.G RWHSS 8.6.G BCIT 15.3.E BCIT 15.4.L	6-7-8	Evaluating Sources	Identify alternate or opposing claims.	Performance Tasks
ELA 1.4.I RWST 3.6.G RWHSS 8.6.G BCIT 15.3.E BCIT 15.4.L	6-7-8		Evaluate source for credibility, relevance, currency, and accuracy.	Group Discussions
RWST 3.5.G RWHSS 8.5.G BCIT 15.3.E	6-7-8	Integrating Diverse Media	Integrate information from various mediums to understand topic or issue.	Performance Tasks
ELA 1.2.D RWST 3.5.H RWHSS 8.5.H	6-7-8	Evaluating Arguments	Evaluate text based on author's claim and relevant evidence.	Performance Tasks
RWST 3.6.H RWHSS 8.6.H	6-7-8	Synthesizing Information	Select information from informational texts that support analysis, reflection and research.	Observation
RWST 3.5.I RWHSS 8.5.I BCIT 15.3.I	6-7-8		Compare and contrast information found in experiments, simulations, video, or multimedia sources with information found in text.	Graphic Organizers Teacher Designed Assessments
ELA 1.4.V RWST 3.6.F RWHSS 8.6.F BCIT 15.3.C	6-7-8	Research Process: Developing Research Topic and Question(s)	As part of a grade-level-appropriate research process, develop self-generated, focused research questions.	Group Discussions Teacher Designed Assessments
ELA 1.4.V RWST 3.6.F RWHSS 8.6.F BCIT 15.3.C	6-7-8		As part of a grade-level-appropriate research process, develop sub-questions about topic.	
ELA 1.4.V RWST 3.6.F RWHSS 8.6.F BCIT 15.3.C	6-7-8		As part of a grade-level-appropriate research process, use information to answer research questions and further develop questions about topic and discover new information.	

<b>RWST 3.6.G</b> <b>RWHSS 8.6.G</b> <b>BCIT 15.3.I</b>	<b>6-7-8</b>	Research Process: Accessing, Identifying, and Evaluating Resources	As part of a grade-level appropriate research process, gather information that pertains to topic from various print and digital sources.	Checklists Observation Graphic Organizers Performance Tasks
<b>RWST 3.6.G</b> <b>RWHSS 8.6.G</b> <b>BCIT 15.3.I</b>	<b>6-7-8</b>		As part of a grade-level appropriate research process, conduct search using proper search terms.	
<b>RWST 3.6.G</b> <b>RWHSS 8.6.G</b> <b>BCIT 15.3.I</b>	<b>6-7-8</b>		As part of a grade-level appropriate research process, evaluate print and electronic sources and information and gather appropriate information.	
<b>RWST 3.6.G</b> <b>RWHSS 8.6.G</b> <b>BCIT 15.3.I</b>	<b>6-7-8</b>		As part of a grade-level appropriate research process, use only credible sources.	
<b>ELA 1.4.S</b> <b>ELA 1.4.W</b> <b>BCIT 15.3.I</b> <b>BCIT 15.4.L</b>	<b>6-7-8</b>	Research Process: Synthesizing Information	As part of a grade-level appropriate research process, draw conclusions from evidence in information sources.	Assessments of Projects Rubrics Checklists Graphic Organizers
<b>ELA 1.4.S</b> <b>ELA 1.4.W</b> <b>BCIT 15.3.I</b> <b>BCIT 15.4.L</b>	<b>6-7-8</b>		As part of a grade-level appropriate research process, use quotes, paraphrasing, and summaries in work without plagiarizing.	
<b>ELA 1.4.S</b> <b>ELA 1.4.W</b> <b>BCIT 15.3.I</b> <b>BCIT 15.4.L</b>	<b>6-7-8</b>		As part of a grade-level appropriate research process, cite sources using standard bibliographic citation format.	
<b>ELA 1.4.S</b> <b>ELA 1.4.W</b> <b>BCIT 15.3.I</b>	<b>6-7-8</b>	Research Process: Note-taking Strategies	Draw relevant evidence from text to answer information needs using grade-level-appropriate note-taking skills.	Performance Tasks
<b>Enrichment:</b> Prepare a brochure to persuade visitors to travel to Gettysburg, PA.				
<b>Remediation:</b> Prepare a list of tourist attractions to visit in Gettysburg, PA and document sources.				
<b>Resources:</b> Additional resources are available at <a href="http://www.psla.org">www.psla.org</a> , <a href="http://aasl.org">aasl.org</a> and <a href="http://www.sldirectory.com">www.sldirectory.com</a> .				

