

IN SUPPORT OF ALL CONTENT AREAS:

3.1.H INQUIRY & RESEARCH

3.2.B WRITING AS A PRODUCT (resulting in a formal product or publication)

<p>Benchmarks By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>	<p>Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grade 12 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p>	<p>Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of a student's progress toward proficiency:</p>
<p>• A. Research Report: Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media</p>		
<p>Orientation to The Big6 Information Problem Solving Model</p>	<ul style="list-style-type: none"> • Become familiar with an information problem solving model as a process guide to doing research. 	<ul style="list-style-type: none"> • Indicate which of the Big6 skills are being used when presented with a list of research activities. • Indicate which Big6 skills the following electronic resources are related to: search engines, indexes, copy and paste, full text resources, word processing, PowerPoint, e-mail, i-movie, etc. • View with class the video, <i>Solving Information Problems the Big6 Way</i>, and discuss all six steps of the Big6 process.
<p>1. Task Definition</p> <p>1.1 Define the problem. 1.2 Identify the information needed.</p>	<ul style="list-style-type: none"> • Determine the information problem to be solved. • Reformulate a complete statement of the task. • Pick out keywords embedded in a question. • Ask a good question. • Understand and follow printed and/or oral directions. 	<ul style="list-style-type: none"> • Use e-board to communicate with librarian/teacher to clarify research topic. • Define or refine the research topic using computerized graphic organizers, brainstorming or idea generating software such as Inspiration. • Generate topics and facilitate cooperative activities with subject area experts locally and globally using e-mail, online discussions, etc. on the Internet.

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<p>2. Information Seeking Strategies</p> <p>2.1 Determine all possible sources. 2.2 Select the best source.</p>	<ul style="list-style-type: none"> • Develop alternatives and seek a variety of materials. • Determine which information is most/least important. • Recognize that information can be gathered from many sources, including investigation, observation, and human resources. • Use appropriate criteria for selecting sources. 	<ul style="list-style-type: none"> • Assess the value of various types of electronic resources for data gathering, including databases, commercial and Internet online resources, electronic reference works, community and government information electronic resources. • Assess the need for and value of primary resources including interviews, surveys, experiments, and documents that are accessible through electronic means. • Identify and apply specific criteria for evaluating computerized electronic resources. • Assess the value of e-mail, online discussions, and desktop teleconferencing as part of a search of the current literature in relation to the information task. • Use <i>The 5 W's of Web Site Evaluation</i> to evaluate the suitability of a website as a source. • Complete the on-line tutorial, <i>Evaluating Web Resources</i>.
<p>3. Location & Access</p> <p>3.1 Locate sources. 3.2 Find information within sources.</p>	<ul style="list-style-type: none"> • Determine what sources are available. • Independently gather resources. • Determine if the source is usable. • Access appropriate information systems, including online databases, online public access catalog, and electronic multimedia. 	<ul style="list-style-type: none"> • Locate and use appropriate computer resources and technologies available within the library, including online catalogs, periodical indexes, full-text sources, scanners, productivity software, cameras, etc. • Locate and use appropriate computer resources and technologies beyond the school through the Internet (e.g., newsgroups, listservs,

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		<p>WWW sites, online public access library catalogs, commercial databases and online services, etc.)</p> <ul style="list-style-type: none"> • Use electronic reference materials (e.g. electronic encyclopedias, dictionaries, biographical reference sources, atlases, geographic databanks, thesauri, almanacs, fact books) available through the Internet. • Use the Internet to contact experts and help and referral services. • Conduct self-initiated electronic surveys through e-mail, listservs, newsgroups and online data collection tools. • Use organizational systems and tools specific to electronic information sources that assist in finding specific and general information (e.g., indexes, tables of contents, user's instructions and manuals, legends, graphic clues and icons, hypertext links, URLs, etc).

