

Primary Information Literacy Scope & Sequence

	K	1	2	3
	Library Routine/Care of Materials	Library Routine/Care of Materials	Library Routine/Care of Materials	Library Routine/Care of Materials
	Bookmark & Shelf Marker	Bookmark & Shelf Marker	Bookmark & Shelf Marker	Bookmark & Shelf Marker
Information Fluency	Destiny <ul style="list-style-type: none"> • Demonstrated Destiny Quest • Visual Search vs. Subject Fiction vs. Nonfiction <ul style="list-style-type: none"> • Library Sections: Easy, I Can Read, Nonfiction • Print vs. Electronic • Book Forms: Print (Physical), Audio & eBook (Electronic) Print understanding <ul style="list-style-type: none"> • Book Terms to know: Cover, Spine, Title Page, Author, Illustrator, Page #, Spine Label Guided electronic resources & media operations <ul style="list-style-type: none"> • eBook Basics • Destiny eBooks • Tumblebooks • Bookflix Internet Devices (ie: iPad)	Destiny <ul style="list-style-type: none"> • Destiny Quest • Search by Subject, Author, & Keyword Fiction vs. Nonfiction <ul style="list-style-type: none"> • Library Sections: Easy, I Can Read, Nonfiction • Color Codes for Readability • Guided Criteria for Book Selection based on info need/readability Print vs. Electronic <ul style="list-style-type: none"> • Book Forms: Print (Physical), Audio & eBook (Electronic) • Print understanding • Book Terms to know: Cover, Spine, Title Page, Author, Illustrator, Page #, Spine Label • Table of Contents, Glossary, Index • Genres & Popular Authors TBD Electronic resources & media operations <ul style="list-style-type: none"> • eBook Basics • Destiny eBooks • Tumblebooks • Bookflix Internet Devices (Gadgets) Electronic Menus	Destiny <ul style="list-style-type: none"> • Destiny Quest • Destiny Search by Subject, Author, Keyword • Guided OneSearch: Amazing Animals in Grolier Multimedia Online Encyclopedia • Guided SearchaSaurus (Badgerlink Database) • Specific Educational Sites (ie: Yahoo Kids (Country), National Geographic Kids, Etc.) Fiction vs. Nonfiction <ul style="list-style-type: none"> • Library Sections: Easy, I Can Read, Nonfiction • Color Codes for Readability Print vs. Electronic <ul style="list-style-type: none"> • Book Forms: Print (Physical), Audio & eBook (Electronic) • Book Terms/Navigation: Cover, Spine, Title Page, Author, Illustrator, Page #, Spine Label • Table of Contents, Glossary, Index • Genres & Popular Authors - TBD Electronic resources & media operations <ul style="list-style-type: none"> • eBook Basics • Destiny eBooks • Tumblebooks • Bookflix Internet Devices/Gadgets (ie: iPad) Electronic Menus	Destiny <ul style="list-style-type: none"> • Destiny Quest • Evaluating Resources • Fact vs. Opinion • Destiny Search by Subject, Author, Keyword • Guided OneSearch: Amazing Animals in Grolier Multimedia Online Encyclopedia • Guided Kids Search (Badgerlink Database) • SweetSearch (Search Engine) • Specific Educational Websites • TBD • Guided Search Webpath Express Fiction vs. Nonfiction <ul style="list-style-type: none"> • Library Sections: Easy, I Can Read, Nonfiction • Color Codes for Readability Print vs. Electronic <ul style="list-style-type: none"> • Book Forms: Print (Physical), Audio & eBook (Electronic) • Book Terms/Navigation: Cover, Spine, Title Page, Author, Illustrator, Page #, Spine Label • Table of Contents, Glossary, Index • Genres & Popular Authors TBD Electronic resources & media operations eBook Basics <ul style="list-style-type: none"> • Destiny eBooks • Tumblebooks • Bookflix Internet Author resources: blogs & sites Devices/Gadgets (ie: iPad) Electronic Menus

<p>Global Navigation, Communication & Understanding</p>	<p>URL: Permanent, specific address where a website lives (Uniform Resource Locator)</p> <p>Name Tags and Tags that designate topics/terms for finding things</p>	<p>Search Terms</p> <p>Name Tags and Tags that designate topics/terms for finding things</p> <p>Site Bookmark</p> <p>URL: Permanent, specific address where a website lives (Uniform Resource Locator)</p>	<p>Search Terms</p> <ul style="list-style-type: none"> Using Keywords & Narrowing Search Intro. http://cybersmartcurriculum.org/lessonsbygrade/2-3 <p>Site Bookmark</p> <ul style="list-style-type: none"> URL: Permanent, specific address where a website lives (Uniform Resource Locator) <p>Globe Navigation/Cultural Simulation: Panwapa.com</p> <p>Skype - Authors, Classes, Experts, Parents to read to class, etc.