Perfect Together: The Common Core Standards and the Library Media Curriculum

Atlantic City School Library Media Specialists-
March 6, 2013

Amy Rominiecki and Nina Kemps
NJ L4L Coordinators
Presentation online at:
http://lrhsd.org/Page/3578
Bloom's Taxonomy

Higher Order Thinking Skills (HOTS)
- Creating
- Evaluating
- Analysing
- Applying
- Understanding
- Remembering

Lower Order Thinking Skills (LOTS)
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Original Taxonomy

Revised Taxonomy
The Natural and Best Connector

Literacy Across Subjects

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Librarian

The Natural and Best Connector
The Natural and Best Connector

Literacy Across Subjects

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Librarian

The Natural and Best Connector
College and Career Readiness Anchor Standards

What should students understand and be able to do by the end of high school?
College and Career Readiness Anchor Standards for Reading

• Key Ideas and Details
  1. Read closely
  2. Determine central ideas or themes
  3. Analyze how and why …

• Craft and Structure
  4. Interpret words and phrases
  5. Analyze the structure
  6. Assess how point of view or purpose shapes …

• Integration of Knowledge and Ideas
  7. Integrate and evaluate content … diverse formats
  8. Delineate and evaluate the argument
  9. Analyze how two or more texts address similar themes

• Range of Reading
  10. Read and comprehend complex literary and informational texts independently and proficiently

Sample readings per grade level in Appendix B
Craft and Structure (History)
- Determine the meaning of words as used in a text, including vocabulary specific to history/social studies.
- Describe how a text presents information (e.g., sequentially, comparatively, causally).
- Identify aspects that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas (Science)
- Integrate quantitative/technical information expressed in words with visual information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with reading a text on the same topic.
College and Career Readiness
Anchor Standards for Writing

• **Text Types and Purposes**
  1. Write arguments
  2. Write informative/explanatory texts
  3. Write narratives

• **Production and Distribution of Writing**
  4. Produce clear and coherent writing
  5. Develop and strengthen writing
  6. Use technology… to produce and publish

• **Research to Build and Present Knowledge**
  7. Conduct short ….sustained research
  8. Gather relevant information …multiple sources
  9. Draw evidence from literary or informational texts to support analysis, reflection and research

• **Range of Writing**
  10. Write routinely over extended time frames …. for a range of tasks, purposes and audiences
College and Career Readiness Anchor Standards for Writing
History/Social Studies/Science/ Technical

Text Types and Purposes (Note)
- Require students to incorporate narrative elements into arguments and informative/explanatory texts.
- In history/social studies, incorporate narrative accounts into analyses of individuals or events.
- In science and technical subjects, write precise descriptions of the step-by-step procedures in their investigations that others can replicate and (possibly) reach the same results.

Research to Build and Present Knowledge
- Conduct short research to answer a question (including a self-generated question), using several sources and generating focused questions for multiple avenues of exploration.
- Gather relevant information using multiple sources, search terms effectively; assess credibility and accuracy; and quote or paraphrase the data and conclusions avoiding plagiarism and following a standard format for citation.
- Draw evidence from informational texts to support analysis, reflection, and research.
Comprehension and Collaboration
1. Participate in conversations /collaborations with diverse partners
2. Integrate and evaluate information in diverse media
3. Evaluate speaker’s point of view, reasoning, use of evidence and rhetoric

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence that listeners can follow
   (reasoning, organization, development, appropriate to task, purpose, audience)
5. Make strategic use of digital media and visual displays
6. Adapt speech to a variety of contexts/communicative tasks, demonstrating command of formal English
Common Core Shifts
ELA/Literacy

- **Complexity:** The standards require regular practice with complex text and its academic language

- **Evidence:** The standards emphasize reading and writing grounded in evidence from text, both literary and informational

- **Knowledge:** The standards require building knowledge through content rich non-fiction

K - 2 – 50% Informational Text
5 - 8 – 55% Informational Text
9 -12 –70% informational Text
Carpe Diem

Common Core Standards - Let us help you do this:

Research to Build and Present Knowledge
WI. 7. Conduct short research projects to answer a question, using several sources and refocusing the inquiry when appropriate.
WI. 8. 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.
WI -.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

AASL

Common Core Carpe Diem:
Seize the day on information integration!
Paige Jaeger
Coordinator for School Library Services, NY"Regular librarian in an irregular world..."

