

Sanborn Regional School District

Information Literacy Curriculum

2007

Sanborn Regional School District Information Literacy Curriculum Kindergarten Standards

<p>I Defines the need for information:</p>	<p>II Develops information seeking strategies:</p>	<p>III Locates and accesses information:sources:</p>	<p>IV <u>Evaluates and selects information from a variety of print, non-print, and electronic</u></p>
<ul style="list-style-type: none"> • Identifies situations where information is needed to resolve a specific problem or question. • Determines what information is known about the problem or question • Formulates initial questions to define what additional information is needed 	<ul style="list-style-type: none"> • Identifies possible sources of information including print, non-print, electronic, and human resources • Identifies keywords and phrases for information source 	<ul style="list-style-type: none"> • Recognizes that materials in the school library media center are organized in a systematic manner • Locates materials using the classification system of the school/classroom library • Identifies and uses printed and electronic catalogs to access materials in the school library media center • Searches for information by subject, author, and title • Locates information from pre-selected Internet sites and web pages • Uses an encyclopedia, almanac, and atlas in print or electronic formats • Uses the index or table of contents of a book or reference set to locate specific information 	<ul style="list-style-type: none"> • Previews selected resources using table of contents • Differentiates between fiction and non-fiction resources • Distinguishes between fact and opinion • Determines timeliness and validity of information source • Chooses resources in formats appropriate to their interests
<p>V Records and organizes information:</p>	<p>VI Interprets and uses information to solve a problem or answer a question:</p>	<p>VII Communicates the results of research and inquiry in a format appropriate to audience and topic:</p>	<p>VIII. Evaluates the information product and process:</p>
<ul style="list-style-type: none"> • Summarizes information in his/her own words • Takes notes or records information using manual or electronic tools 	<ul style="list-style-type: none"> • Identifies new information and integrates it with prior knowledge • Draws conclusions based on the information gathered • Applies the information gathered to solve the problem or question 	<ul style="list-style-type: none"> • Recognizes the three common types of products and presentations (written, oral, visual) 	<ul style="list-style-type: none"> • Reviews the original information needed • Identifies the criteria to be used in assessing the product or presentation and the process • Determines how well conclusions and product meet the original information need • Assesses the process based on established criteria • Identifies ways in which the process can be improved

Sanborn Regional School District Information Literacy Curriculum Grade 1 Standards

I Defines the need for information:	II Develops information seeking strategies:	III Locates and accesses information:sources:	IV <u>Evaluates and selects information from a variety of print, non-print, and electronic</u>
<ul style="list-style-type: none"> • Identifies situations where information is needed to resolve a specific problem or question. • Determines what information is known about the problem or question • Formulates initial questions to define what additional information is needed 	<ul style="list-style-type: none"> • Identifies possible sources of information including print, non-print, electronic, and human resources • Identifies keywords and phrases for information source 	<ul style="list-style-type: none"> • Recognizes that materials in the school library media center are organized in a systematic manner • Locates materials using the classification system of the school/classroom library • Identifies and uses printed and electronic catalogs to access materials in the school library media center • Searches for information by subject, author, and title • Locates information from pre-selected Internet sites and web pages • Uses an encyclopedia, almanac, and atlas in print or electronic formats • Uses the index or table of contents of a book or reference set to locate specific information 	<ul style="list-style-type: none"> • Previews selected resources using table of contents • Differentiates between fiction and non-fiction resources • Distinguishes between fact and opinion • Determines timeliness and validity of information source • Chooses resources in formats appropriate to their interests
V Records and organizes information:	VI Interprets and uses information to solve a problem or answer a question:	VII Communicates the results of research and inquiry in a format appropriate to audience and topic:	VIII. Evaluates the information product and process:
<ul style="list-style-type: none"> • Summarizes information in his/her own words • Takes notes or records information using manual or electronic tools 	<ul style="list-style-type: none"> • Identifies new information and integrates it with prior knowledge • Draws conclusions based on the information gathered • Applies the information gathered to solve the problem or question 	<ul style="list-style-type: none"> • Recognizes the three common types of products and presentations (written, oral, visual) 	<ul style="list-style-type: none"> • Reviews the original information needed • Identifies the criteria to be used in assessing the product or presentation and the process • Determines how well conclusions and product meet the original information need • Assesses the process based on established criteria • Identifies ways in which the process can be improved

Sanborn Regional School District Information Literacy Curriculum Grade 2 Standards

