The Model Curriculum for Pennsylvania School Library Programs
Stage 1 Desired Results: Competencies, Grade Band 6-8

Big Idea: Effective readers use appropriate strategies to construct meaning.

Essential Questions:

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How do readers know what to believe?
- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
Determining Author's Point of View (Perspective)	**6-7-8**	Determine author's point of view or purpose in text.	CC.1.2.D (6-8)			
Evaluating Diverse Media	**8**	Evaluate advantages and disadvantages of how information is presented in different mediums.	CC.1.2.G (6-8)			
	7	Compare and contrast how a different medium of delivery can have an impact on interpretation of informational text.	CC.1.2.G (6-8)			
	6	Use information from various mediums to understand topic or issue.	CC.1.2.G (6-8)			
Evaluating Arguments	**6-7-8**	Evaluate text based on author's claim and relevant evidence.	CC.1.2.H (6-8)			
Selecting Informational Texts and Literary Non-Fiction	**6-7-8**	▪ Independently, locate and select literary non-fiction and informational texts on grade level. ▪ Independently, use various print and digital reference sources.	CC.1.2.L (6-8)	CC.3.5.I (6-8)	CC.8.5.I (6-8)	

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Drawing Evidence: Primary and Secondary Sources	**6-7-8**	Use and cite specific textual evidence in primary and secondary sources and analyze the relationship between these sources.		CC.3.5.A (6-8)	CC.8.5.A CC.8.5.I (6-8)	
Selecting Literary Fiction	**6-7-8**	▪ Independently, select grade-level-appropriate literary fiction in a variety of genres. ▪ Apply strategies to create meaning from literary fiction. ▪ Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating.	CC.1.3.K (6-8)			

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.						
Essential Questions: ▪ How do readers know what to believe in what they read, hear, and view? ▪ How does interaction with text provoke thinking and response?						
Library Information Concepts	**Grade Level**	**Competencies** **What students should be able to do; key skills**	**ELA Standards 1._._ (Band)**	**Science Standards 3._._ (Band)**	**SS & H Standards 8._._ (Band)**	**BCIT Standards 15._._ (Band)**
Evaluating Sources **(See Also Effective Research Big Idea)**	**6-7-8**	▪ Identify alternate or opposing claims. ▪ Evaluate source for credibility, relevance, currency, and accuracy.	CC.1.4.I (6-8)	CC.3.6.G (6-8)	CC.8.6.G (6-8)	15.3.E 15.4.L (6-8)
Integrating Diverse Media	**6-7-8**	Integrate information from various mediums to understand topic or issue.		CC.3.5.G (6-8)	CC.8.5.G (6-8)	15.3.E (9-12)
Evaluating Arguments	**6-7-8**	Evaluate text based on author's claim and relevant evidence.	CC.1.2.D (6-8)	CC.3.5.H (6-8)	CC.8.5.H (6-8)	
Synthesizing Information	**6-7-8**	Select information from informational texts that support analysis, reflection and research.		CC.3.6.H (6-8)	CC.8.6.H (6-8)	
	6-7-8	Compare and contrast information found in experiments, simulations, video, or multimedia sources with information found in text.		CC.3.5.I (6-8)	CC.8.5.I (6-8)	CC.15.3.I (6-8)
Research Process: Developing Research Topic and Question(s)	**6-7-8**	As part of a grade-level-appropriate research process: ▪ Develop self-generated, focused research question. ▪ Develop sub-questions about topic. ▪ Use information to answer research questions and further develop questions about topic and discover new information.	CC.1.4.V (6-8)	CC.3.6.F (6-8)	CC.8.6.F (6-8)	15.3.C (6-8)

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Research Process: Accessing, Identifying, and Evaluating Resources	**6-7-8**	As part of a grade-level appropriate research process: ▪ Gather information that pertains to topic from various print and digital sources. ▪ Conduct search using proper search terms. ▪ Evaluate print and electronic sources and information and gather appropriate information. ▪ Use only credible sources.		CC.3.6.G (6-8)	CC.8.6.G (6-8)	15.3.I (6-8)
Research Process: Synthesizing Information	**6-7-8**	As part of a grade-level appropriate research process: ▪ Draw conclusions from evidence in information sources. ▪ Use quotes, paraphrasing, and summaries in work without plagiarizing. ▪ Cite sources using standard bibliographic citation format.	CC.1.4.S CC.1.4.W (6-8)			15.3.I 15.4.L (6-8)
Research Process: Note-taking Strategies	**6-7-8**	Draw relevant evidence from text to answer information needs using grade-level-appropriate note-taking skills.	CC.1.4.S CC.1.4.W (6-8)			15.3.I (6-8)

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.						
Essential Questions: ▪ What do good listeners do? ▪ How do active listeners make meaning? ▪ How do active listeners know what to believe in what they hear?						
Library Information Concepts	**Grade Level**	**Competencies** **What students should be able to do; key skills**	**ELA Standards 1._._ (Band)**	**Science Standards 3._._ (Band)**	**SS & H Standards 8._._ (Band)**	**BCIT Standards 15._._ (Band)**
Evaluating, Analyzing, and Integrating Information	**8**	▪ Research and analyze information using different media formats (e.g., visual, quantitative, oral). ▪ Determine purpose for presenting information in different formats. ▪ Analyze purpose for presenting information on different topics. ▪ Determine why this information would be presented in particular format. ▪ Evaluate reasoning for presenting information in particular format.	CC.1.5.C (6-8)			
	7	▪ Research and analyze information using different media formats (e.g., visual, quantitative, oral). ▪ Identify main ideas and supporting details in diverse media formats. ▪ Analyze main ideas and supporting details and use to explain topic.	CC.1.5.C (6-8)			
	6	▪ Research and interpret information using different media formats, (e.g., visual, quantitative, oral). ▪ Explain how information adds to topic.	CC.1.5.C (6-8)			

Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose.						
Essential Questions:						
▪ How do task, purpose, and audience influence how speakers craft and deliver a message?						
▪ How do speakers employ language and utilize resources to effectively communicate a message?						
Library Information Concepts	**Grade Level**	**Competencies What students should be able to do; key skills**	**ELA Standards 1._._ (Band)**	**Science Standards 3._._ (Band)**	**SS & H Standards 8._._ (Band)**	**BCIT Standards 15._._ (Band)**
Preparing Multimedia Presentations	**8**	Integrate multimedia components and visual displays into presentations to make these exciting and to clarify and show research.	CC.1.5.F (6-8)			
	7	Add multimedia components and visual displays to presentations to clarify claims and research findings and point out important points in information.	CC.1.5.F (6-8)			
	6	Add multimedia components and visual displays to presentations to clarify information.	CC.1.5.F (6-8)			

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.

Essential Questions:

- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?
- How does one organize and synthesize information from various sources?
- How does one best present findings?

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Drawing Evidence from Text	**6-7-8**	▪ Identify wide range of texts that tell a story to make a point, express personal opinion, or provide enjoyable experience as examples of grade-level-appropriate literature or literary non-fiction. ▪ Identify memoirs as examples of grade-level-appropriate literary non-fiction (i.e., non-fiction told as a story). ▪ Draw evidence from text to answer information need.	CC.1.4.S (6-8)			
Research Process: Effective Inquiry	**6-7-8**	Conduct short research projects.	CC.1.4.V (6-8)			
Research Process: Evaluating Sources **(See Also Critical Thinkers Big Idea)**	**6-7-8**	As part of a grade-level-appropriate research process: ▪ Gather information that pertains to topic from various print and digital sources. ▪ Conduct search using proper search terms. ▪ Evaluate print and digital sources and information and gather appropriate information. ▪ Use only credible sources.	CC.1.4.W (6-8)	CC.3.6.G (6-8)	CC.8.6.G (6-8)	15.3.E (6-8)
Research Process: Note-taking Strategies and Presenting Research Findings	**6-7-8**	As part of a grade-level-appropriate research process: ▪ Make conclusions about information in sources. ▪ Use quotes and paraphrasing in work without plagiarizing. ▪ Cite sources using standard bibliographic citation format.	CC.1.4.W (6-8)			

Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.						
Essential Questions:						
▪ What makes clear and effective writing?						
▪ Why do writers write? What is the purpose?						
▪ Who is the audience? What will work best for the audience?						
Library Information Concepts	**Grade Level**	**Competencies** **What students should be able to do; key skills**	**ELA Standards 1._._ (Band)**	**Science Standards 3._._ (Band)**	**SS & H Standards 8._._ (Band)**	**BCIT Standards 15._._ (Band)**
Producing and Publishing with Technology	**8**	Use technology ethically to produce and publish writing, present relationships between information and ideas, and interact and collaborate with others.	CC.1.4.U (6-8)	CC.3.6.E (6-8)	CC.8.6.E (6-8)	15.3.W (6-8)
	7	Use technology ethically to produce and publish, link to and cite sources, and interact and collaborate with others.	CC.1.4.U (6-8)	CC.3.6.E (6-8)	CC.8.6.E (6-8)	15.3.W (6-8)
	6	Use technology ethically to produce and publish three-page written product and to interact and collaborate with others.	CC.1.4.U (6-8)	CC.3.6.E (6-8)	CC.8.6.E (6-8)	15.3.W (6-8)

Big Idea: Responsible citizens use information ethically and productively in a global society.						
Essential Questions: ▪ How do responsible citizens use information ethically? ▪ How do responsible citizens use information productively in a global society?						
Library Information Concepts	**Grade Level**	**Competencies** **What students should be able to do; key skills**	**ELA Standards 1._._ (Band)**	**Science Standards 3._._ (Band)**	**SS & H Standards 8._._ (Band)**	**BCIT Standards 15._._ (Band)**
Using Information Ethically and Responsibly	**6-7-8**	▪ Use quotes, paraphrasing, and conclusions in work without plagiarizing. ▪ Cite sources by using standard bibliographic citation format.		CC.3.6 G (6-8)	CC.8.6 G (6-8)	
Demonstrating Technology Etiquette and Safety	**6-7-8**	Demonstrate proper etiquette when networking either face-to-face or online (e.g., using Web 2.0 and social media tools).				15.3.M 15.3.W (6-8)
	6-7-8	▪ Explain human, cultural, and societal issues related to technology. ▪ Practice safe, legal and responsible use of information and technology.				15.3.T (6-8)
Behaving as a Digital Citizen	**6-7-8**	Interpret and apply knowledge and practice of appropriate social, legal, ethical, and safe behaviors of digital citizenship in all online and digital situations.				15.3.T 15.4.B (6-8)
Using Digital Media	**6-7-8**	▪ Select and utilize appropriate multimedia to create digital media. ▪ Use digital media legally and ethically, practicing Educational Fair Use.				15.4.K (6-8)