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<p>4. Use of Information</p> <p>4.1 Engage (e.g., read, hear, view). 4.2 Extract relevant information.</p>	<ul style="list-style-type: none"> • Distinguish facts from opinion. • Accurately and completely summarize/paraphrase the main idea from written and oral sources. • Accurately cite sources. • Read, listen, view, and touch carefully to acquire information. 	<ul style="list-style-type: none"> • Connect and operate the computer technology needed to access information, and read the guides and manuals associated with such tasks. • Know and use the software and hardware needed to view, download, decompress and open documents, files, and programs from Internet sites and archives. • Copy and paste information from an electronic source into a personal document complete with proper citation. • Take notes and outline with a word processor, database, presentation or similar productivity program. • Record electronic sources of information and locations of those sources in order to properly cite and credit sources in footnotes, endnotes, and bibliographies. • Use electronic spreadsheets, databases, and statistical software to process and analyze statistical data. • Analyze and filter electronic information in relation to the task, rejecting information that is not relevant. • Save and backup data gathered to secure locations (floppy disk, flash memory, CDR, etc.) • Apply the <i>Trash and Treasure</i> process to taking notes from informational sources.

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<p>• A. Research Report: Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media</p>		
		<p>• Refer to <i>Quotation, Paraphrase & Summary</i> to clarify proper use of information in preparation for writing the research paper.</p>
<p>5. Synthesis</p> <p>5.1 Organize information from multiple sources.</p> <p>5.2 Present the result.</p>	<ul style="list-style-type: none"> • Organize information in clear, coherent presentations. • Present information in ways appropriate to the task. • Participate effectively in discussions and debates. • Produce personally designed products to communicate content. 	<ul style="list-style-type: none"> • Classify and group information using a word processor, database or spreadsheet. • Use word processing and desktop publishing software to create printed documents, applying keyboard skills equivalent to at least twice the rate of handwriting speed. • Create and use computer-generated graphics and art in various print and electronic presentations. • Use electronic spreadsheet software to create original spreadsheets. • Generate charts, tables and graphs using electronic spreadsheets and other graphing programs. • Use database software to create original databases. • Use presentation software to create electronic

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<p>• A. Research Report: Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media</p>		
		<p>slide shows and to generate overhead transparencies.</p> <ul style="list-style-type: none"> • Create Web pages and sites using HTML in a text document or using Web page creation tools. • Use e-mail and other telecommunications capabilities to publish the results of the information problem solving activity. • Properly cite and credit electronic sources (text, graphics, sound and video) of information within the product as well as in footnotes, endnotes, and bibliographies.
<p>6. Evaluation</p> <p>6.1 Judge the result (effectiveness). 6.2 Judge the process (efficiency).</p>	<ul style="list-style-type: none"> • Demonstrate a high degree of confidence in the quality of the product produced. • Assess the product for completeness, strengths, and weaknesses. • Develop criteria to determine the effectiveness of the process used to solve the problem. • Provide recommendations to improve results. • Determine the need for further information. 	<ul style="list-style-type: none"> • Evaluate electronic presentations in terms of the content and format and design self-assessment tools to help evaluate work for both content and format. • Design with teacher and librarian a rubric and or checklist to guide the research process and product. • Use spelling and grammar checking capabilities of word processing and other software to edit and revise work. • Apply legal principles and ethical conduct related to copyright and plagiarism. • Understand and abide by telecomputing etiquette when using e-mail, newsgroups, listservs and other Internet functions. • Use e-boards to communicate with librarians regarding performance on research assignments.

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		<p>• Thoughtfully reflect on the use of electronic resources and tools throughout the process and consider possible changes in the future. <u>Assessments:</u></p> <ul style="list-style-type: none"> • portfolios • rubrics • checkbric • librarian/student conference

RESOURCES

WEB Resources for the Big6

1 Task Definition

Andy Carvin's Ed List <http://www.edwebproject.org/lists.html>

Questioning <http://www.joycevalenza.com/questions.html>

- <http://questioning.org>

2 Information Seeking Strategies

Graphic Organizers: District License to *Inspiration 8*

3 Location and Access

Search Engine Watch <http://searchenginewatch.com/>

Choosing a Search Engine <http://www.internettutorials.net/choose.html>

Google <http://www.google.com>

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Maximizing Google <http://webquest.sdsu.edu/searching/fournets.htm>