I Defines the need for information:	II Develops information seeking strategies:	III Locates and accesses information:sources:	IV <u>Evaluates and selects information from a variety of print, non-print, and electronic</u>
<ul style="list-style-type: none"> • Identifies situations where information is needed to resolve a specific problem or question. • Determines what information is known about the problem or question • Formulates initial questions to define what additional information is needed • Determines a specific focus for the information search questions 	<ul style="list-style-type: none"> • Identifies possible sources of information including print, non-print, electronic, and human resources • Selects more than one resource when appropriate • Identifies keywords and phrases for information source 	<ul style="list-style-type: none"> • Recognizes that materials in the school library media center are organized in a systematic manner • Locates materials using the classification system of the school/ classroom library • Identifies and uses printed and electronic catalogs to access materials in the school library media center • Searches for information by subject, author, and title • Locates information from pre-selected Internet sites and web pages • Uses an encyclopedia, almanac, and atlas in print or electronic formats • Uses the index or table of contents of a book or reference set to locate specific information 	<ul style="list-style-type: none"> • Previews selected resources using table of contents • Distinguishes between fact and opinion • Determines timeliness and validity of information source • Chooses resources in formats appropriate to their interests
V Records and organizes information:	VI Interprets and uses information to solve a problem or answer a question:	VII Communicates the results of research and inquiry in a format appropriate to audience and topic:	VIII. Evaluates the information product and process:
<ul style="list-style-type: none"> • Takes notes or records information using manual or electronic tools • Records the sources of information as notes are taken • Recognizes the need to identify the author of specific quotations • Arranges notes to help answer the information problem or question • Lists basic bibliographic sources for information used 	<ul style="list-style-type: none"> • Identifies new information and integrates it with prior knowledge • Draws conclusions based on the information gathered 	<ul style="list-style-type: none"> • Recognizes the three common types of products and presentations (written, oral, visual) • Chooses a presentation format (e.g. speech, paper, web page, video) appropriate to the audience and purpose • Develops in original product or presentation to communicate the results of the inquiry 	<ul style="list-style-type: none"> • Reviews the original information needed • Identifies the criteria to be used in assessing the product or presentation and the process • Determines how well conclusions and product meet the original information need • Assesses the process based on established criteria

Sanborn Regional School District Information Literacy Curriculum Grade 3 Standards

I Defines the need for information:	II Develops information seeking strategies:	III Locates and accesses information:sources:	IV <u>Evaluates and selects information from a variety of print, non-print, and electronic</u>
<ul style="list-style-type: none"> • Identifies situations where information is needed to resolve a specific problem or question. • Determines what information is known about the problem or question • Formulates initial questions to define what additional information is needed • Determines a specific focus for the information search questions 	<ul style="list-style-type: none"> • Identifies possible sources of information including print, non-print, electronic, and human resources • Selects more than one resource when appropriate • Identifies keywords and phrases for information source 	<ul style="list-style-type: none"> • Recognizes that materials in the school library media center are organized in a systematic manner • Locates materials using the classification system of the school/classroom library • Identifies and uses printed and electronic catalogs to access materials in the school library media center • Searches for information by subject, author, and title • Locates information from pre-selected Internet sites and web pages • Uses an encyclopedia, almanac, and atlas in print or electronic formats • Uses the index or table of contents of a book or reference set to locate specific information 	<ul style="list-style-type: none"> • Previews selected resources using table of contents • Distinguishes between fact and opinion • Determines timeliness and validity of information source • Chooses resources in formats appropriate to their interests
V Records and organizes information:	VI Interprets and uses information to solve a problem or answer a question:	VII Communicates the results of research and inquiry in a format appropriate to audience and topic:	VIII. Evaluates the information product and process:
<ul style="list-style-type: none"> • Takes notes or records information using manual or electronic tools • Records the sources of information as notes are taken • Recognizes the need to identify the author of specific quotations • Arranges notes to help answer the information problem or question • Lists basic bibliographic sources for information used 	<ul style="list-style-type: none"> • Identifies new information and integrates it with prior knowledge • Draws conclusions based on the information gathered 	<ul style="list-style-type: none"> • Recognizes the three common types of products and presentations (written, oral, visual) • Chooses a presentation format (e.g. speech, paper, web page, video) appropriate to the audience and purpose • Develops in original product or presentation to communicate the results of the inquiry 	<ul style="list-style-type: none"> • Reviews the original information needed • Identifies the criteria to be used in assessing the product or presentation and the process • Determines how well conclusions and product meet the original information need • Assesses the process based on established criteria