</p>	<p>Research & Problem Solving Strategy [Super 3: Plan, Do, Review]</p> <p>Search Terms</p> <ul style="list-style-type: none"> Using Keywords & Narrowing Search Intro. (http://cybersmartcurriculum.org/lessonsbygrade/2-3) <p>Site Bookmark</p> <ul style="list-style-type: none"> URL: Permanent, specific address where a website lives (Uniform Resource Locator) URL extensions: .org, .com, .net, .gov, .edu <p>Critical Research: Finding Good Sites (cybersmartcurriculum.org/lessonsbygrade/2-3)</p> <p>Globe Navigation/Atlas Study: Grolier Multimedia Online- Atlas & Americana</p> <p>Skype - Authors, Classes, Experts, Parents to read to class, etc.</p>
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Digital Citizenship	<p>Netiquette [The Manners we use when on the computer; the rules we follow] Internet Safety Lessons hosted by Springfield Schools</p> <ul style="list-style-type: none"> • Know the Rules- Check First • Know the Rules- Tell an Adult • Webville Outlaws • Spread the news: Online Communication (cybersmartcurriculum.org/lessonsbygrade/k-1/) • Find the Ad: What is content and what is advertisement on a website? (cybersmartcurriculum.org/lessonsbygrade/k-1/) <p>Citing Resources [n/a: original thoughts & artwork]</p>	<p>Netiquette [The Manners we use when on the computer; the rules we follow]</p> <ul style="list-style-type: none"> • Discuss and Define Limits: Personal/Private info of self/others • Password Rap & Game • Internet Safety: Never share First & Last Name online <p>Internet Safety Lessons hosted by Springfield Schools</p> <ul style="list-style-type: none"> • Go places safely: cybersmartcurriculum.org/lessonsbysgrade/k-1/ • Is this yours? (Respecting property) (http://cybersmartcurriculum.org/lessonsbygrade/k-1/) • Copyright Basics (author deserves credit) • Citing Resources with Author & Title. (See: http://kathyschrock.net/research/worksggrade1.htm] <p>Image citations: n/a [original artwork]</p>	<p>Internet Safety: Never share First & Last Name online</p> <ul style="list-style-type: none"> • Discuss and Define Limits: Personal/Private info of self/others • Extension of the idea of Property to include computer equipment, works of others and discuss rules for respecting such property <p>Netiquette [The Manners we use when on the computer; the rules we follow] Internet Safety Lessons hosted by Springfield Schools</p> <ul style="list-style-type: none"> • Be Safer Online use your NetSmartz • The First Adventure of the Three Little Cyberpigs • The Techno Cat- series (perhaps: Dangerous Downloads) • Filling out a Form- Ask First <p>Copyright Basics (author deserves credit)</p> <ul style="list-style-type: none"> • Citing Resources with Author, Title, & Date. • Book: [Author, Title, Date. (ie: Neil Ardley. The Science Book of Magnets. 1991.) • Web Article: Article Title, Database/Encyclopedia, & Web. (ie: Dinosaur. World Book. Web.) See: http://kathyschrock.net/research/worksggrade2.htm] • Image citations: Print 1st pg to show image with original source [permalink (URL)] unless original artwork (Note: original source never includes google.com) 	<p>Netiquette [The Manners we use when on the computer; the rules we follow] Internet Safety lessons hosted by Springfield Schools</p> <ul style="list-style-type: none"> • Internet Safety: Never share images, audio/video, private info (First & Last Name) online • Define Limits: Personal/Private info of self/others • Discuss inappropriate/uncomfortable online situations to inform an adult <p>Lessons:</p> <ul style="list-style-type: none"> • Online Safety for kids- Meet the Wizzywigs; Wizzy Wig Guessing Game #1 • What's Private? • Appropriate vs. Inappropriate means of communication (Cyberbullying) • Everyone Wants Friends & Good manners everywhere (http://cybersmartcurriculum.org/lessonsbygrade/2-3/) • Shrink the Cyberbully <p>Citing Resources with Author, Title, & Date.