**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school, college or career ready.**
* **90% of students will graduate on time.**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must work collectively to provide our students with high-quality, College and Career Ready  
standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across all content areas. Destination 2025 and the CLIP establish common goals and expectations for student learning in all grade levels and are the underpinning for the development of the English/Language Arts curriculum.

**How to Use the Middle School Library Curriculum and Resources**

The Middle School Library Curriculum & Resources is based on Common Core English Language Arts Standards (CCSS.ELA) aligned with American Association of School Librarians (AASL) standards to provide librarians with a framework for their instruction throughout the year. Organized by quarter, Student Learning Targets are provided for each grade that reflects the CCSS.ELA and AASL standards. Paired with library curriculum resources, the curriculum guide provides a balanced plan for high quality instruction and assessment. By aligning the AASL standards with the CCSS.ELA standards, librarians are able to teach library specific skills while maintaining the focus on literacy and language. The curriculum and resources allow librarians to teach meaningful and relevant skills that are consistent with the objectives set by CLIP. This curriculum is designed to be flexible, as libraries differ widely in how they are scheduled, due to enrollment and school focus.

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| **The TNCore Literacy Standards** | |
| The TN State ELA Standards (also known as the College and Career Ready Literacy Standards):  <http://tn.gov/education/article/english-language-arts-standards> | Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** | |
| **Student Achievement Partners Text Complexity Collection:**  [**http://achievethecore.org/page/642/text-complexity-collection**](http://achievethecore.org/page/642/text-complexity-collection) | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection. |
| **Student Achievement Partners Academic Work Finder:**  [**http://achievethecore.org/page/1027/academic-word-finder**](http://achievethecore.org/page/1027/academic-word-finder) | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** | |
| **Student Achievement Partners Text-Dependent Questions Resources:**  [**http://achievethecore.org/page/710/text-dependent-question-resources**](http://achievethecore.org/page/710/text-dependent-question-resources) | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** | |
| **Student Achievement Partners Text Set Projects Sequenced:**  <http://achievethecore.org/search?q=sequencing+text+sets> | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |

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| **Grade** |  | **Student Learning Target** | **Common Core State Standards** | **AASL**  **Standards Correlation** |
| **Six** | **WEEK ONE** | Define and demonstrate the Big Six Research Skills. <http://big6.com/>  <http://www.crlsresearchguide.org/> Big\_Six\_Steps.asp  <http://big6.com/pages/kids/grades-k-6/articles-k-6/big6-a-good-way-to-get-started.php> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/W/6/2/)  [Literacy.W.6.2a](http://www.corestandards.org/ELA-Literacy/W/6/2/) Text types and Purposes: Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, and cause/effect including formatting, graphics, and multimedia when useful to aiding comprehension. | 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.  1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
|  | **WEEK TWO** | Describe and demonstrate key-word searching. Define and use Boolean searching.  <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Boolean.pdf>  <http://rockwellschrock.com/rbs3k/boolean/index.htm>  <http://nb.wsd.wednet.edu/big6/big6_resources.htm> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/W/6/7/)  [Literacy.W.6.7](http://www.corestandards.org/ELA-Literacy/W/6/7/) Research to build and present knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | 1.1.1 Follow an inquiry-based  process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.  1.1.3 Develop and refine a range of questions to frame search for new understanding.  1.2.1 Display initiative and engagement by posing questions and investigating the |

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|  |  |  |  | answers beyond the collection of superficial facts.  1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. |
|  | **WEEK THREE** | Compare/contrast primary and secondary sources and how to use them. https://[www.princeton.edu/~refdesk/primary2.html](http://www.princeton.edu/%7Erefdesk/primary2.html) <http://www.eduplace.com/ss/hmss/primary.html> <http://www.loc.gov/teachers/usingprimarysources/> <http://www.beaconlearningcenter.com/WebLessons/OneSource/default.htm> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/W/6/)  [Literacy.W.6.2b](http://www.corestandards.org/ELA-Literacy/W/6/) Text types and purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. |
|  | **WEEK FOUR** | Demonstrate ability to narrow a topic and choose best sources for that topic. <http://www.internet4classrooms.com/grade_level_help/> research\_narrow\_topic\_language\_arts\_eighth\_8th\_grade.htm  <http://www.beaconlearningcenter.com/WebLessons/InformationElimination/default.htm> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/W/6/)  [Literacy.W.6.7](http://www.corestandards.org/ELA-Literacy/W/6/) Research to build and present knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | 1.1.1 Follow an inquiry-based process in seeking knowledge in  curricular subjects and make the real world connection for using this process in own life.  1.1.3 Develop and refine a range of questions to frame search for new understanding.  1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the |