Sanborn Regional School District Information Literacy Curriculum Grade 4 Standards

I Defines the need for information:	II Develops information seeking strategies:	III Locates and accesses information:sources:	IV <u>Evaluates and selects information from a variety of print, non-print, and electronic</u>
<ul style="list-style-type: none"> • Identifies situations where information is needed to resolve a specific problem or question. • Determines what information is known about the problem or question • Formulates initial questions to define what additional information is needed • Determines a specific focus for the information search questions 	<ul style="list-style-type: none"> • Identifies possible sources of information including print, non-print, electronic, and human resources • Selects more than one resource when appropriate • Identifies keywords and phrases for information source 	<ul style="list-style-type: none"> • Recognizes that materials in the school library media center are organized in a systematic manner • Locates materials using the classification system of the school/ classroom library • Identifies and uses printed and electronic catalogs to access materials in the school library media center • Searches for information by subject, author, and title • Locates information from pre-selected Internet sites and web pages • Uses an encyclopedia, almanac, and atlas in print or electronic formats • Uses the index or table of contents of a book or reference set to locate specific information 	<ul style="list-style-type: none"> • Previews selected resources using table of contents • Distinguishes between fact and opinion • Determines timeliness and validity of information source • Chooses resources in formats appropriate to their interests
V Records and organizes information:	VI Interprets and uses information to solve a problem or answer a question:	VII Communicates the results of research and inquiry in a format appropriate to audience and topic:	VIII. Evaluates the information product and process:
<ul style="list-style-type: none"> • Takes notes or records information using manual or electronic tools • Records the sources of information as notes are taken • Recognizes the need to identify the author of specific quotations • Arranges notes to help answer the information problem or question • Lists basic bibliographic sources for information used 	<ul style="list-style-type: none"> • Identifies new information and integrates it with prior knowledge • Draws conclusions based on the information gathered 	<ul style="list-style-type: none"> • Recognizes the three common types of products and presentations (written, oral, visual) • Chooses a presentation format (e.g. speech, paper, web page, video) appropriate to the audience and purpose • Develops in original product or presentation to communicate the results of the inquiry 	<ul style="list-style-type: none"> • Reviews the original information needed • Identifies the criteria to be used in assessing the product or presentation and the process • Determines how well conclusions and product meet the original information need • Assesses the process based on established criteria

Sanborn Regional School District Information Literacy Curriculum Grade 5 Standards

<p>I Defines the need for information:</p>	<p>II Develops information seeking strategies:</p>	<p>III Locates and accesses information:sources:</p>	<p>IV <u>Evaluates and selects information from a variety of print, non-print, and electronic</u></p>
<ul style="list-style-type: none"> • Identifies situations where information is needed to resolve a specific problem or question. • Determines what information is known about the problem or question • Formulates initial questions to define what additional information is needed • Determines a specific focus for the information search questions 	<ul style="list-style-type: none"> • Identifies possible sources of information including print, non-print, electronic, and human resources • Selects more than one resource when appropriate • Identifies keywords and phrases for information source 	<ul style="list-style-type: none"> • Recognizes that materials in the school library media center are organized in a systematic manner • Locates materials using the classification system of the school/classroom library • Identifies and uses printed and electronic catalogs to access materials in the school library media center • Searches for information by subject, author, and title • Locates information from pre-selected Internet sites and web pages • Uses an encyclopedia, almanac, and atlas in print or electronic formats • Uses the index or table of contents of a book or reference set to locate specific information 	<ul style="list-style-type: none"> • Previews selected resources using table of contents • Distinguishes between fact and opinion • Determines timeliness and validity of information source • Chooses resources in formats appropriate to their interests
<p>V Records and organizes information:</p>	<p>VI Interprets and uses information to solve a problem or answer a question:</p>	<p>VII Communicates the results of research and inquiry in a format appropriate to audience and topic:</p>	<p>VIII. Evaluates the information product and process:</p>
<ul style="list-style-type: none"> • Takes notes or records information using manual or electronic tools • Records the sources of information as notes are taken • Recognizes the need to identify the author of specific quotations • Arranges notes to help answer the information problem or question • Lists basic bibliographic sources for information used 	<ul style="list-style-type: none"> • Identifies new information and integrates it with prior knowledge • Draws conclusions based on the information gathered 	<ul style="list-style-type: none"> • Recognizes the three common types of products and presentations (written, oral, visual) • Chooses a presentation format (e.g. speech, paper, web page, video) appropriate to the audience and purpose • Develops in original product or presentation to communicate the results of the inquiry 	<ul style="list-style-type: none"> • Reviews the original information needed • Identifies the criteria to be used in assessing the product or presentation and the process • Determines how well conclusions and product meet the original information need • Assesses the process based on established criteria