</p> <ul style="list-style-type: none"> • Quoting, Paraphrasing & Plagiarism • Plagiarism overview; build skills to rephrase/notetake • How do we use ideas properly <p>Copyright Basics (author deserves credit)</p> <ul style="list-style-type: none"> • Images: Print 1st pg to show image with original source [permalink (URL)]Note: Permalink never has google.com within • Book: Author (Last name, First), Title (Italicized), Date. (ie: Landau, Elaine. Sea Horses. 1999.) • Websource: Author (if found), Title (Quotes), Webpage Title, Date found. (ie: Arnett, Bill. "The Moon." The Planets. Web. 21 May 1998. • Media • Song: Artist (Last name, First), Song Title (Quotes), Source (CD or URL), Date. <p>Movie: Author/Producer, Title (Quotes), Source (DVD or URL), Date.</p> <p>Critical Research Intro: http://kathyschrock.com/abceval/5ws.pdf & [More: http://kathyschrock.net/research/worksggrade3.htm]</p>
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Critical Thinking (CCS)	<p>Sequencing Understanding Key Details: Who, What, Where, When, How, Why Character, Plot, Setting Compare</p>	<p>Sequencing Understanding Key Details: Who, What, Where, When, How, Why Character, Plot, Setting Can Retell a Story Compares two or more versions of same story by different authors or cultures Use front cover to discuss fictional or informational text Question wheels, cubes, graphic organizers</p>	<p>Sequencing Understanding Key Details: Who, What, Where, When, How, Why Character, Plot, Setting Compare & Contrast Identifies & Develops Criteria for Resource Selection based on info need/readability Able to state reason for selecting source Can Retell a Story Compares two or more versions of same story by different authors or cultures Use front cover to discuss fictional or informational text Question wheels, cubes, graphic organizers Uses info (print and digital) to demonstrate understanding RI.2.5. 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. RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.9. Compare and contrast the most important points presented by two texts on the same topic. Basic Chart/Graph reading/sifting for info</p>	<p>Fact/Opinion Discern between fact or opinion, present evidence Build awareness that info can present differing points of view, opinion or fact RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. Connect meaning between reading to historical/current events and personal experience Comprehension/Using Info RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.5. 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. RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.7. 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). RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic. RL.3.9. 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). RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Identifies & Develops Criteria for Resource Selection based on info need/readability</p>
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Intermediate Information Literacy Scope & Sequence

	4	5	6
	Library Routine/Care of Materials	Library Routine/Care of Materials	Library Routine/Care of Materials
	Library Navigation: Dewey & Structure of LMC	Library Navigation: Dewey & Structure of LMC	Library Navigation: Dewey & Structure of LMC
Information Fluency	<p>Destiny Quest</p> <p>Evaluating Resources</p> <ul style="list-style-type: none"> • Fact vs. Opinion • 5W's Reliable Information <p>Destiny Search by Subject, Author, Keyword</p> <ul style="list-style-type: none"> • Guided Advanced Search (Destiny) • Guided OneSearch: Grolier Multimedia Online Encyclopedia • Guided Search: WebPath Express • Guided Student Research Center (Badgerlink Database) • SweetSearch (Search Engine) • Recommended Educational Resources-TBD <p>Fiction vs. Nonfiction</p> <p>Print vs. Electronic</p> <p>Book Forms: Print (Physical), Audio & eBook (Electronic)</p> <p>Electronic resources & media operations</p> <ul style="list-style-type: none"> • eBook Basics • Destiny eBooks • Tumblebooks • Bookflix • Devices (Color Nooks ebooks) <p>Author resources: blogs & sites</p> <p>Electronic Menus</p> <p>Book Basics</p> <ul style="list-style-type: none"> • Cover, Spine, Title Page, Author, Illustrator, Page #, Spine Label • Table of Contents, Glossary, Index • Genres & Popular Authors - TBD 	<p>(Print & Electronic)</p> <p>Destiny Quest</p> <ul style="list-style-type: none"> • Destiny-MyQuest Network- controlled space for rating, recommending and filling virtual shelves to define titles of currently reading, want to and have read; Destiny Account Navigation (books checked out) <p>Evaluating Resources</p> <ul style="list-style-type: none"> • Fact vs. Opinion • Basic: RADCAB <p>Electronic Search by Subject, Author, Keyword</p> <ul style="list-style-type: none"> • Guided OneSearch: Grolier Multimedia Online Encyclopedia • Guided OneSearch: Badgerlink Resources (Database) • SweetSearch Biography (Search Engine) • Search Engine Comparison: http://cybersmartcurriculum.org/researchinfo/lessons/4-5/choosing_a_search_site/ • Guided Search: WebPath Express • Recommended Ed. Websites <p>Fiction- Genres, Popular Authors-TBD, Author resources: blogs & sites</p> <p>Nonfiction</p> <ul style="list-style-type: none"> • Table of Contents, Glossary, Index • Cover, Spine, Title Page, Author, Illustrator, Page #, Spine Label <p>Electronic resources & media operations</p> <p>eBook Basics: Destiny eBooks, Tumblebooks, Devices (Color Nook ebooks)</p> <p>Electronic Menus, Settings/Controls</p> <p>Book Forms: Print (Physical), Audio & eBook (Electronic)</p>	<p>(Print & Electronic)</p> <p>Destiny Quest</p> <ul style="list-style-type: none"> • Destiny-MyQuest Network- controlled space for rating, recommending and filling virtual shelves to define titles of currently reading, want to and have read; Destiny Account Navigation (books checked out) <p>Evaluating Resources</p> <ul style="list-style-type: none"> • Fact vs. Opinion • Detailed: RADCAB <p>Search by Subject, Author, Keyword</p> <ul style="list-style-type: none"> • OneSearch: Grolier Multimedia Online Encyclopedia • OneSearch: Badgerlink Resources (Database) • SweetSearch Biography (Search Engine) • Search Engine Comparison: http://cybersmartcurriculum.org/researchinfo/lessons/6-8/investigating_search_engines_and_directories/ • See: Google Tools for Educators also under Global Navigation • Search: WebPath Express • Recommended Ed. Websites-- TBD <p>Fiction</p> <ul style="list-style-type: none"> • Genres • Popular Authors-- TBD • Author resources: blogs & sites <p>Nonfiction</p> <ul style="list-style-type: none"> • Table of Contents, Glossary, Index • Book Navigation • Cover, Spine, Title Page, Author, Illustrator, Page #, Spine Label <p>Electronic resources & media operations</p> <p>eBook Basics</p> <ul style="list-style-type: none"> • Destiny eBooks • Tumblebooks • Devices (Color Nooks) <p>Electronic Menus, Settings/Controls</p> <p>Book Forms: Print (Physical), Audio & eBook (Electronic)</p>

Global Navigation, Communication & Understanding	<p>Search Terms</p> <ul style="list-style-type: none"> Keywords & Narrowing Search: Building confidence & self-direction <p>Super 3 [plan, do, review] vs Big 6 [task, sources, search, extract relevant data, synthesize, evaluate]</p> <ul style="list-style-type: none"> Research & Problem Solving Strategy <p>Site Bookmark</p> <ul style="list-style-type: none"> URL: Permanent, specific address where a website lives (Uniform Resource Locator) <p>Evaluating Web Resources</p> <ul style="list-style-type: none"> 5W's example http://kathyschrock.com/abceval/5w_example.pdf Evaluating Websites for the Elementary Student (http://zunal.com/process.php?w=137540) 	<p>Search Terms</p> <ul style="list-style-type: none"> Growing independence: Keywords & Narrowing Search. Restates research topic & Research & Problem Solving Strategy <p>Big 6: [task, sources, search, extract relevant data, synthesize, evaluate]</p> <p>Site Bookmark</p> <ul style="list-style-type: none"> URL: Permanent, specific address where a website lives (Uniform Resource Locator) <p>Evaluating Website/Resources</p> <ul style="list-style-type: none"> Lesson: Rating Websites (http://cybersmartcurriculum.org/researchinfo/lessons/4-5/rating_web_sites/) Basic RADCAB &/or Kathy Schrock Checklist (http://school.discoveryeducation.com/schrockguide/evalmidd.html) 	<p>Social Bookmarking in Diigo</p> <ul style="list-style-type: none"> URL: Permanent, specific address where a website lives (Uniform Resource Locator) <p>Critical Research:</p> <ul style="list-style-type: none"> Evaluating Website/Resources Detailed RADCAB-Websites, Print, & Expert Questioning Resources: Experts & Cultural/Global Ideas-evaluating research Evaluating & Narrowing Search www.google.com/insidesearch/searcheducation/lessons.html {Gr. 6 = Int, Gr. 7/8 = Adv.} <p>Search Terms</p> <ul style="list-style-type: none"> Independence: Keywords & Narrowing Search. Restates research topic. <p>Big 6: [task, sources, search, extract relevant data, synthesize, evaluate]</p> <ul style="list-style-type: none"> Builds Research & Problem Solving Strategy