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|  |  |  |  | collection of superficial facts.  1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. |
|  | **WEEK FIVE** | Create bibliography cards (aka source, citation, bib. Cards)  <http://www.friends-school.org/uploads/1/3/4/2/13428215/notecardsoutline.pdf> <http://www.factmonster.com/homework/t8biblio.html> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/W/6/)  [Literacy.W.6.8](http://www.corestandards.org/ELA-Literacy/W/6/) Research to build and present knowledge: 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. | 1.1.4 Find, evaluate, and select appropriate sources to answer questions.  1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.  1.3.1 Respect copyright/intellectual property rights of creators and producers.  1.3.3 Follow ethical and legal guidelines in gathering and using information.  3.1.6 Use information and technology ethically and responsibly. |

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|  | **WEEK SIX** | Create note cards. <http://www.crlsresearchguide.org/12_Making_Note_Cards.asp> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/SL/6/)  [Literacy.SL.6.1b](http://www.corestandards.org/ELA-Literacy/SL/6/) Text types and purposes: Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | * + 1. Find, evaluate, and select appropriate sources to answer questions.     2. Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.   1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
|  | **WEEK SEVEN** | Distinguish between paraphrasing and summarizing. <https://owl.english.purdue.edu/owl/resource/563/01/><http://www.plagiarism.org/citing-sources/overview/> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/W/6/)  [Literacy.W.6.8](http://www.corestandards.org/ELA-Literacy/W/6/) Research to build and present knowledge: 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 | 1.1.4 Find, evaluate, and select appropriate sources to answer questions.  1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.  1.3.1 Respect copyright/intellectual property rights of creators and producers.  1.3.3 Follow ethical and legal guidelines in gathering and using information.  3.1.6 Use information |

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|  |  |  | bibliographic information for sources. | and technology ethically and responsibly. |
|  | **WEEK EIGHT** | Demonstrate an understanding of copyright and plagiarism and the consequences of plagiarism.  <http://www.studygs.net/plagiarism.htm> <http://www.plagiarism.org/plagiarism-101/overview/> <http://www.plagiarism.org/citing-sources/overview/> <http://library.acadiau.ca/tutorials/plagiarism/> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/W/6/)  [Literacy.W.6.8](http://www.corestandards.org/ELA-Literacy/W/6/) Research to build and present knowledge: 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. | 1.1.4 Find, evaluate, and select appropriate sources to answer questions.  1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.  1.3.1 Respect copyright/intellectual property rights of creators and producers.  1.3.3 Follow ethical and legal guidelines in gathering and using information.  3.1.6 Use information and technology ethically and responsibly. |
|  | **WEEK NINE** | Define, describe and examine informational text features.  Copy and past the link below to download the chart  <http://ferguson.dadeschools.net/Faculty/Literacy/2011-2012/Text_Features_Chart.pdf> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/SL/6/)  [Literacy.SL.6.1](http://www.corestandards.org/ELA-Literacy/SL/6/) Key ideas and details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1.1.4 Find, evaluate, and select appropriate sources to answer questions.  1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading. |

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| **Seven** | **WEEK ONE** | Identify and research a controversial issue (i.e. stem cell research, capital punishment etc.) using the TEL Opposing Viewpoint database  <http://tntel.tnsos.org/> [http://ic.galegroup.com/ic/ovic/?p=OVIC&u=tel\_s\_tsla](http://ic.galegroup.com/ic/ovic/?p=OVIC&amp;u=tel_s_tsla)  \*\*use Elvis as password for the 2nd link above | [CCSS.ELA Literacy.W.7](http://www.corestandards.org/ELA-Literacy/W/7/)  Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. |
|  | **WEEK TWO** | Define and discuss Plagiarism, Fair Use Act and Intellectual Property <http://www.studygs.net/plagiarism.htm>  <http://www.studygs.net/plagiarism.htm> <http://www.plagiarism.org/plagiarism-101/overview/> <http://www.plagiarism.org/citing-sources/overview/> <http://library.acadiau.ca/tutorials/plagiarism/>  Fair Use: <http://www.copyright.gov/fls/fl102.html>  <http://aok.lib.umbc.edu/informationliteracy/copyright.pdf> | [CCSS.ELA Literacy.7.SL.1](http://www.corestandards.org/ELA-Literacy/SL/7/)Comprehension and Collaboration: 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. | 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.  1.3.1 Respect copyright/intellectual property rights of creators and producers. |
|  | **WEEK THREE** | Compare and contrast research terms: Paraphrase, Summary and Quotations https://owl.english.purdue.edu/owl/resource/563/01/<http://www.writingcenter.pdx.edu/resources/library.php?step09_detail_1.html> | CC.7.R.I.2 Key  Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. |