AASL | eCOLLAB
Your elearning Laboratory: Content, Collaboration, Community

- Solve Real World problems
- So What…
- What if…

• Convince
• Argue
• Synthesize
• Defend
• Explain
• Create
Reading Standards

- Progressive development of reading comprehension

<table>
<thead>
<tr>
<th>Text Complexity Grade Band in the Standards</th>
<th>Old Lexile Ranges</th>
<th>Lexile Ranges Aligned to CCR expectations</th>
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<tbody>
<tr>
<td>K-1</td>
<td>N/A</td>
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<tr>
<td>2-3</td>
<td>450-725</td>
<td>450-790</td>
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<td>4-5</td>
<td>645-845</td>
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<td>6-8</td>
<td>860-1010</td>
<td>955-1155</td>
</tr>
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<td>9-10</td>
<td>960-1115</td>
<td>1080-1305</td>
</tr>
<tr>
<td>11-CCR</td>
<td>1070-1220</td>
<td>1215-1355</td>
</tr>
</tbody>
</table>

- Text-Based Answers - evidence

- Academic Vocabulary

*Read with a purpose. Read like a detective.*
Writing Standards

• **Argument**
  • An reasoned, logical way to demonstrate the writer’s position, belief, or conclusion
  • Change the reader’s point of view or ask the reader to accept writer’s evaluation of an issue

• **Informational/Explanatory Writing**
  • Conveys information accurately
  • Increase readers’ knowledge or understand a process

• **Narrative Writing**
  • Narrative writing conveys experience, real or imaginary
  • Can be used to inform, instruct, persuade, or entertain

• *Sample writings of each per grade level in Appendix C*
Writing Standards

Write like a reporter

Access

Who?
What?
When?
Where?

Analyze/ Synthesize

What does this mean?
Why is this important?
So what?
What if?
Why?
How?
NJ ASSESSMENT

http://www.parcconline.org/
NJ ASSESSMENT

http://www.parcconline.org/samples/english-language-artsliteracy/grade-7-elaliteracy
SELF ASSESSMENT

• Think of a lesson that you taught within the last month

• Look at the Common Core State Standards for Reading or Writing and identify up to 3 indicators that you have addressed in the lesson
Share in your group

Choose one lesson to share with the group
Standards for the 21st-Century Learner
Coming Soon......
ALA Sponsored

“School Libraries at the Common Core of Education”
Standards for the 21st-Century Learner

Pg. 11

Inquire, think critically, and gain knowledge

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

Share knowledge and participate ethically and productively as members of our democratic society

Pursue personal and aesthetic growth
Standards for the 21st-Century Learner Organization

STANDARDS

STRANDS

INDICATORS

BENCHMARKS/ACTION EXAMPLES

- Skills
- Dispositions in Action
- Responsibilities
- Self Assessment Strategies
Skills

Key Question:
Does the student have the right proficiencies to explore a topic or a subject further?

Dispositions in Action

Key Question:
Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?

21st Century Learners

Responsibilities

Key Question:
Is the student aware that the foundational traits for 21st-century learning require self-accountability that extends beyond skills and dispositions?

Self Assessment Strategies

Key Question:
Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?
Common Core by Grade Level

Standards in Action
Grades 2, 5, 8, 10, 12
Standards for the 21st-Century Learner
Action Examples

SKILLS

INDICATORS

BENCHMARKS

GRADE 2
GRADE 8
GRADE 12
GRADE 5
GRADE 10
GRADE 12

AASL
Standards for the 21st-Century Learner
Action Examples

DISPOSITIONS IN ACTION

INDICATORS

SAMPLE BEHAVIORS

STAGES OF DEVELOPMENT
Standards for the 21\textsuperscript{st}-Century Learner
Action Examples

- Responsibilities
- Indicators
- Sample Behaviors
- Stages of Development
Standards for the 21st-Century Learner
Action Examples

SELF-ASSESSMENT STRATEGIES

INDICATORS

STUDENT SELF-QUESTIONING EXAMPLES
TEACHING TO THE STANDARDS

– Collaborative approach
  • If you cannot find willing partners, still teach these skills and dispositions