**Concept:** Active listeners construct meaning from what they hear by questioning, reflecting, responding, and evaluating.

**Essential Questions:**

What do good listeners do?

How do active listeners construct meaning?

How do active listeners know what to believe in what they hear?

PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
ELA 1.5.C	7-8	Evaluating, Analyzing, and Integrating Information	Research and analyze information using different media formats (e.g., visual, quantitative, oral).	Assessments of Individual/Group Projects
ELA 1.5.C	8		Determine purpose for presenting information in different formats.	Graphic Organizers
ELA 1.5.C	8		Analyze purpose for presenting information on different topics.	Performance Tasks
ELA 1.5.C	8		Determine why this information would be presented in particular format.	
ELA 1.5.C	8		Evaluate reasoning for presenting information in particular format.	
ELA 1.5.C	7		Identify main ideas and supporting details in diverse media formats.	
ELA 1.5.C	7		Analyze main ideas and supporting details and use to explain topic.	
ELA 1.5.C	6		Research and interpret information using different media formats, (e.g., visual, quantitative, oral).	
ELA 1.5.C	6		Explain how information adds to a topic.	

**Enrichment:** Design a digital infographic to share main ideas and supporting details about a historical figure.

**Remediation:** Use a graphic organizer to organize research, then design a basic presentation.

**Resources:** Additional resources are available at [www.psla.org](http://www.psla.org), [aasl.org](http://aasl.org) and [www.sldirectory.com](http://www.sldirectory.com).

**Concept:** Effective speakers prepare and communicate messages to address the audience and purpose.

**Essential Questions:**

How do task, purpose, and audience influence how speakers craft and deliver a message?

How do active listeners construct meaning?

PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
ELA 1.5.F	8	Preparing Multimedia Presentations	Integrate multimedia components and visual displays into presentations to make inquiry exciting and to clarify and show research.	Assessments of Individual/Group Projects
ELA 1.5.F	7		Add multimedia components and visual displays to presentations to clarify claims and research findings and point out important points in information.	Performance Tasks
ELA 1.5.F	6		Add multimedia components and visual displays to presentations to clarify information.	

**Enrichment:** Create a digital road trip, map destinations and calculate travel expenses.

**Remediation:** Map a series of destinations using Google Earth, or a similar web-based tool.

**Resources:** Additional resources are available at [www.psla.org](http://www.psla.org), [aasl.org](http://aasl.org) and [www.sldirectory.com](http://www.sldirectory.com).

**Concept: Effective research requires the use of varied resources to gain or expand knowledge.**

**Essential Questions:**  
 What does a reader look for and how can s/he find it?  
 How does a reader know a source can be trusted?  
 How does one organize and synthesize information from various sources?  
 How does one best present findings?

PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
ELA 1.4.S	6-7-8	Drawing Evidence from Text	Identify wide range of texts that tell a story to make a point, express personal opinion, or provide enjoyable experience as examples of grade-level appropriate literature or literary nonfiction.	Performance Tasks
ELA 1.4.S	6-7-8		Identify memoirs as examples of grade-level appropriate literary nonfiction (i.e., nonfiction told as a story).	
ELA 1.4.S	6-7-8		Draw evidence from text to answer information need.	
ELA 1.4.V	6-7-8	Research Process: Effective Inquiry	Conduct short research projects.	Assessment of Individual/Group Projects Rubrics
ELA 1.4.W RWST 3.5.G RWHSS 8.6.G BCIT 15.3.E	6-7-8	Research Process: Evaluating Sources	As part of a grade-level appropriate research process, gather information that pertains to topic from various print and digital sources.	Observation Performance Tasks Rubrics Graphic Organizers
ELA 1.4.W RWST 3.5.G RWHSS 8.6.G BCIT 15.3.E	6-7-8		As part of a grade-level appropriate research process, conduct search using proper search terms.	
ELA 1.4.W RWST 3.5.G RWHSS 8.6.G BCIT 15.3.E	6-7-8		As part of a grade-level appropriate research process, evaluate print and electronic sources and information and gather appropriate information.	
ELA 1.4.W RWST 3.5.G RWHSS 8.6.G BCIT 15.3.E	6-7-8		As part of a grade-level appropriate research process, use only credible sources.	