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|  |  |  | text; provide an objective summary of the text. |  |
|  | **WEEK FOUR** | Define and review “In Text Citations” for the purpose of writing a research paper <https://owl.english.purdue.edu/owl/resource/747/02/> | [CCSS.ELA Literacy.7.W.8](http://www.corestandards.org/ELA-Literacy/W/7/)  Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | 1.3.1 Respect copyright/intellectual property rights of creators and producers. |
|  | **WEEK FIVE** | Create a bibliography / works cited using informational sources provided by the librarian  <https://owl.english.purdue.edu/owl/resource/747/05/> | [CCSS.ELA Literacy.7.W.8](http://www.corestandards.org/ELA-Literacy/W/7/)  Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the | 1.3.1 Respect copyright/intellectual property rights of creators and producers. |

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|  |  | |  | data and conclusions of others while avoiding plagiarism and following a standard format for citation. |  |
|  | **WEEK SIX** | Locate and evaluate magazines and/or newspaper articles to answer a personal research question  <http://www.thefreelibrary.com/>  <http://content.time.com/time/archive/>  <http://www.nytimes.com/> | | [CCSS.ELA Literacy.7.W.7](http://www.corestandards.org/ELA-Literacy/W/7/)  Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. |
|  | **WEEK SEVEN** | | Review and discuss “research vocabulary and critical words”.  Common Core Vocabulary- <http://www.marileesprenger.com/the-critical-words.html>  <http://www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger> | [CCSS.ELA Literacy.7.L.6](http://www.corestandards.org/ELA-Literacy/L/7/)  Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. |

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|  | **WEEK EIGHT** | Write brief research paper for academic achievement or personal interest. Make oral presentation during library class. **(Opportunity for librarian to collaborate with teacher in any subject area)**  <https://owl.english.purdue.edu/owl/resource/658/01/> | [CCSS.ELA Literacy.7.W.10](http://www.corestandards.org/ELA-Literacy/W/7/) Range  of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences. | 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. |
|  | **WEEK NINE** | Use OPAC or local public library catalog to compile a list of books for summer reading pleasure  *Teach using school’s OPAC catalog* | [CCSS.ELA Literacy.7.W.7](http://www.corestandards.org/ELA-Literacy/W/7/)  Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. |
| **Eight** | **WEEK ONE** | Locate and choose sources based on need.  Finding Sources:  <http://www.easybib.com/>  <http://www.instagrok.com/> | [CSS.ELA-](http://www.corestandards.org/ELA-Literacy/SL/8/)  [Literacy.SL.8.2](http://www.corestandards.org/ELA-Literacy/SL/8/) Comprehension and Collaboration: Analyze the purpose of information presented in diverse media and formats (e.g., | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  3.3.3 Use knowledge and information skills |

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|  |  |  | visually, quantitatively, orally), and evaluate the motives (e.g., social, commercial, political) behind its presentation | and dispositions to engage in public conversation and debate around issues of common concern.  4.3.2 Recognize that resources are created for a variety of purposes. |
|  | **WEEK TWO** | Evaluate best sources and choose reliable websites. Fun lesson based on a bad website:  <http://www.schoollibrarymonthly.com/curriculum/Laramie2011-v28n3p53.html> <http://www.dhmo.org/>  Interactive, Reliable Research- <http://www.instagrok.com/> Web Evaluation-  <http://www.schrockguide.net/critical-evaluation.html> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RI/8/" \l "CCSS.ELA-Literacy.RI.8.7)  [Literacy.RI.8.7](http://www.corestandards.org/ELA-Literacy/RI/8/" \l "CCSS.ELA-Literacy.RI.8.7) Integration of Knowledge and Ideas: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/W/8/)  [Literacy.W.8.9](http://www.corestandards.org/ELA-Literacy/W/8/) Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research. | 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.  4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements. |