– Inquiry-based instruction

– Give opportunities for students to **construct** their own understanding

– **Empower** students to be independent inquirers

– The **social nature** of learning is valuable

– **Assessment** is an important component
SELF ASSESSMENT

• Revisit the lesson you worked on earlier in the presentation

• Look at the Standards for the 21st Century Learner and add those standards you addressed in the lesson or could address in the lesson
Share in your group

Choose one lesson to share with the group
RESOURCES

www.ala.org/aasl/learning4life

American Association of School Librarians

AASL
AMERICAN ASSOCIATION
OF SCHOOL LIBRARIANS

A DIVISION OF THE AMERICAN LIBRARY ASSOCIATION

Administrators » Members » Parents » School Library Students » Vendors » Contact AASL » Give AASL » Join AASL » Login » Feedback

You are at: ALA » AASL » Learning Standards & Program Guidelines

Learning Standards & Program Guidelines

About AASL
Advocacy
Awards & Grants
Conferences & Meetings
Education & Careers
Get Involved

Guidelines & Standards
Best Apps for Teaching and Learning
Best Websites for Teaching and Learning
Common Core State Standards Crosswalk
Empowering Learners
Empowering Library
Lesson Plan Database
Planning Guide
School Library Evaluation Workbook
Standards In Action
Standards for the 21st Century

A 21st Century Approach to School Librarian Evaluation
A 21st-Century Approach to School Librarian Evaluation uses the AASL Empowering Learner program guidelines as a basis for a school librarian evaluation rubric—one that can be adapted or duplicated by school librarians and shared with school administrators.

Best Apps for Teaching and Learning
The Best Apps for Teaching and Learning is a new recognition honoring apps of exceptional value to inquiry-based teaching and learning as embodied in the American Association of School Librarians' Standards for the 21st Century Learner.

Best Websites for Teaching and Learning
The Best Websites for Teaching and Learning is a new recognition honoring websites, tools, and resources of exceptional value to inquiry-based teaching and learning as embodied in the Standards for the 21st-Century Learner.

Common Core Crosswalk
The following pages will help school librarians standards.

Empowering Learner: Guidelines for School Library Programs

A Planning Guide for Empowering Learners
A Planning Guide for Empowering Learners is a program evaluation, planning, implementation and advocacy tool that will ensure school library program plans go beyond the basics to provide goals, priorities, criteria, and general principles for establishing effective library programs.

School Library Programs Improve Student Learning
School Library Programs: Improving Student Learning is a series of advocacy brochures designed to help school librarians generate and guide discussion with stakeholder groups in the school library community, including administrators, policymakers, parents, and teachers. Each brochure in the series outlines goals and key questions specific and important to each audience. APLSI offers them to develop a model school library program from their perspective.

http://www.ala.org/aasl/guidelinesandstandards/guidelinesandstandards
http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/commoncorecrosswalk/index.cfm
### Reading Standards Literacy in Science/Technology

1. Inquire, think critically, and gain knowledge.

Go to:
- 1.1 Skills
- 1.2 Dispositions in Action
- 1.3 Responsibilities
- 1.4 Self-Assessment Strategies

#### 1.1 Skills

<table>
<thead>
<tr>
<th>AASL Learning Standards</th>
<th>Common Core Crosswalk</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>CC6-8RS/TS3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</td>
</tr>
<tr>
<td></td>
<td>CC9-10RS/TS3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.</td>
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</tbody>
</table>

http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/commoncorecrosswalk/index.cfm
<table>
<thead>
<tr>
<th>CC.8.R.1.7 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.</th>
<th><a href="http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/commoncorecrosswalk/index.cfm">http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/commoncorecrosswalk/index.cfm</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
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<td>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.</td>
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<tr>
<td>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</td>
<td></td>
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<td>CC.8.R.1.8 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 sufficient; recognize when irrelevant evidence is introduced.</td>
<td></td>
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<td></td>
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<td>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.</td>
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<tr>
<td>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</td>
<td></td>
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<td>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</td>
<td></td>
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<tr>
<td>CC.8.R.1.9 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.</td>
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21st CENTURY STANDARDS