Sanborn Regional School District Information Literacy Curriculum Grade 6 Standards

I Defines the need for information:	II Develops information seeking strategies:	III Locates and accesses information:sources:	IV <u>Evaluates and selects information from a variety of print, non-print, and electronic</u>
<ul style="list-style-type: none"> • Identifies the information problem or question to be answered • Relates what is already known to the information need • Formulates general and specific research questions using a variety of questioning skills • Revise and narrow the information questions to focus on the information need 	<ul style="list-style-type: none"> • Identifies relevant sources of information including print, non-print, electronic, human and community resources 	<ul style="list-style-type: none"> • Recognizes differences in searching bibliographic records, abstracts, or full text databases 	<ul style="list-style-type: none"> • Examines selected resources for pertinent information using previewing techniques to scan for major concepts and keywords • Differentiates between primary and secondary sources • Distinguishes between fact and opinion; recognizes point of view or bias • Determines if information is timely, valid, accurate, comprehensive, and relevant • Analyzes and evaluates information presented in charts, graphs, and tables • Locates indicators of authority for all sources of information • Selects resources in formats appropriate to content and information need and
V Records and organizes information:	VI Interprets and uses information to solve a problem or answer a question:	VII Communicates the results of research and inquiry in a format appropriate to audience and topic:	VIII. Evaluates the information product and process:
<ul style="list-style-type: none"> • Uses note-taking strategies including summarizing and paraphrasing • Records concise notes in a prescribed manner, including bibliographic information • Credits sources and cites references appropriately using parenthetical entries with a works cited page or bibliography • Organizes and compares information using graphic organizers, storyboarding and other relational techniques • Organizes information in a systematic manner appropriate to question, audience, and intended format of presentation • Records sources of information in a standardized bibliographic format 	<ul style="list-style-type: none"> • Compares and integrates new information with prior knowledge • Analyzes information for relevance to the question • Analyzes finding to determine need for additional information • Gathers and synthesizes additional information as needed • Draw conclusions to address the problem or question 	<ul style="list-style-type: none"> • Determines the audience and purpose for the product or presentation • Identifies possible communication or production formats • Selects a presentation format (e.g. speech, paper, web page, video) appropriate to the topic, audience, purpose, content, and technology available • Develops an original product or presentation which addresses the information problem or question 	<ul style="list-style-type: none"> • Identifies the criteria to be used in judging both the product or presentation and the process • Determines how well research conclusions and product meet the original information need or question based on identified criteria • Assesses the process based on identified criteria • Summarizes ways in which the process and product can be improved

Sanborn Regional School District Information Literacy Curriculum Grade 7 Standards