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|  |  |  |  | * + 1. Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.     2. Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.     3. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
|  | **WEEK THREE** | Distinguish between and use primary and secondary sources.  <http://www.loc.gov/teachers/usingprimarysources/> <http://www.loc.gov/teachers/usingprimarysources/guides.html> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RI/8/)  [Literacy.RI.8.9](http://www.corestandards.org/ELA-Literacy/RI/8/) Integration of Knowledge and Ideas: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to |

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|  |  |  |  | information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.  2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.   * + 1. Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.     2. Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. |
|  | **WEEK FOUR** | Develop organizational strategies for gathering and keeping research information. <http://www.studygs.net/plagiarism.htm> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RI/8/)  [Literacy.RI.8.8](http://www.corestandards.org/ELA-Literacy/RI/8/) Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and | 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, |

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|  |  |  | sufficient; recognize when irrelevant evidence is introduced. | evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.  2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.   * + 1. Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.     2. Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. |
|  | **WEEK FIVE** | Create bibliography cards for sources using CitationMachine.net <http://www.citationmachine.net/> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/W/8/)  [Literacy.W.8.6](http://www.corestandards.org/ELA-Literacy/W/8/) Production and Distribution of Writing: Using technology, including the internet, to produce and publish writing and present the relationships | 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.  2.1.4 Use technology and other information tools to analyze and organize information.  2.1.6 Use the writing process, media and visual literacy, and |

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|  |  |  | between information and ideas efficiently as well as to interact and collaborate with others.  [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/W/8/)  [Literacy.W.8.8](http://www.corestandards.org/ELA-Literacy/W/8/) Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | technology skills to create products that express new understandings.  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. |
|  | **WEEK SIX** | Create note cards. <http://www.crlsresearchguide.org/12_Making_Note_Cards.asp> <http://classroom.ldisd.net/users/0065/docs/bibcardex.pdf> <http://www.factmonster.com/homework/t8biblio.html> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RI/8/)  [Literacy.RI.8.9](http://www.corestandards.org/ELA-Literacy/RI/8/) Integration of Knowledge and Ideas: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts | 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  2.1.1 Continue an inquiry-based research process by applying |

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|  |  |  | disagree on matters of fact or interpretation. | critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.  2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.   * + 1. Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.     2. Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. |
|  | **WEEK SEVEN** | Demonstrate comprehension and knowledge and incorporating quotations.  In-­‐Text Citation Guidelines  MLA:  <https://owl.english.purdue.edu/owl/resource/747/02/>  APA:  <https://owl.english.purdue.edu/owl/resource/560/01/> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RI/8/)  [Literacy.RI.8.8](http://www.corestandards.org/ELA-Literacy/RI/8/) Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the | 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.  1.1.7 Make sense of |

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|  |  |  | reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.  3.2.3 Demonstrate teamwork by working productively with others.  3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.  1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.  2.1.1 Continue an inquiry-based research |

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|  |  |  |  | process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. |
|  | **WEEK EIGHT** | Create a Works Cited page.  General MLA Formatting-­‐  <https://owl.english.purdue.edu/owl/resource/747/01/>  MLA Work Cited basic Formatting- <https://owl.english.purdue.edu/owl/resource/747/05/>  General APA Formatting: <https://owl.english.purdue.edu/owl/resource/560/1/>  APA Reference List: <https://owl.english.purdue.edu/owl/resource/560/05/> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/W/8/)  [Literacy.W.8.2e](http://www.corestandards.org/ELA-Literacy/W/8/) Text Types and Purposes: Establish and maintain a formal style | 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. |
|  | **WEEK NINE** | Demonstrate effective use of technology tools, i.e., Word, Pages, shortcuts, etc. <http://www.learningexpresshub.com/computer-skills-center?AuthToken=97F70A03->  FE80-4FFF-8685-C43781032942  <http://www.schrockguide.net/><http://www.gcflearnfree.org/topics> | [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/W/8/)  [Literacy.W.8.6](http://www.corestandards.org/ELA-Literacy/W/8/) Production and Distribution of Writing: Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact | 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.  2.1.4 Use technology and other information tools to analyze and organize information.  2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. |

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|  |  |  | and collaborate with others. | 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. |