Yahoo <http://www.yahoo.com>

Ask Jeeves <http://www.askjeeves.com>

About <http://www.about.com> (Requires librarian override)

CARRDSS (source evaluation) <http://mciu.org/%7EEspjvweb/carrdss.html>

Website Evaluation - WebQuest <http://mciu.org/~spjvweb/evalwebstu.html>

-Evaluating Web Resources <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html>

4 Use Information

Citation Maker <http://www.oslis.k12.or.us/elementary/index.php?page=citeSources>

Citation Machine <http://citationmachine.net/>

Search Strategies <http://www.noodletools.com/>

Copyright in K-12 <http://www.kcsd.k12.pa.us/technology/copyright/index.html>

Quality Information Checklist <http://www.quick.org.uk/menu.htm>

Hoaxes & Urban Legends <http://www.snopes.com>

U.S. DOE CIAC <http://ciac.llnl.gov/ciac/CIACHome.html>

Are They Real? <http://chaucer.unh.edu/real.html>

e-literate video <http://newliteracies.gseis.ucla.edu/video/index.html>

note taking (Trash and Treasure process) <http://www.big6.com/showarticle.php?id=45>

Quotation, Paraphrase & Summary <http://www.ohiou.edu/esl/help/quotation.html>

5 Synthesis/Presentation

Plagiarism <http://newark.rutgers.edu/~ehrllich/plagiarism598.html>

<http://www.plagiarism.org/>

How to Avoid Plagiarism <http://www.utoronto.ca/writing/plagsep.html>

Plagiarism Proofing Assignments <http://www.doug-johnson.com/dougwri/LPP.html>

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6 Evaluation

Rubistar <http://rubistar.4teachers.org>

Checklists <http://pblchecklist.4teachers.org/>

Rubric and Evaluation Resources <http://ncsu.edu/midlink/ho.html>

Research Lesson Links

<http://www.big6.com/showcategory.php?cid=19>

<http://www.janetsinfo.com/big6info.htm#ask>

Big6 Web Guide- <http://www.clovisusd.k12.ca.us/alta/big6/b6intchart.htm>

Subscribed to Databases- <http://jfkllmc.paterson.site.eboard.com>

• Newspapers and Magazines

(Ebsco/SIRS/Bergen Record)-

• eBooks , Biographies, Literary Criticism, Authors

(Gale Virtual Reference Library/Discovering Collection including Biographies, History, Literary Criticism/Contemporary Authors)

• Careers, History, Science, Health, Literature

(Facts on File)

• Encyclopedias

(Britanica On-Line)

Books

I-Search, You Search, We All Learn to Research/Duncan and Lockhart

Big6 in Secondary Schools/Eisenberg and Berkowitz

Videos

Solving Information Problems the Big6 Way/Eisenberg

IN SUPPORT OF ALL CONTENT AREAS:

3.1.G LITERACY: COMPREHENSION SKILLS & RESPONSE TO TEXT

3.1.D LITERACY: FLUENCY

<p>Benchmarks By the end of Grades 12 at developmentally appropriate levels of increasing complexity and skill, all students should:</p>	<p>Grade Specific Concepts/Skills By the end of the grade level listed above, to meet Grades 12 benchmarks, a student should be able to do the following using increasingly complex materials linked to increasingly skilled performance:</p>	<p>Student Activities/Evidence The following are examples of tasks/classroom assessments that provide evidence of a student's progress toward proficiency:</p>
<p>B. LITERATURE: Appreciate and enjoy literature and other creative expressions of information.</p>		
<p><u>Author Study</u> Read and critically analyze a variety of works, including books and other print materials (e.g. periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.</p>	<ul style="list-style-type: none"> • Read works representing at least five different authors. • Read one author's work over time. • Identify the author's purpose, position, and point of view. • Analyze the arguments, positions, and evidence offered as support. 	<p><u>Sample Activities Which Integrate Author Study, Genre Study, And Response To Literature And Are Done In Collaboration With Teachers:</u></p> <ul style="list-style-type: none"> • Write a book review and publish it in the school newspaper or on the library website. • Produce literary response papers. • Participate in formal or informal book talks, such as Literature Circles, making formal or informal presentations in which he/she discusses books he/she read and shares ideas stimulated by the books.
<p><u>Genre Study</u> Read a variety of genres and types of text with fluency and comprehension.</p>	<ul style="list-style-type: none"> • Read works representing at least four different genres, or categories. • Identify universal themes in literature. • Read short stories, novels, plays, essays, news reports, poetry, folk tales, myths, historical fiction and non-fiction. • Derive meaning from information presented creatively in a variety of formats. 	<ul style="list-style-type: none"> • Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia, web-based). • Compare and contrast film, tape, and book versions of stories. • Participate in nationally recognized programs