I Defines the need for information:	II Develops information seeking strategies:	III Locates and accesses information:sources:	IV <u>Evaluates and selects information from a variety of print, non-print, and electronic</u>
<ul style="list-style-type: none"> • Identifies the information problem or question to be answered • Relates what is already known to the information need • Formulates general and specific research questions using a variety of questioning skills • Revise and narrow the information questions to focus on the information need 	<ul style="list-style-type: none"> • Identifies relevant sources of information including print, non-print, electronic, human and community resources 	<ul style="list-style-type: none"> • Recognizes differences in searching bibliographic records, abstracts, or full text databases 	<ul style="list-style-type: none"> • Examines selected resources for pertinent information using previewing techniques to scan for major concepts and keywords • Differentiates between primary and secondary sources • Distinguishes between fact and opinion; recognizes point of view or bias • Determines if information is timely, valid, accurate, comprehensive, and relevant • Analyzes and evaluates information presented in charts, graphs, and tables • Locates indicators of authority for all sources of information • Selects resources in formats appropriate to content and information need and compatible
V Records and organizes information:	VI Interprets and uses information to solve a problem or answer a question:	VII Communicates the results of research and inquiry in a format appropriate to audience and topic:	VIII. Evaluates the information product and process:
<ul style="list-style-type: none"> • Uses notetaking strategies including summarizing and paraphrasing • Records concise notes in a prescribed manner, including bibliographic information • Credits sources and cites references appropriately using parenthetical entries with a works cited page or bibliography • Organizes and compares information using graphic organizers, storyboarding and other relational techniques • Organizes information in a systematic manner appropriate to question, audience, and intended format of presentation • Records sources of information in a standardized bibliographic format 	<ul style="list-style-type: none"> • Compares and integrates new information with prior knowledge • Analyzes information for relevance to the question • Analyzes finding to determine need for additional information • Gathers and synthesizes additional information as needed • Draw conclusions to address the problem or question 	<ul style="list-style-type: none"> • Determines the audience and purpose for the product or presentation • Identifies possible communication or production formats • Selects a presentation format (e.g. speech, paper, web page, video) appropriate to the topic, audience, purpose, content, and technology available • Develops an original product or presentation which addresses the information problem or question 	<ul style="list-style-type: none"> • Identifies the criteria to be used in judging both the product or presentation and the process • Determines how well research conclusions and product meet the original information need or question based on identified criteria • Assesses the process based on identified criteria • Summarizes ways in which the process and product can be improved

Sanborn Regional School District Information Literacy Curriculum

Grade 8 Standards

I Defines the need for information:	II Develops information seeking strategies:	III Locates and accesses information:sources:	IV <u>Evaluates and selects information from a variety of print, non-print, and electronic</u>
<ul style="list-style-type: none"> • Identifies the information problem or question to be answered • Relates what is already known to the information need • Formulates general and specific research questions using a variety of questioning skills • Revise and narrow the information questions to focus on the information need 	<ul style="list-style-type: none"> • Identifies relevant sources of information including print, non-print, electronic, human and community resources 	<ul style="list-style-type: none"> • Recognizes differences in searching bibliographic records, abstracts, or full text databases 	<ul style="list-style-type: none"> • Examines selected resources for pertinent information using previewing techniques to scan for major concepts and keywords • Differentiates between primary and secondary sources • Distinguishes between fact and opinion; recognizes point of view or bias • Determines if information is timely, valid, accurate, comprehensive, and relevant • Analyzes and evaluates information presented in charts, graphs, and tables • Locates indicators of authority for all sources of information • Selects resources in formats appropriate to content and information need and compatible with his/her learning style.
V Records and organizes information:	VI Interprets and uses information to solve a problem or answer a question:	VII Communicates the results of research and inquiry in a format appropriate to audience and topic:	VIII. Evaluates the information product and process:
<ul style="list-style-type: none"> • Uses notetaking strategies including summarizing and paraphrasing • Records concise notes in a prescribed manner, including bibliographic information • Credits sources and cites references appropriately using parenthetical entries with a works cited page or bibliography • Organizes and compares information using graphic organizers, storyboarding and other relational techniques • Organizes information in a systematic manner appropriate to question, audience, and intended format of presentation • Records sources of information in a standardized bibliographic format 	<ul style="list-style-type: none"> • Compares and integrates new information with prior knowledge • Analyzes information for relevance to the question • Analyzes finding to determine need for additional information • Gathers and synthesizes additional information as needed • Draw conclusions to address the problem or question 	<ul style="list-style-type: none"> • Determines the audience and purpose for the product or presentation • Identifies possible communication or production formats • Selects a presentation format (e.g. speech, paper, web page, video) appropriate to the topic, audience, purpose, content, and technology available • Develops an original product or presentation which addresses the information problem or question 	<ul style="list-style-type: none"> • Identifies the criteria to be used in judging both the product or presentation and the process • Determines how well research conclusions and product meet the original information need or question based on identified criteria • Assesses the process based on identified criteria • Summarizes ways in which the process and product can be improved • the process and product can be improved