LESSONS @ AASL
Standards for the 21st-Century Learner Lesson Plan Database

The American Association of School Librarians' (AASL) Standards for the 21st-Century Learner Lesson Plan Database is a tool to support school librarians and other educators in teaching the essential learning skills defined in the AASL Standards for the 21st-Century Learner. To register and begin using the Lesson Plan Database, visit http://aasl.ala.org. (1)

Users can search the database for lesson plans by learning standards and indicators, content topic, grade-level, resources used, type of lesson or schedule, keyword and much more. In addition, registered users can bookmark lesson plans in a portfolio for future use, rate and comment on lesson plans in the community, print to PDF and socially share lesson plans on the web, and create and publish their own lesson plans in the database.

Submissions to the Lesson Plan Database are vetted by AASL reviewers to ensure lesson plans published are of the highest quality. The lesson plan template was developed using the Action Example Template from Standards for the 21st-Century Learner in Action. All lesson plans published...

http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/lessonplandatabase/lessonplandb.cfm
LEARNING 4 LIFE

www.ala.org/aasl/learning4life

RESOURCES

Link to database

http://aasl.jesandco.org/
<table>
<thead>
<tr>
<th>Title</th>
<th>Overview</th>
<th>Grade</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Evaluation</td>
<td>As part of the English Language Arts curriculum, students research a person who has made a significant contribution to society. A variety of sources are required including a website, which should be evaluated. Essential questions for this lesson are: What significant contribution has this person made to society and how has it affected me? What similarities and differences do I have with this person?</td>
<td>6</td>
<td><strong>3</strong></td>
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<tr>
<td>Creating 21st Century Superheroes</td>
<td>As a conclusion to a unit on the comic book as literature, students will work in small groups to research a current global issue and create a superhero who has the 21st century skills to solve it. Essential Questions: What are the characteristics of a superhero? Which global issue impacts my community?</td>
<td>11, 12</td>
<td><strong>3</strong></td>
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<td>How to Locate and</td>
<td>Students will be able to select and cite credible information for their</td>
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### Results 1 - 10 of 31

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<td>As a conclusion to a unit on the comic book as literature, students</td>
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<td>Students will be able to select and cite credible information for their</td>
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<td></td>
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</tbody>
</table>

**Guided Search**

- Collaboration Continuum
  - Intensive (13)
  - Moderate (13)
  - Limited (4)
  - None (1)
- Content Area
  - Language Arts (21)
  - Science (5)
It's Debatable
Submitted by DebLogan on Sat, 03/19/2011 - 03:05

Created By: Debra Kay Logan  
Title/Role: Librarian/Media Specialist  
Organization/School Name: Mount Gilead EVSD  
Location: Ohio

Grade Level: 8  
Type of Lesson: Lesson in a unit  
Type of Schedule: Flexible  
Collaboration Continuum: Intensive  
Content Area: Social studies  
Content Topic: Connect historical events and issues to the present i.e. child labor, genocide, unionism, etc.

Standards for the 21st-Century Learner  
Skills Indicator(s):  
1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural
Add the Common Core Standards

• Examine the “It’s Debatable” lesson
• What Common Core Standards do you see?
• You can use pg. 1-9 and the lesson from pg. 16
PARTNERSHIP FOR 21ST CENTURY SKILLS

CORE SUBJECTS
English, reading or language arts
World languages
Arts
Mathematics
Economics
Science
Geography
History
Government and Civics

CORE THEMES
Global awareness
Financial, economic, business and entrepreneurial literacy
Civic literacy
Health literacy
Environmental literacy

Learning and Innovation Skills
Creativity and Innovation Skills
Critical Thinking and Problem Solving Skills
Communication and Collaboration Skills

Information, Media and Technology Skills
Information Literacy
Media Literacy
ICT (Information, Communication and Technology) Literacy

Life and Career Skills
Flexibility and Adaptability
Initiative and Self-Direction
Social and Cross-Cultural Skills
Productivity and Accountability
Leadership and Responsibility

P21 Common Core Toolkit
A Guide to Aligning the Common Core State Standards with the Framework for 21st Century Skills
P21 Lesson Plans- Combines P21 and the Common Core

