**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 Word 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** | Demonstrate understanding of informational text structures. Text FeaturesNonfiction Text Features (Scholastic) | CCSS.ELA-Literacy.W.6.2a Text Types and Purposes: Introduce a topic, organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; including formatting (e.g., headings), graphics (e.g., charts, tables), 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** | Demonstrate understanding of UNRREAL/UNRAAVEL Reading strategies for reading tests.UNRAAVEL Strategies (starts on page 4) | CCSS.ELA-Literacy.W.6.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says as well as inferences drawn from the text. | 1.1.4 Find, evaluate, and select appropriate sources to answer questions.1.3.1 Respect copyright/intellectua l property rights of creators and producers.4.1.2 Read widely and fluently to make connections with own self, the world, and previous |

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|  |  |  |  | reading. |
|  | **WEEK THREE** | Discuss and discover fiction & non-fiction Award winning books. Youth Media Awards 2015 | CCSS.ELA-Literacy.RI.6.9 Integration of Knowledge and Ideas: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | 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. |
|  | **WEEK FOUR** | Identify and analyze use of figurative language in poetry.Figurative Language Guided LessonScholastic Lesson on Poetry/Figurative Language | CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including narrative and connotative meanings, analyze the impact of a specific word choice on meaning and tone. | 3.3.4 Create products that apply to authentic, real- world contexts. |
|  | **WEEK FIVE** | Read aloud poetry and analyze. Compose original poetry for in-class poetry slam. Links to poetry libraryPoetry Out LoudPoetry Out Loud Teaching Resources Poetry Slam Ideas | CCSS.ELA-Literacy.W.6.9a Research to Build and Present Knowledge: Apply Grade 6 reading standards to literature (e.g., compare & contrast texts in different forms of genres (e.g., stories and poems; historical | * + 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
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|  |  |  | novels and fantasy stories) in terns of their approaches to similar themes and topics. | format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.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 SIX** | Present original poetry during in-class poetry slam.Links to poetry library Poetry Out LoudPoetry Out Loud Teaching Resources Poetry Slam Ideas | CCSS.ELA-Literacy.W.6.4Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.CCSS.ELA-Literacy.W.6.3d Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and | 3.3.4 Create products that apply to authentic, real- world contexts. |

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|  |  |  | events. |  |
|  | **WEEK SEVEN** | Read aloud a short story/play/poem for discussion and analysis. Links to poetry library | CCSS.ELA-Literacy.SL.6.1a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to prove and reflect on ideas under discussion.CCSS.ELA-Literacy.SL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | 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 information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.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. |

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|  | **WEEK EIGHT** | View or listen to that same short story/play/poem from Week 7 enacted for the purpose of comparison/contrast.Audio Recordings of Poetry Great Performances | CCSS.ELA-Literacy.RL.6.7 Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio/video or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. CCSS.ELA-Literacy.SL.6.2 Comprehension and Collaboration: Interpret information present in diverse media and formats (visually, quantitatively and orally) and explain how it contributes to a topic, text, or issue under study. | 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.4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
|  | **WEEK NINE** | Read for enjoyment! | CCSS.ELA-Literacy.RL.6.10 Range of Reading and Level of Text Complicity: By the end of the year, read and comprehend | 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.1.1.6 Read, view, and listen for |

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|  |  |  | literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. |
| **Seven** | **WEEK ONE** | Read and draw meaning from non-fiction / informational text Smithsonian Tween TribuneTIME for Kids | CC.7.R.L.2 KeyIdeas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading. |
|  | **WEEK TWO** | Identify author’s point of view in book, magazine article or poem The House on Mango Street POV and Perspective LessonsAmerica Street Point of View Lessons | CC.7.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | 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 THREE** | Locate and use book reviews to select leisure or academic reading material Book Reviews by TeensBook Reviews by Kids | CC.7.R.I.8Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is | 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 |

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|  |  |  | relevant and sufficient to support the claims. | bias. |
|  | **WEEK FOUR** | Identify and discuss annual literary award winners for fiction (i.e. Newbery, Coretta Scott King etc.)Youth Media Awards 2015 | CC.7.SL.1.bComprehension and Collaboration: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | 3.2.3 Demonstrate teamwork by working productively with others.3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints. |
|  | **WEEK FIVE** | Poetry Month (Opportunity for Programming)Links to poetry library Poetry Out LoudPoetry Out Loud Teaching Resources Poetry Slam Ideas | CC.7.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. |
|  | **WEEK SIX** | Research author’s life and purpose for writing (Librarian can choose author or collaborate with English Teacher) | CC.7.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 | 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. |