Sanborn Regional School District Information Literacy Curriculum

Grade 9-12 Standards

I Defines the need for information:	II Develops information seeking strategies:	III Locates and accesses information:sources:	IV <u>Evaluates and selects information from a variety of print, non-print, and electronic forms:</u>
<ul style="list-style-type: none"> • States the information problem or question in clear and concise terms • Relates prior knowledge to the problem or question • Develops specific research questions or a thesis statement based on the nature, purpose and scope of project • Conducts a preliminary search to determine if the research questions or thesis statement is clear and searchable: refines and revises if necessary 	<ul style="list-style-type: none"> • Identifies a full range of appropriate and available information from local, national, and global sources • Determines and applies evaluative criteria to prioritize potential sources • Pursues a variety of resources reflecting differing points of view, cultures, and disciplines • Identifies and evaluates keywords, concepts, subject headings, and descriptors for each information source • Organizes ideas, concepts, and issues in a manner appropriate to the subject and purpose • Develops a plan to obtain needed information using a variety of investigative strategies (e.g., interviews, questionnaires, experiments, surveys) 	<ul style="list-style-type: none"> • Identifies the different classification systems used in local school, public and post-secondary libraries, and resource agencies • Locates information using the classification system and catalog in use at a variety of libraries and resource agencies • Uses increasingly complex organizational features of print and electronic resources such as cumulative and cross-database indexes • Uses different search strategies for bibliographic citations, abstracts, and full-text resources in electronic formats • Constructs electronic and manual searches with keywords, phrases, Boolean logic, and limiters • Uses the index or table of contents of a book or reference set to locate specific information 	<ul style="list-style-type: none"> • Selects information clearly related to the problem or question • Evaluates information for stereotyping, prejudice, and misrepresentation • Distinguishes among fact, opinion, point of view, and inference • Determines if sources are authoritative, valid, reliable, accurate, relevant, a comprehensive • Evaluates graphic images for misleading presentation and manipulated data • Determines authorship for all resources and identifies points of agreement and disagreement among sources • Selects information in formats and genre most appropriate to content • with his/her learning style.
V Records and organizes information:	VI Interprets and uses information to solve a problem or answer a question:	VII Communicates the results of research and inquiry in a format appropriate to audience and topic:	VIII. Evaluates the information product and process:
<ul style="list-style-type: none"> • Uses data-gathering strategies that include summarizing, paraphrasing, comparing, and quoting • Follows standardized notetaking processes and compiles bibliographic information in an approved format • Credits sources for all quotations, visuals, major ideas, and specific facts or data using accepted citation formats • Analyzes and relates information using a variety of relational techniques (e.g.,graphic organizers, database reports, spreadsheet charts, graphs) • Organizes information in a systematic manner for unity, coherence, clarity, and emphasis • Compiles a bibliography in a format stipulated by an accepted manual of style 	<ul style="list-style-type: none"> • Interprets new information to formulate ideas which address the question or problem using comparison, evaluation, inference, and generalization skills • Synthesizes new ideas, evidence, and prior knowledge to address the problem or question • Draws conclusions and supports them with credible evidence 	<ul style="list-style-type: none"> • Determines the audience and purpose for communicating the information • Compares strengths and weaknesses of possible presentation methods and products • Selects the most appropriate format for the product or presentation • Develops a product or presentations that utilizes the strengths of the medium and supports the conclusions drawn in the research effort 	<ul style="list-style-type: none"> • Establishes the criteria to be used in judging both the product or presentation and the process • Assesses how well the research conclusions and product satisfy the defined information need • Critiques the process and identifies steps which need further study, skill development, or practice • Evaluates how the research question or problem, search strategy, resources, and interpretation could have been expanded or modified

Sanborn Regional School District Social Studies Curriculum

Grades 1-5 Independent Investigation Method (Research)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5

Grades 6-10 Big Six Model (Research)

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
		<ul style="list-style-type: none"> • Greek Gods • Mississippi River Quest • Native Americans • American Revolution • Historical Essay (Point of View of a Colonist) • Alternative Energy Sources • Music Critique 	<ul style="list-style-type: none"> • Traditional Research Paper • Research Essay 	<ul style="list-style-type: none"> • Letters from the trunk

Sanborn Regional School District Literacy Curriculum
Grade Level
Reading Fluency Expectations

Recommended Fluency Rates (in words read correctly per minute)	Grade 3	Grade 4	Grade 5	Grade 6
Oral:	90-120	115-140	125-150	135-160
Silent:	115-140	130-175	160-200	190-220

Sanborn Regional School District Literacy Curriculum
Grade Level
Reading Fluency Expectations

