

# Grades 6, 7, 8, 9, 10, 11, 12

Adopted 2015

## Literacy: Reading Engagement

### 1. Students will read to pursue intellectual, personal, and emotional growth for life.

#### 1.1 Build reading behaviors for lifelong learning and enjoyment of reading.

- a. Select texts from a variety of genres and formats to read for enjoyment, to acquire knowledge, and to answer questions.
- b. Make personal connections while respecting the right to read, seek information, and speak freely.
- c. Demonstrate resiliency, perseverance and stamina when reading a variety of texts.
- d. Contribute to a reading and learning community including recommending reading materials to peers.
- e. Connect with family, neighborhood, and community libraries.

#### 1.2 Comprehend literary and informational texts.

- a. Apply appropriate reading strategies in literary and informational texts.
- b. Read, listen to, view, and integrate information to build background knowledge

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## Literacy: Information and Research

### 1. Students will define an information problem and identify information needed.

#### 1.1 Define an information problem.

- a. Analyze the task to identify the information problem.
- b. Seek clarification from teachers and others
- c. Select and narrow or broaden topics into a manageable focus.
- d. Conceptualize the form of the final product based on target audience, assignment constraints, and criteria for evaluation.

#### 1.2 Identify the information needed.

- a. Analyze the task and information needed in terms of students' previous knowledge.
- b. Compile and refine a range of significant questions by considering the amount, format, location and type of information to guide inquiry.
- c. Select and narrow or broaden keyword search terms.

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**2. Students will identify, evaluate, and select sources.**

- 2.1 Determine a wide range of general and specific sources.
  - a. Develop an information search strategy.
  - b. Identify potential information sources and access tools.
- 2.2 Select relevant sources.
  - a. Evaluate print and digital sources for relevancy, accuracy, validity, credibility, availability, currency, authority, accessibility within time limits, and ease of use.
  - b. Apply an understanding of the difference between primary and secondary sources.

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**3. Students will locate sources and access information.**

- 3.1 Locate identified sources and access information within sources.
  - a. Understand the library layout, the library classification system, and the circulation process.
  - b. Demonstrate how to navigate library catalogs, web browsers, and databases.
  - c. Locate sources with divergent perspectives that answer research questions by considering primary and secondary sources, general and subject-specific references, and scholarly and popular articles.
  - d. Locate potential digital, print, artifacts and human sources to meet the research need.
  - e. Revise and focus search by demonstrating the effective use of location skills and advanced search strategies.
- 3.2 Access information within sources.
  - a. Apply relevant information access skills using table of contents, indexes, keyword searches, and related subjects.

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#### **4. Students will engage with and extract information.**

- 4.1** Engage with information by reading, listening, and viewing sources in a variety of formats.
  - a. Use appropriate reading, viewing, and listening skills and strategies to gather evidence to support the research task.
  - b. Build connections between prior knowledge and new information through engaging with information, and collaborate with others to broaden and deepen understanding.
  - c. Gather information by surveying and interviewing others.
  - d. Modify questions, sources, or strategies as needed to accomplish the research task.
  - e. Monitor gathered information for gaps or weaknesses and seek additional sources as necessary.
- 4.2** Extract relevant information that answers the information problem and meets task requirements.
  - a. Apply critical thinking skills to evaluate and select information in terms of relevance, accuracy, validity, reliability, currency, authority, completeness, format, point-of-view, and timeliness.
  - b. Distinguish between fact and opinion and evaluate for the presence of bias, prejudice, or propaganda.
  - c. Validate and compare information in sources, noting differences, contradictions, and types of data or research.
  - d. Use a variety of note-taking strategies.
  - e. Abstract, summarize, and paraphrase.
  - f. Credit appropriate sources using accepted citation format.

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**5. Students will organize, synthesize, and present information.****5.1** Organize information from multiple sources.

- a. Establish a clear purpose for the learning product.
- b. Analyze and organize information to support conclusions.
- c. Use technology and other information tools to integrate and organize textual, numerical, and pictorial information from multiple sources.
- d. Evaluate critically whether or not the selected information supports the proposed conclusions.
- e. Follow ethical and legal guidelines in using information, avoiding plagiarism and copyright violations.
- f. Create, revise, and refine drafts of the learning product.
- g. Finalize the learning product by applying criteria for quality and craftsmanship based on existing models, including assignment criteria and personal standards.

**5.2** Present research learning products.

- a. Present research learning products, using a variety of media formats effectively to promote new understanding.
- b. Update and publish learning products, individually or collaboratively, considering fair use and Creative Commons licensing.

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**6. Students will evaluate the process and product.****6.1** Assess the process and product for efficiency and effectiveness.

- a. Compare and evaluate the process and product with criteria from the original task definition.
  - b. Assess ability to select sources that are current, valid, authoritative, and relevant to the task.
  - c. Reflect on personal growth, development of technology skills, ability to collaborate, and personal performance during the research process.
  - d. Assess development of time-management skills during and after the research process.
  - e. Critique the quality and effectiveness of the process and product and determine areas needing improvement and how to make changes in the future.
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## **Literacy: Media Engagement**

- 1. Students will demonstrate that media literacy is a life skill integral to modern citizenship and informed decision-making.**
  - 1.1** Understand and use basic terms and concepts of media with their potential impact, advantages and limitations.
  - 1.2** Evaluate and select media for appropriate personal, educational, and professional use.
    - a.** Consult reliable sources to critique and evaluate personal media choices.
    - b.** Evaluate and select media materials to meet educational, personal, and career needs.
    - c.** Determine whether the amount of time and attention devoted to media, including social networking, Internet gaming, and texting, is in balance with other activities.