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|  |  |  | and investigation. |  |
|  | **WEEK SEVEN** | Identify positive and negative effects of Social Media and the hazards of a student’s “digital footprint”Trillion Dollar Footprint Lesson Teaching Guide for Digital Footprints | CC.7.SL.1Comprehension 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. | 3.2.3 Demonstrate teamwork by working productively with others.3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints. |
|  | **WEEK EIGHT** | Identify and discuss annual literary award winners for non-fiction books (i.e. Orbis Pictus, IRA Selections etc.)Youth Media Awards 2015 | CC.7.SL.1.bComprehension and Collaboration: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | 3.2.3 Demonstrate teamwork by working productively with others.3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints. |
|  | **WEEK NINE** | Create an informative electronic presentation (i.e. PowerPoint, Prezi, Glogster etc.) dedicated to a fictional or historical hero for the purpose of educating others | CC.7.SL.5Presentation of Knowledge and Ideas: Include multimedia components and visual displays in presentations to clarify claims and findings and | 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. |

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|  |  |  | emphasize salient points. |  |
| **Eight** | **WEEK ONE** | Read and discuss a fictitious treatment of a historical event (i.e. Boy in the Striped Pajamas, Fallen Angels, Chains)Engaging Discussion Format: Philosophical Chairs | CC.8.R.I.2 KeyIdeas and Details: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | 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. |
|  | **WEEK TWO** | Identify and discuss annual literary awards for fiction books (i.e. Newbery, Coretta Scott King, Margaret Edwards etc.)Youth Media Awards 2015 | CC.8.SL.1.bComprehension and Collaboration: Follow rules for collegial discussions and decision- making, track progress toward specific goals and deadlines, and define individual roles as needed. | 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.3.3.5 Contribute to the exchange of ideas within and beyond the learning community. |
|  | **WEEK THREE** | Identify and discuss annual literary awards for non-fiction books (i.e. Orbis Pictus, IRA Selections etc.)Youth Media Awards 2015 | CC.8.SL.1.bComprehension and Collaboration: Follow rules for collegial discussions and decision- making, track progress toward specific goals and deadlines, and define individual roles as needed. | 3.3.2 Respect differing interests and experiences of others and seek a variety of viewpoints.3.3.5 Contribute to the exchange of ideas within and beyond the learning |

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|  |  |  |  | community. |
|  | **WEEK FOUR** | Research author’s life and purpose for writing (Librarian can choose author or collaborate with English Teacher) | CC.8.W.7 Research to Build and Present Knowledge: Conduct short research project 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. | 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 FIVE** | Poetry Month (Opportunity for Programming)Links to poetry library Poetry Out LoudPoetry Out Loud Teaching Resources Poetry Slam Ideas | CC.8.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. |
|  | **WEEK SIX** | Locate and read book reviews in order to select leisure reading materialBook Reviews by Teens Book Reviews by Kids | CC.8.R.I.8Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a | 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or |

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|  |  |  | text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | conclusion. |
|  | **WEEK SEVEN** | Read and discuss samples of Science and Nature writingStudent Science News Smithsonian Tween Tribune | CC.8.R.I.2 KeyIdeas and Details: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | 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. |
|  | **WEEK EIGHT** | Compare and contrast a novel and its movie adaptation A few Titles:The Huger Games SpeakHarry PotterThe Mortal Instruments TwilightDiary of a Wimpy Kid Percy JacksonThe Chronicles of Narnia The Golden Compass Coraline | CC.8.R.L.7Integration of Knowledge and Ideas: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | 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 NINE** | Create an electronic presentation dedicated to student’s favorite genre, author or book Project Ideas50 Alternatives to Book Reports | CC.8.W.6Production and Distribution of Writing: Use technology, including the | 3.1.4 Use technology and other information tools to organize and display knowledge and |

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|  |  |  | Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | understanding in ways that others can view, use, and assess. |