Recommended Fluency Rates (in words read correctly per minute)	Grade 7	Grade 8	Grade 9-10	Grade 11-12
Oral:	140-175	150-180		
Silent:	215-245	235-270		
READING FLUENCY AND ACCURACY	<p>R—7--11: Reads grade-level appropriate material (at an instructional level) with:</p> <ul style="list-style-type: none"> • R—7—11.1 Accuracy: reading material appropriate for grade 7 with at least 90-94% accuracy. (Local) • R—7—11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (See Appendix C for suggested rates.) (Local) • R—7—11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (Local) 	<p>R—8--11: Reads grade-level appropriate material (at an instructional level) with:</p> <ul style="list-style-type: none"> • R—8—11.1 Accuracy: reading material appropriate for grade 8 with at least 90-94% accuracy. (Local) • R—8—11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (See Appendix C for suggested rates.) (Local) • R—8—11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (Local) 	<p>R—10--11: Reads grade-level appropriate material (at an instructional level) with:</p> <ul style="list-style-type: none"> • R—10—11.1 Accuracy: reading material appropriate for high school with at least 90-94% accuracy. (Local) • R—10—11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (See Appendix C for suggested rates.) (Local) • R—10—11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (Local) 	<p>R—12--11: Reads grade-level appropriate material (at an instructional level) with:</p> <ul style="list-style-type: none"> • R—12—11.1 Accuracy: reading material appropriate for high school with at least 90-94% accuracy. (Local) • R—12—11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (See Appendix C for suggested rates.) (Local) • R—12—11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (Local)

Sanborn Regional School District Literacy Curriculum Text Complexity Distributors

Text Complexity Descriptors End of Grade 1	Text Complexity Descriptors End of Grade 2	Text Complexity Descriptors Grades 3-4
<ul style="list-style-type: none"> • Includes a variety of literary texts (such as fantasy, realistic fiction, poetry), with some complexity in story structure (e.g., multiple episodes) and literary language • Simple informational books/text • Illustrations provide moderate support for the reader • Texts have several sentences per page, with sentences of moderate length and generally simple sentence structure • Very straightforward text structures • Familiar content • In narrative text, details related to story elements (setting, characterization, events, resolution) provide strong support for both literal and interpretive meanings (e.g., for drawing basic inferences or basic conclusions) • Informational texts use clear and consistent formats (e.g., print location on page), illustrations, and simple graphics to support understanding of content • Simple punctuation is used: period, question mark, exclamation point, quotation marks, commas 	<ul style="list-style-type: none"> • Includes a variety of literary texts (such as realistic fiction, folktales, humorous stories, poetry) with elaborated episodes and events, and some extended descriptions • Stories usually have well-developed characters and episodes • Informational books/text • Some use of unfamiliar vocabulary, supported by other text features (e.g., such as headings and chapter titles) • Illustrations may or may not be present on each page, but usually provide low to moderate support for the reader. • Sentence structure becomes more complex -- including causal phrases. • Straightforward text structures in informational text • Content usually familiar • In narrative text, details related to story elements (setting, characterization, goals, attempts, consequences and resolutions) provide moderate support for both literal and interpretive meanings (e.g., for predicting logical outcomes or drawing inferences about problem/solution) • Informational texts use clear formats (e.g., use of simple headings to organize information into categories), illustrations that extend meaning, and simple graphics to support understanding of content • Full range of punctuation used, except dashes, colons, and semicolons 	<ul style="list-style-type: none"> • Includes a range of longer literary selections, including realistic fiction and fantasies. Narratives usually include familiar characters or settings. • Informational/ functional text including short expository pieces, e.g., descriptive, compare/contrast, directions, simple recipes, etc. • Varied vocabulary, but generally familiar; some figurative language (e.g., similes). Increased use of challenging vocabulary (e.g., multisyllabic words, words with multiple meanings). • Technical words are defined or explained in context. • Sentence structure becoming more elaborated and complex, including some use of passive voice, abstract or descriptive language. • Relatively straightforward text structures. Texts include more information, more complex ideas and relationships (e.g., examples, comparisons). • Content usually builds from shared/ somewhat familiar experiences. • In narrative text, the story elements (plot, setting, characterization) provide support for both literal and interpretive meanings. • Informational texts use clear formats, illustrations, and graphics to support understanding of content. Text features include timelines, captions, and maps. • Full range of punctuation used.