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B. LITERATURE: Appreciate and enjoy literature and other creative expressions of information.

<p><u>Response to Literature</u> Understand that our literary heritage is marked by distinct literary traditions and is part of a global literary tradition.</p>	<ul style="list-style-type: none"> • Demonstrate a thorough understanding of the text when responding to fiction, non-fiction, poetry and drama using interpretive, critical, and evaluative processes. • Follow directions from informational text, e.g. recipes, manuals, standardized tests, schedules, pamphlets, brochures, and job applications. • Explore and reflect on ideas while hearing and focusing attentively. • Develop creative products in a variety of formats. 	<p>and activities that encourage reading and learning (i.e. National Library Week, Black History Month, Poetry Month, Reading is Fundamental).</p> <ul style="list-style-type: none"> • Use <i>Contemporary Authors</i> website to access and read background information on authors being studied or of personal interest. • Design a brochure based on the life and work of an author. Use sample on Internet Cyberguide website as a reference. • Participate in Superintendent’s Book Club by suggesting books for the superintendent of schools to read. • Use children’s picture books to identify literary devices and illustrate them to a group or class. • Listen to audio books of an author or genre of personal interest. • Prepare a script, based on a book or a poem, using the “two-person performance” technique, with one person telling the story and the other talking to the audience and one person making comments about the story. • Consider book award winners when selecting books for personal reading. • Write a letter to your librarian explaining why a book should or should not be purchased based on that the book expects of a reader. • Search the Paterson Public Library online
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B. LITERATURE: Appreciate and enjoy literature and other creative expressions of information.

		<p>catalogue, select a book to read, place a hold on it, and take the necessary steps to borrow it.</p> <ul style="list-style-type: none"> • Use Novelist website to read a review of a particular title, or of other books by an author and select a book to read. • Participate in field trips to experience live theater, poetry readings and book talks. • Participate in community projects to foster students reading to each other, helping with homework, planning for careers and college. • Participate in book talks with other high schools through the use of ITV. • Use e-board to communicate with librarians regarding any reader advisory issues you may have. • Use library media specialist as a resource to assist in selecting a book to read. • Self-select, read, and respond to materials from a variety of literary genre, such as fiction, non-fiction, poetry, periodicals, and electronic texts, to explore personal interests and complete class assignments. • Identify and read books from suggested reading lists. • Explore a variety of multicultural/multiethnic materials. • Use online card catalog, BELS, to search for books by title, author, subject and keyword. • Acquire a Paterson Pubic Library borrowers
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B. LITERATURE: Appreciate and enjoy literature and other creative expressions of information.

		<p>card and use it to borrow books and access subscribed databases provided by the public library and the New Jersey State Library.</p> <ul style="list-style-type: none"> • Commit to self-selected, independent reading for a minimum of one hour per day. • Use <i>Inspiration</i> “About the Author” template as a guide to produce a graphic organizer telling about the life of an author you read. • Use <i>Inspiration</i> “Book Comparison” template as a guide to produce a graphic organizer comparing two books of the same or different genre. <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • portfolios • reading response logs • rubrics • enhanced open-ended responses (oral and written) • librarian/student conference
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RESOURCES

Books:

Action Strategies for Deepening Comprehension/Wilhelm

Using picture storybooks to teach literary devices : recommended books for children and young adults /Hall