<b>ELA 1.4.W</b>	<b>6-7-8</b>	Research Process: Note-taking Strategies and Presenting Research Findings	As part of a grade-level appropriate research process, draw conclusions from evidence in information sources.	Observation Performance Tasks Graphic Organizers Rubrics
<b>ELA 1.4.W</b>	<b>6-7-8</b>		As part of a grade-level appropriate research process, use quotes, paraphrasing, and summaries in work without plagiarizing.	
<b>ELA 1.4.W</b>	<b>6-7-8</b>		As part of a grade-level appropriate research process, cite sources using standard bibliographic citation format.	
<b>Enrichment:</b> Draw conclusions from primary and secondary sources about Abraham Lincoln.				
<b>Remediation:</b> Provide a question/answer form for students to guide their note-taking.				
<b>Resources:</b> Additional resources are available at <a href="http://www.psla.org">www.psla.org</a> , <a href="http://aasl.org">aasl.org</a> and <a href="http://www.sldirectory.com">www.sldirectory.com</a> .				

**Concept:** Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

**Essential Questions:**

What makes clear and effective writing?

Why do writers write? What is the purpose?

Who is the audience? What will work best for the audience?

PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
<b>ELA 1.4.U</b> <b>RWST 3.6.E</b> <b>RWHSS 8.6.E</b> <b>BCIT 15.3.W</b>	8	Producing and Publishing with Technology	Use technology ethically to produce and publish writing, present relationships between information and ideas, and interact and collaborate with others.	Teacher Designed Assessments Performance Tasks
<b>ELA 1.4.U</b> <b>RWST 3.6.E</b> <b>RWHSS 8.6.E</b> <b>BCIT 15.3.W</b>	7		Use technology ethically to produce and publish, link to and cite sources, and interact and collaborate with others.	
<b>ELA 1.4.U</b> <b>RWST 3.6.E</b> <b>RWHSS 8.6.E</b> <b>BCIT 15.3.W</b>	6		Use technology ethically to produce and publish a three-page written product and to interact and collaborate with others.	

**Enrichment:** Research biographical and critical information about an artist. Create a classroom wiki to share information.

**Remediation:** Provide a checklist and/or partial outline to guide students as they work through the research process.

**Resources:** Additional resources are available at [www.psla.org](http://www.psla.org), [aasl.org](http://aasl.org) and [www.sldirectory.com](http://www.sldirectory.com).

**Concept: Responsible citizens use information ethically and productively in a global society.**

**Essential Questions:**

How do responsible citizens use information ethically?

How do responsible citizens use information productively in a global society?

PA Core Standard	Grade Level	Topic	Knowledge/Skill	Assessment
RWST 3.6.G RWHSS 8.6.G	6-7-8	Using Information Ethically and Responsibly	Use quotes, paraphrasing, and conclusions in work without plagiarizing.	Assessments of Projects Rubrics
RWST 3.6.G RWHSS 8.6.G	6-7-8		Cite sources by using standard bibliographic citation format.	
BCIT 15.3.M BCIT 15.3.W	6-7-8	Demonstrating Technology Etiquette and Safety	Demonstrate proper etiquette when networking either face-to face or online (e.g., using Web 2.0 and social media tools).	Observation Performance Tasks
BCIT 15.3.M BCIT 15.3.W	6-7-8		Explain human, cultural, and societal issues related to technology.	
BCIT 15.3.T	6-7-8		Practice safe, legal and responsible use of information and technology.	
BCIT 15.3.T, BCIT 15.4.B	6-7-8	Behaving as a Digital Citizen	Interpret and apply knowledge and practice of appropriate social, legal, ethical, and safe behaviors of digital citizenship in all online and digital situations.	Performance Tasks
BCIT 15.4.K	6-7-8	Using Digital Media	Select and utilize appropriate multimedia to create digital media.	Assessments of Projects
BCIT 15.4.K	6-7-8		Use digital media legally and ethically, practicing Educational Fair Use.	Observation
<b>Enrichment:</b>	Demonstrate appropriate behavior and sharpen writing skills while collaborating online with ePals.			
<b>Remediation:</b>	Provide positive reinforcement as skills are observed.			
<b>Resources:</b>	Additional resources are available at <a href="http://www.psla.org">www.psla.org</a> , <a href="http://aasl.org">aasl.org</a> and <a href="http://www.sldirectory.com">www.sldirectory.com</a> .			