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<p>Digital Citizenship</p> <ul style="list-style-type: none"> • Quoting, Paraphrasing & Plagiarism Basics • Plagiarism overview; build skills to rephrase/notetake • Develop & practice criteria to avoid plagiarism • How do we use ideas properly? <p>Netiquette [The Manners we use when on the computer; the rules we follow]</p> <ul style="list-style-type: none"> • Modes of Communication: online vs. face to face • (Discussions/Debates/Roleplaying: Cyberbullying, Digital Footprint, Terms of Use: Rule of 13, Safety, CyberEthics, etc.) <p>Internet Safety Lessons hosted by Springfield Schools</p> <ul style="list-style-type: none"> • Safe Talking in Cyberspace • Who's your Friend on the Internet (Cont. in grade 5) • Private information • Wizzy Wig Guessing Game #2 • Group Think • CyberPigs 2nd Adventure (1st Adventure optional- repeat from Grade 2): http://mediasmarts.ca/game/privacy-playground-first-adventure-three-cyberpigs • Whose Is it, Anyway? <p>Copyright vs. Fair Use</p> <ul style="list-style-type: none"> • Citing Resources with Author, Title, & Date. • Image: Ea. image includes URL; Image bibliography includes thumbnail of images with each URL of permalinks (original source) [Note: Permalink never has google.com within] • Book: "Author, Title (Italicized), City, Publisher, Date. (ie: Gibbons, Gail. Caves and Caverns. New York: Harcourt Brace, 1993.) • Websource: Author (if found), Title, Webpage Title, Web. Date found. (ie: Clemens, Paul and Robert M. Hordon. "New Jersey." World Book Online. Web. 12 Dec. 1999.) • Song: Artist (Last name, First), Song Title (Quotes), Source (CD or URL), Date. • Movie: Author/Producer, Title (Quotes), Source (DVD or URL), Date. <p>Critical Research/Web Eval, Intro- EasyBib</p> <p>Social Networking:</p> <ul style="list-style-type: none"> • Digital image collaboration using school Flickr or Dropbox. • Skype - Authors, Classes, Experts, Parents to read to class, etc. 	<ul style="list-style-type: none"> • Quoting, Paraphrasing & Plagiarism • How do we use ideas properly <p>Netiquette</p> <ul style="list-style-type: none"> • Appropriate vs. Inappropriate computer use: Understanding AUP (http://cybersmartcurriculum.org/lessonsbygrade/4-5/) • Copyright vs. Fair Use, Consequences <p>Citing Resources with Author, Title, & City, Publisher, Date. See: http://kathyschrock.net/research/worksgrade5.htm</p> <ul style="list-style-type: none"> • Image: include URL or Image bibliography - URLs of permalinks with thumbnail of images [Note: Permalink never has google.com within] • Book: Author, Title (Italicized), City, Publisher, Date. (ie: Gibbons, Gail. Caves and Caverns. New York: Harcourt Brace, 1993.) • Websource: Author (if found), Title, Webpage Title, Web, Date work created, Date found. (ie: Arnett, Bill. "Callisto." The Planets. 10 March 1999. Web.21 May 1999.) • Song: Artist (Last name, First), Song Title (Quotes), Source (CD or URL), Date. • Movie: Author/Producer, Title (Quotes), Source (DVD or URL), Date. <p>Critical Research/Web Evaluation, RAD CAB- basic, Generator: Destiny, EasyBib cont.</p> <p>Internet Safety Lessons by Grade: Lessons hosted by Springfield Schools:</p> <ul style="list-style-type: none"> • Handling Email and IM Too • Who's Your Friend on the Internet (Cont.) • Private & Personal Info • Be Comfortable • The Power of Words • Cyberbee & Copyright • Intro: Grooming basics, Cybercrime, Digital Footprint <p>Social Networking- MyQuest (Destiny) & Digital imagery collaboration using Flickr or Dropbox</p>	<ul style="list-style-type: none"> • Quoting, Paraphrasing & Plagiarism • How do we use ideas properly <p>Netiquette</p> <ul style="list-style-type: none"> • Appropriate vs. Inappropriate computer use: Dealing