Getting Started With Literature Circles/Noe & Johnson

Literature Circles Resource Guide/Hill, Noe & Johnson

Handbook of content Literacy Strategies/Stephens & Brown

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B. LITERATURE: Appreciate and enjoy literature and other creative expressions of information.*Literature as Exploration/Rosenblatt**You Gotta BE the Book/Wilhelm**Literature Circles and Response/Hill, Johnson & Noe**Reading Response Logs: Inviting Students to Explore Novels, Short Stories, Plays, Poetry and More/Kooy & Wells**The Thinking Classroom: Using Inspiration to Meet Curriculum Standards/Chase & Maddar***Internet:***Reading Online - <http://www.readingonline.org/>**Reading is Fundamental- www.rif.org**Award Winning Books - www.ala.org/yalsa/booklists**Literature Circles- www.literaturecircles.com/**Children's Literature Index: K-12 Literature-Based Teaching Ideas: An Index to Books and Websites- www.educ.ucalgary.ca/litindex/default.html**Paterson Public Library- <http://www.patersonpl.org/>**Internet Cyberguide- <http://www.sdcoe.k12.ca.us/score/langhu/langhutg.html>**Contemporary Authors- www.jerseyclicks.org**Novelist- www.jerseyclicks.org**District Video Catalog- <http://10.48.4.238>**BELS Library Catalog- <http://belsweb2.bccls.org/>**Learning About the Author and Illustrator/Kay Vandergrift- <http://www.scils.rutgers.edu/~kvander/AuthorSite/index.html>**Librarians Information Online Network- <http://libraries.phila.k12.pa.us/lion/periodicals.html>***Subscribed to Databases- <http://jfkllmc.paterson.site.eboard.com>**• **Newspapers and Magazines***(Ebsco/SIRS/Bergen Record)-*• **eBooks , Biographies, Literary Criticism, Authors***(Gale Virtual Reference Library/Discovering Collection including Biographies, History, Literary Criticism/Contemporary Authors)-*• **Careers, History, Science, Health, Literature***(Facts on File)*• **Encyclopedias***(Britanica On-Line)*

GRADE 9-12

LIBRARY SUPPORT: INDEPENDENT READING

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Benchmarks

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B. LITERATURE: Appreciate and enjoy literature and other creative expressions of information.

Software:

Inspiration

Timeliner

Microsoft Office (Word, Excel, PowerPoint, Publisher)

i-movie

Research shows a direct link between higher reading scores and collaboration between school library media specialists and teachers. Collaboration activities in which library media specialists should participate include identifying useful materials and information for teachers; planning instruction cooperatively with teachers; providing in-service training to teachers; and teaching students both with classroom teachers and independently*

1. Arrange to work with groups of students on in-depth inquiry-based research projects, planned in coordination with content area teachers, throughout the day.
2. Develop along with students scoring criteria (rubrics) for student project activities.
3. Be a school leader to encourage students to read extensively on their own.
4. Be a school leader to ensure that students are information literate.
5. Ensure that every student in your school has a public library card.
6. Engage students in the research process and ensure that they implement strategies for improving comprehension of informational text, including:
 - monitoring comprehension
 - using graphic organizers
 - answering and generating questions
 - recognizing text structures
 - summarizing
7. Collaborate with classroom teachers in design and delivery of instruction.
8. Maintain a portfolio of student research activities for all students.
9. Use the resources of the library to support differentiation of instruction, the use of varied and appropriate strategies for learning and teaching to meet student needs.
10. Make connections between the teaching of technology and the content and learning experiences in the library.
11. Practice project-based learning, whereby instruction is driven more by a learner's questions and involves more in depth research of a topic.

*Keith Curry Lance, "What Research Tells Us About the Importance of School Libraries," Whitehouse Conference on School Libraries, Institute of Museum and Library Services, June 2002,

<www.imls.gov/pubs/whitehouse0602/keithlance.htm>.

(Cited in *SCHOOL LIBRARY MEDIA PROGRAM: Catalyst for Efficient Implementation of Core Curriculum Content Standards K-12*, prepared by the Professional Development Committee of the New Jersey Association of School Libraries, 2005)