Creativity and Innovation = USE IT!
Communication & Collaboration = MAKE IT!
Research and Information Fluency = SAY IT!
Critical Thinking, Problem Solving & Decision Making = SOLVE IT!
Digital Citizenship = FIND IT!
Technology Operations & Concepts = PROTECT IT!
New Jersey Standards - P21 and CCSSI

http://www.njcccs.org/Home.aspx
New Jersey Standards Resources

Sample Units

Technology Toolbox

http://www.njcccs.org/ResourcebyContentAreaLink.aspx
NJ Math Draft Curriculum

Model Curriculum » Home

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade
Algebra I
Algebra II
Geometry

Mathematics (K-12)

Posting Dates for Mathematics Assessments

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Assessment 4</th>
<th>Assessment 5</th>
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<tbody>
<tr>
<td>K-8</td>
<td>2/13/13</td>
<td>4/3/13</td>
</tr>
<tr>
<td>Algebra I and II</td>
<td>2/13/13</td>
<td>4/3/13</td>
</tr>
<tr>
<td>Geometry</td>
<td>2/13/13</td>
<td>4/3/13</td>
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</tbody>
</table>

Introduction

We look forward to your review and feedback on the mathematics model curriculum aligned to the Common Core State Standards (CCSS). It will be helpful to the reader to be familiar with the Common Core State Standards for Mathematics document (www.corestandards.org) as well as the Partnership for Assessment of Readiness for College and Careers (PARCC) Model Content Frameworks (www.parcconline.org/parcc-model-content-frameworks). Both documents outline the prioritization of content that was used in developing the five units of study for each grade level and course.

The model curriculum is not intended to provide daily learning objectives but rather a sequence of five units of study with accompanying assessments. Student learning objectives (SLOs), clarified by assessments, provide clear targets from which to plan daily instruction.

To address the major standards of the grade that could not be taught to mastery in six weeks, the standard is broken down into smaller, measurable student learning objectives that appear in more than one unit. We want all units to be

http://www.state.nj.us/education/modelcurriculum/math/
NJ English Language Arts Draft Curriculum

Model Curriculum » Home

English Language Arts (K-12)
Posting Dates for English Language Arts Assessments

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Assessment 4</th>
<th>Assessment 5</th>
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<tr>
<td>K-1</td>
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<td>4/3/13</td>
</tr>
<tr>
<td>2</td>
<td>2/13/13</td>
<td>4/3/13</td>
</tr>
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</table>

Introduction

ELA writers have assembled units aligned to the Common Core State Standards (CCSS) in English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. They are presented here for your review and feedback and we look forward to your responses. The department will use your responses to inform the work as we continue to develop student learning objectives (SLOs) and assessments to measure those SLOs.

To facilitate your review of these documents, please refer to the Common Core State Standards (www.corestandards.org) and the PARCC Model Content Frameworks (www.parcconline.org/parcc-content-frameworks).

This first version of the model curriculum is intended to provide those standards that are met, in whole or in part, during each six-week ELA unit. The SLOs are intended to provide clear targets to assist in the daily planning of lessons. Assessments will be designed to measure how well students have met the targets, and, more important, what students still need to master. These assessment data will allow teachers to effectively determine what interventions students need as they encounter increasingly complex text.

http://www.state.nj.us/education/modelcurriculum/ela/
NJASL Professional Development Resources
Standards Comparison Chart

http://www.njasl.org
# NJASL Professional Development Resources

## Standards Comparison Chart

### New Jersey Core Curriculum Content Standards/Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

- **RL-Reading Standards for Literature**
  - **College and Career Readiness Standards for Reading**
    - Key Ideas and Details (1 – 3)
    - Craft and Structure (4-6)
    - Integration of Knowledge and Ideas (7–9)
    - Range and Level of Text Complexity (10)
  - **Common Core State Standards can be found at:** [Common Core State Standards](http://www.corestandards.org)