with Cyberbullying (varied lessons) • http://cybersmartcurriculum.org/lessonsbygrade/6-8/ <p>Citing Resources with Author, Title, & City, Publisher, Date. See: http://kathyschrock.net/research/worksgrade6.htm</p> <ul style="list-style-type: none"> • Image: include URL or Image bibliography - URLs of permalinks with thumbnail of images [Note: Permalink never has google.com within] • Book: Author, Title (Italicized), City, Publisher, Date. (ie: Gibbons, Gail. Caves and Caverns. New York: Harcourt Brace, 1993.) • Websource: Author (if found), Title, Webpage Title, Web, Date work created, Date found. (ie: Arnett, Bill. "Callisto." The Planets. 10 March 1999. Web.21 May 1999.) • Song: Artist (Last name, First), Song Title (Quotes), Source (CD or URL), Date. • Movie: Author/Producer, Title (Quotes), Source (DVD or URL), Date. • Discuss with students applicable Copyright links from Discovery Ed. Link: http://school.discoveryeducation.com/schrockguide/reference.html <p>Critical Research/Web Evaluation, RAD CAB, Introduce options: Destiny, EasyBib (Chrome), CitationMachine.net, Knightcote to study various citations: encyclopedia vs article online, etc.</p> <p>Copyright vs. Fair Use</p> <ul style="list-style-type: none"> • Consequences • File Sharing: Legal and Ethical Issues <p>Internet Safety:</p> <ul style="list-style-type: none"> • Grooming basics, Cybercrime, Digital Footprint • Internet Safety Lessons by Grade hosted by Springfield Schools • Good Messaging Manners • Profile Penalty • Check the Privacy Policy • Terrible Text • Understand Your AUP <p>Social Networking Experience- MyQuest, Digital Imagery Collaboration (Flickr or Dropbox)</p>
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Critical Thinking (CCS)	<p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4. 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., Herculean).</p> <p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>Integration of Knowledge and Ideas</p> <p>RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>RL.4.9. 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.</p> <p>RI.4.3. 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.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5. 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.</p> <p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. 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.</p> <p>RL.5.3. 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>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RI.5.7. 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.</p> <p>RI.5.8. 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>RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>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.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>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.</p> <p>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.</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p>
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Grade 7/8 Information Literacy Scope & Sequence

7/8	
	Library Routine/Care of Materials
	Library Navigation: Dewey & Structure of LMC
Information Fluency	<p>(Print & Electronic)</p> <p>Destiny Quest</p> <ul style="list-style-type: none"> • Destiny-MyQuest Network- controlled space for rating, recommending and filling virtual shelves to define titles of currently reading, want to and have read; Destiny Account Navigation (books checked out) <p>Evaluating Resources</p> <ul style="list-style-type: none"> • Fact vs. Opinion • Primary vs. Secondary Sources- What's the dif? (http://content.easybib.com/students/research-guide/primary-secondary-tertiary-sources/) • Detailed: RAD CAB <p>Search by Subject, Author, Keyword</p> <ul style="list-style-type: none"> • OneSearch: Grolier Multimedia Online Encyclopedia • OneSearch: Badgerlink Resources (Database) • SweetSearch Biography (Search Engine) • Search Engine Comparison: (6-8 lesson: http://cybersmartcurriculum.org/researchinfo/lessons/6-8/investigating_search_engines_and_directories/ note: Easy bib had a lesson, but later removed link) • See: Google Tools for Educators also under Global Navigation • Search: WebPath Express • Recommended Ed. Websites-- TBD <p>Fiction</p> <ul style="list-style-type: none"> • Genres • Popular Authors-- TBD • Author resources: blogs & sites <p>Nonfiction</p> <ul style="list-style-type: none"> • Table of Contents, Glossary, Index • Book Navigation • Cover, Spine, Title Page, Author, Illustrator, Page #, Spine Label <p>Electronic resources & media operations</p> <p>eBook Basics</p> <ul style="list-style-type: none"> • Destiny eBooks • Tumblebooks • Devices (Color Nooks) <p>Electronic Menus, Settings/Controls</p> <ul style="list-style-type: none"> • Book Forms: Print (Physical), Audio & eBook (Electronic) <p>Public Library Experience- navigate cafelibraries.org, place hold, pick up, renew</p>

Global Navigation, Communication & Understanding	<p>Social Bookmarking in Diigo</p> <ul style="list-style-type: none"> • URL: Permanent, specific address where a website lives (Uniform Resource Locator) <p>Critical Research:</p> <ul style="list-style-type: none"> • Evaluating Website/Resources • Detailed RADCAB-Websites, Print, & Expert • Questioning Resources: Experts & Cultural/Global Ideas- evaluating research • Evaluating & Narrowing Search www.google.com/insidesearch/searcheducation/lessons.html {Gr. 6 = Int, Gr. 7/8 = Adv.} <p>Search Terms (see also: https://sites.google.com/site/gwebsearcheducation/lessonplans)</p> <ul style="list-style-type: none"> • Independence: Keywords & Narrowing Search. <p>Restates research topic.</p> <p>Big 6: [task, sources, search, extract relevant data, synthesize, evaluate]</p> <ul style="list-style-type: none"> • Builds Research & Problem Solving Strategy
Digital Citizenship	<ul style="list-style-type: none"> • Quoting, Paraphrasing & Plagiarism • How do we use ideas properly <p>Copyright vs. Fair Use</p> <ul style="list-style-type: none"> • Consequences • File Sharing: Legal and Ethical Issues <p>Netiquette [The Manners we use when on the computer; the rules we follow]</p> <ul style="list-style-type: none"> • Appropriate vs. Inappropriate computer use: Dealing with Cyberbullying (varied lessons) • http://cybersmartcurriculum.org/lessonsbygrade/6-8/ <p>Citing Resources with Author, Title, & City, Publisher, Date.</p> <ul style="list-style-type: none"> • Image: include URL or Image bibliography - URLs of permalinks with thumbnail of images [Note: Permalink never has google.com within] • Book: Author, Title (Italicized), City, Publisher, Date. (ie: Gibbons, Gail. Caves and Caverns. New York: Harcourt Brace, 1993.) • Websource: Author (if found), Title, Webpage Title, Web, Date work created, Date found. (ie: Arnett, Bill. "Callisto." The Planets. 10 March 1999. Web. 21 May 1999.) • Song: Artist (Last name, First), Song Title (Quotes), Source (CD or URL), Date. • Movie: Author/Producer, Title (Quotes), Source (DVD or URL), Date. • Introduce options: Destiny, EasyBib (Chrome), CitationMachine.net, Knightcite to study various citations: encyclopedia vs article online, etc. • Discuss with students applicable Copyright links from Discovery Ed. Link: http://school.discoveryeducation.com/schrockguide/referenc.html <p>Critical Research/Web Evaluation, RADCAB, etc.</p> <p>Internet Safety:</p> <ul style="list-style-type: none"> • Grooming basics, Cybercrime, Digital Footprint • Internet Safety Lessons by Grade 7 hosted by Springfield Schools (http://www.sps186.org/schools/techservices/internet_safety_information/?p=17674) • Smart, Safe & Secure Online • Post to Be Private • Who Me? Why Should I Care? • Consider Copying <p>Internet Safety Lessons by Grade 8 hosted by Springfield Schools (http://www.sps186.org/schools/techservices/internet_safety_information/?p=17675)</p> <ul style="list-style-type: none"> • Power & Responsibility • ID the Creep • Tracking Teresa • Cyberbullying: Not a Pretty Picture • Can You Hack It? • Copyright/Copywrong Quiz • Social Networking experience TBD- Diigo (soc. bookmarking), Flickr, Backchan.nl

Critical Thinking (CCS)	<p>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.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>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.</p> <p>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.</p> <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p>
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