

Pocono Mountain School District

Library Media Curriculum, Grades 6-8

| Concept: Effective readers use appropriate strategies to construct meaning. | | | | |
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| Essential Questions: | | | | |
| 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. | |

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| RWST 3.5.A RWHSS 8.5.A RWHSS 8.5.I | 6-7-8 | 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 |
| ELA 1.3.K | 6-7-8 | Selecting Literary Fiction | Independently, select grade-level-appropriate literary fiction in a variety of genres. | Performance Tasks Observation |
| ELA 1.3.K | 6-7-8 | | Apply strategies to create meaning from literary fiction. | |
| ELA 1.3.K | 6-7-8 | | Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating. | |
| Enrichment: | Develop student-lead book discussions of genre novels. Students create digital book trailers for a specific genre. | | | |
| Remediation: | Provide a selection of grade level informational texts about a specific topic for students to use in conjunction with a research project. | | | |
| Resources: | Additional resources are available at www.psla.org , aasl.org and www.sldirectory.com . | | | |

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. | |

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| RWST 3.6.G RWHSS 8.6.G BCIT 15.3.I | 6-7-8 | 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 |
| RWST 3.6.G RWHSS 8.6.G BCIT 15.3.I | 6-7-8 | | As part of a grade-level appropriate research process, conduct search using proper search terms. | |
| RWST 3.6.G RWHSS 8.6.G BCIT 15.3.I | 6-7-8 | | As part of a grade-level appropriate research process, evaluate print and electronic sources and information and gather appropriate information. | |
| RWST 3.6.G RWHSS 8.6.G BCIT 15.3.I | 6-7-8 | | As part of a grade-level appropriate research process, use only credible sources. | |
| ELA 1.4.S ELA 1.4.W BCIT 15.3.I BCIT 15.4.L | 6-7-8 | 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 |
| ELA 1.4.S ELA 1.4.W BCIT 15.3.I BCIT 15.4.L | 6-7-8 | | As part of a grade-level appropriate research process, use quotes, paraphrasing, and summaries in work without plagiarizing. | |
| ELA 1.4.S ELA 1.4.W BCIT 15.3.I BCIT 15.4.L | 6-7-8 | | As part of a grade-level appropriate research process, cite sources using standard bibliographic citation format. | |
| ELA 1.4.S ELA 1.4.W BCIT 15.3.I | 6-7-8 | Research Process: Note-taking Strategies | Draw relevant evidence from text to answer information needs using grade-level-appropriate note-taking skills. | Performance Tasks |
| Enrichment: | Prepare a brochure to persuade visitors to travel to Gettysburg, PA. | | | |
| Remediation: | Prepare a list of tourist attractions to visit in Gettysburg, PA and document sources. | | | |
| Resources: | Additional resources are available at www.psla.org , aasl.org and www.sldirectory.com . | | | |

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, aasl.org and 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, aasl.org and 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. | |

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| ELA 1.4.W | 6-7-8 | 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 |
| ELA 1.4.W | 6-7-8 | | As part of a grade-level appropriate research process, use quotes, paraphrasing, and summaries in work without plagiarizing. | |
| ELA 1.4.W | 6-7-8 | | As part of a grade-level appropriate research process, cite sources using standard bibliographic citation format. | |
| Enrichment: Draw conclusions from primary and secondary sources about Abraham Lincoln. | | | | |
| Remediation: Provide a question/answer form for students to guide their note-taking. | | | | |
| Resources: Additional resources are available at www.psla.org , aasl.org and www.sldirectory.com . | | | | |

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 |
|---|-------------|--|---|---|
| ELA 1.4.U RWST 3.6.E RWHSS 8.6.E BCIT 15.3.W | 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 |
| ELA 1.4.U RWST 3.6.E RWHSS 8.6.E BCIT 15.3.W | 7 | | Use technology ethically to produce and publish, link to and cite sources, and interact and collaborate with others. | |
| ELA 1.4.U RWST 3.6.E RWHSS 8.6.E BCIT 15.3.W | 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, aasl.org and 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 |

Enrichment: Demonstrate appropriate behavior and sharpen writing skills while collaborating online with ePals.

Remediation: Provide positive reinforcement as skills are observed.

Resources: Additional resources are available at www.psla.org, aasl.org and www.sldirectory.com.