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<td><strong>RL.1.10.2.Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and how it is shaped and refined by specific details.</strong></td>
<td><strong>1.1.6 Evaluate Information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context.</strong> 1.2.4 Maintain a critical stance by questioning the veracity and accuracy of all information 2.2.2 Use both divergent and convergent thinking to formulate alternative assumptions and test them against the evidence. 2.4.1 Determine how to act on information (reject, modify)</td>
<td><strong>1. M.27</strong> - Information Literacy: Evaluate information critically and competently. Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems. 2. B.40 - Information Organization and Use: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 4. C.20 - Information Analysis and Decision Making: Collect and analyze data to identify solutions and/or make informed decisions.</td>
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Effective School Library Programs Positively Impact Student Achievement

go to http://njasl.org
Position Statement on Evaluation of School Library Media Specialists

A thorough and accurate evaluation of the school library media specialist as the leader of the school library program is essential to insure that the program effectively contributes to student achievement. While instruction is the primary role of a school librarian, there are significant differences between instruction in the classroom and instruction in the school library. Using an evaluation tool designed for a classroom teacher does not appropriately reflect all of the additional important roles of a school library media specialist.

Examples of significant differences between classroom teacher and school librarian are:

- Classroom teachers have a fixed number of students; school librarians teach every student in the school.
- School librarians do not see each of their students every day which does not allow the same opportunity for the development of rapport and an establishment of routines as in a classroom.
- Every level of the library program is unique i.e. elementary many times is a fixed schedule where the librarian sees an individual class once a week, upper levels may be on a flex schedule and may have classes, study hall and other drops ins during a time of instruction, all of which needs to be taken into consideration when evaluating the librarian.

Examples of non-instructional roles of school librarians:

- Collection Development connected to the curriculum for all subject areas as
Other Resources

Library Of Congress

Other States’ Model Curriculums
## Academic Standards Related to Library Practices, Activities and Librarian Roles

<table>
<thead>
<tr>
<th>Standards for the 21st-Century Learner</th>
<th>Pennsylvania Common Core Standards</th>
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<tbody>
<tr>
<td>Inquiry-based Learning</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>Informed Decision-Making</td>
<td>History and Social Studies</td>
</tr>
<tr>
<td>Knowledge Sharing</td>
<td>Science and Technology</td>
</tr>
<tr>
<td>Pursuing Personal Growth</td>
<td>Business, Computer and Information Technology</td>
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</table>
What is the single-most important factor in improving student achievement through school library programs?

Across multiple research studies conducted in 22 states since 2000, including this one, the overriding factor in a quality school library program’s contribution to student achievement is the presence of a full-time, certified school librarian who collaborates with teachers and teaches information literacy skills across the curriculum to meet academic standards. In Pennsylvania, an investment of about one half of one percent of the state’s annual education budget would enable every public school to have a full-time, certified school librarian.

http://lgdata.s3-website-us-east-1.amazonaws.com/docs/2788/584511/Highlights.pdf
LIBRARY OF CONGRESS & Common Core

http://www.loc.gov/teachers/standards/index.php
New York City- Common Core/Information Fluency Continuum Alignments to meet Citywide Instructional Expectations (Grade by Grade K-12)

http://schools.nyc.gov/Academics/LibraryServices/StandardsandCurriculum/default.htm
School Libraries

School libraries help prepare students to live and learn in a world of information. The mission of school libraries is to ensure that students and staff are able to use ideas and information.

The libraries provide access to materials in all formats. It helps increase students’ interest in reading, viewing, and using information and ideas.

Research shows that a school library with the right staffing, funding, and a rich collection of books has a positive impact. School districts need to provide library services for teachers and students.

- For more information about school libraries, contact your local school district.
- The links and information below were developed for educators and others who work with school libraries.

<table>
<thead>
<tr>
<th>CCSS English Language Arts – Grade Four</th>
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<tr>
<td><strong>No.</strong></td>
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<tr>
<td>10</td>
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<tr>
<td>4.1.a</td>
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<tr>
<th>Reading Standards for Informational Text</th>
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<table>
<thead>
<tr>
<th>Model School Library Standards</th>
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<tr>
<td>4.1.a</td>
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</table>
Maryland School Library Media Curriculum

6.0 Appreciate Literature and Life-long Learning: Students will be able to demonstrate an appreciation of literature and multimedia as a reflection of human experience and use the inquiry process for life-long learning (AASL 21st C)