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Text Complexity Descriptors Grades 5-6	Text Complexity Descriptors Grades 7-8 & HS	Description of Text Complexity Distributors
<ul style="list-style-type: none"> • Includes a range of literary selections, such as full-length novels, well-crafted short stories (with increasingly diverse characters and settings), historical fiction and myths. • Includes more complex informational/ functional texts, such as persuasive essays, procedural “how to” guides, scientific and historical summaries (e.g., textbooks). • More varied and challenging vocabulary, including use of figurative language (idioms, metaphors) and analogies. Some technical terms. • Language in narrative text includes dialect and other linguistic variants to enhance characterization and setting. • Ideas and content increase in number and density. Relationships between ideas become more complex (e.g., flashback may be introduced) in narrative text; graphs and charts are needed to convey key information in expository text. • Content requires general background knowledge. Underlying themes become more complex and more universal. • Interrelationships among story elements become more complex and require more interpretation. Literary elements include flashback, humor, suspense, personification, and exaggeration. • Informational and functional texts use a variety of formats, illustrations, and graphics to support understanding. Texts features include chapter headings, glossaries, punctuation guides. 	<ul style="list-style-type: none"> • Includes a full range of literary genres including realistic and historical fiction, science fiction, fantasy, and folk literature. • Informational/functional texts include primary sources, personal narratives and autobiographies, schedules and manuals, as well as synthesized information found in textbooks. • Increasing number of uncommon words, including words with non-literal meanings and more abstract vocabulary. Word choice can reflect diverse historical and cultural context. Text includes technical words with specialized meaning. • Language and narrative text is more elaborated and complex, and include a wide range of dialogue, varied sentence structure to convey specific meanings, and prose style that matches text purpose (informational, recreational, provocative, etc.). • Relationships between ideas become less explicit and require more inference. • Understanding content requires increasing cultural and historical knowledge. More sophisticated themes. • Texts used often call for literary analysis. • Informational texts use format, illustrations, and graphics to support understanding of meaning. Text features include advance organizers, inset text, technology support. 	<p>Criteria for increasing text complexity include factors which interact to affect the relative difficulty of reading particular material. The previous table describes ways in which text materials generally increase in difficulty over the grade span of grades 1-8. The descriptors in the table build from one grade or grade cluster to the next. It is expected that students would have experience reading text described for their grades, as well as those of earlier grade clusters.</p> <p>Factors that Influence Increasing Text Complexity:</p> <ul style="list-style-type: none"> • Word Difficulty and Language Structure, including vocabulary and sentence type and complexity (often determined through the use of multiple readability formulas) • Text Structure and Discourse Style (e.g., satire, humor) • Genre and the Characteristic Features of the each type of text • Background Knowledge and/or Degree of Familiarity with Content needed by the reader • Level of Reasoning Required (e.g., sophistication of themes and ideas presented) • Format and Layout, including how text is organized/layout, size and location of print, graphics, and other book/print features • Length of Text

Strategies for Understanding Text

Teachers continually model and reinforce use of strategies, so that students learn to flexibly apply strategies that help them comprehend and interpret literary and informational texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Complexity of text and purpose of reading will determine the extent to which each strategy is applied.

Before reading, students...	During reading, students...	After reading, students...
<p>Set a purpose Activate prior knowledge (schema) Preview text Identify text structure clues (e.g., chronological, cause/effect, compare/contrast, etc.) Locate text features (e.g., transitional words, sub-headings, bold print, etc.) Use Cues: graphics and pictures Skim/Scan Predict and make text-based references Sample a page of text for readability and interest</p>	<p>Self-monitor using:</p> <ul style="list-style-type: none"> • Meaning • Language structure • Print cues <p>Reread Self-correct Clarify Determine Importance Generate literal, clarifying, and inferential questions Visualize Construct sensory images Summarize and paraphrase Check predictions Interpret</p> <ul style="list-style-type: none"> • Literal meaning • Inferential meaning <p>Make Connections, using</p> <ul style="list-style-type: none"> • Graphics • Pictures <p>Monitor fluency (oral/silent; or text complexity)</p> <ul style="list-style-type: none"> • Adjust rate • Use punctuation and dialogue cues • Use phrasing, intonation, expression <p>Read for accuracy Use note-taking strategies</p>	<p>Reread for confirmation Summarize and paraphrase key ideas Evaluate</p> <ul style="list-style-type: none"> • Accuracy of information • Literary merit and use of author's craft <p>Clarify Analyze information within and across texts Support conclusions with references from text Synthesize Connect ideas/themes in text to...</p> <ul style="list-style-type: none"> • Text: Compare one text to another text • Self: Relate and explain ideas or events in text to personal experience • World: Recognize commonalities of text to world