A. Appreciate Literature and Multimedia

<table>
<thead>
<tr>
<th>Grade</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
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<tbody>
<tr>
<td>PK-1</td>
<td>Identify relationships between fiction and nonfiction literature and real life.</td>
<td>With guidance, read, listen to, view, and discuss literature that reflects personal interests, provides imagined experiences, and validates individual concerns and real experiences.</td>
<td>Identify relationships between fiction and nonfiction literature and real life.</td>
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<td></td>
<td>b. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections. (PK-1)</td>
<td>i. With guidance, summarize the main ideas in literature and/or multimedia. ii. With guidance, identify how various literary elements influence the reader’s experience of literature.</td>
<td>b. Make literature-to-self, literature-to-literature, and literature-to-multimedia connections, and, with guidance, make literature-to-world connections. (PK-1)</td>
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<td>c. With guidance, read, listen to, view, and integrate information from nonfiction to enhance comprehension of fiction. (PK-1)</td>
<td>c. With guidance, read, listen to, view, and integrate information from nonfiction to enhance comprehension of fiction. (PK-1)</td>
<td>i. Summarize the main idea in literature and/or multimedia. ii. Identify how various literary elements influence the reader’s experience of literature.</td>
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<td>d. With guidance, use literature to answer questions or solve problems. (PK-1)</td>
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<td></td>
<td>e. Use literature to evaluate personal decisions.</td>
<td>e. Use literature to evaluate personal decisions.</td>
<td>e. Use literature to evaluate historical problems, current social events, and personal decisions.</td>
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</tbody>
</table>

http://www.marylandpublicschools.org/msd/e/programs/technology/library_media
Portraits of Resilience – 8th Grade

Shadow of Hate (Pre-reading Activity) – Essential Question – What is the impact of stereotyping on the American Culture?

Task – Research group – 2 primary, 1 secondary sources required

Create a “Living Document” illustrating the plight of Americans studied
   Design a memoir in form of scrapbook
   Individual – historical or representative of time period.
   Five entries, five pictures – maps, propaganda, artwork etc.
   Brief summary and bibliography on back

Presented to class – displayed in library

Preparation for reading of: Night, Anne Frank: Diary of a Young Girl, Farewell to Manzanar, Milkweed, First They Killed My Father

EQ: What role does tolerance play in the elimination of hate in our society?
Resiliency Pathfinder
for the Shadow of Hate Unit

ROSA ONLINE REFERENCE RESOURCES
Resiliency Unit

Select - Issues and Controversies in American History

FACTS ON FILE –
American History Online
Spans more than 500 years of political, military, social, and cultural history, highlighting the important people and events of the American experience.

American Women’s History Online
Covers the important people, events, legislation, and issues relevant to the study of women’s history in the United States.

African-American History Online
Provides expansive and in-depth information on the people, events, and topics important to the study of African-American history.

American Indian History Online
Offers thorough access to more than 15,000 years of Native American culture, history, and heritage.

STUDENT RESOURCE CENTER – Select Student Resource Center Junior
Reference books, Magazines, academic journals, newspapers, Primary Documents, Multimedia

EBSCO Host –
From Main Page:
• Points of View – similar to Issues & Controversies
• Student Research Center – Similar to Student Resource Center Junior
• EBSCOhost Web
  • Middle Search Plus – geared to middle school students
  • MasterFILE Premier – larger data base of magazine and newspaper articles
  • MAS Ultra – School Edition – magazine and newspaper articles geared to high school student
  • History Reference Center – 2,000 reference books, encyclopedias and non-fiction books,
    cover to cover full text for more than 130 leading history periodicals, more than 59,640 historical documents,

WHAT WORKED
• Gave print copy to teachers and students
• First task – background knowledge - vocabulary
• Daily mini-lesson on 1 source
• Worksheet with a reflection and next step
• Unique ways to show learning
• Essential and guiding question
• Teacher determined groups
• Group determined roles with in the group
• Bibliography required
• Cart of books in room
• Learning Communities – other teachers
  sometimes taught this part of unit

WHAT ELSE WORKS?
Where Can We Begin?

21st Century Flexible Learning Environments

Pg. 25
The Difference a Teacher Can Make

I have come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated and a child humanized or dehumanized.

-Haim Ginott
Questions/Comments
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nkemps@verizon.net

Amy Rominiecki, School Librarian
Seneca High School
amyrominiecki@juno.com