TRINITY AREA SCHOOL DISTRICT   Author: J. Paluda, Librarian
Adopt-an-Anchor Curricular Reference Chart

Department: Library   Grade: Kindergarten

For the PA Core Standards, please click here. For Assessment Anchors & Eligible Content, please click here.

Big Idea (*from your TASD Curriculum*)	PA Core Standard(s) Addressed (*In both ELA and Math. Please give both the number and the Standard Description*)	Assessment Anchor(s)/ Eligible Content Addressed (*In both ELA and Math. Please give both the number and the Anchor Description*)	Examples of Student Work That Addresses Standards/Anchors/Eligible Content
Process	CC.1.1.K.A. Utilize book handling skills	N/A	Participation in book care activities, multiple choice picture questions, medical bag activity, illustrations, object identification to assess book care knowledge
Literature	CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.	N/A	Read alouds, sharing circle, and partner reading. Dramatization. 5 Finger Retell, KWL charts, illustration of favorite parts of books, NF sequencing activity
Patterns	CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).	N/A	Sharing circle, partner reading, act out story, 5 Finger Retell, identify book parts, label/color book parts, illustrate beginning/middle/end of read alouds
Process	CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.	N/A	Sharing circle, partner reading, ask/answer questions about read alouds that pertain to story elements, character feelings, make predictions based on illustrations and text, etc.
Literature	CC.1.3.K.B Answer questions about key details in text.	N/A	Partner reading/read with someone activities, whole group read aloud, create illustrations to demonstrate knowledge of key details
Literature	CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.	N/A	Read alouds, partner reading, and sharing circle; story elements graphic organizer, 5 Finger Retell, book character trading cards

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Literature	CC.1.3.K.D Name the author & illustrator of a story & define the role of each in telling the story.	N/A	Students will select and check out books according to their interests (favorite author/ills.), author/illustrator activity, mastery of author/illustrator song
Literature	CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).	N/A	Students will verbally make connections and predictions based on illustrations such as cover art and the title during read alouds and sharing circle. Illustrator for the Day activity, Go Away Big Green Monster activity – telling with/without illustrations and discussing the effect the ills. have on the story.
Literature	CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	N/A	sharing circle, read alouds, partner reading, multimedia presentations of picture books.
Process	CC.1.5.K.C Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	N/A	Students will utilize librarian to assist them in book selection and to clarify concepts/story elements during read alouds.
Process	CC.1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.	N/A	Students will practice this during sharing circle and partner reading.

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Literature	CC.1.2.1.A Identify the main idea and retell key details of text.	N/A	Ask/answer questions during partner reading/read with someone activities and whole group read aloud; story elements graphic organizer, KWL chart, sequencing activities, NF book fact sheet
Literature	CC.1.2.1.B Ask and answer questions about key details in a text.	N/A	Students will verbally answer questions about key details during read alouds and during sharing circle. Compare/contrast details in fiction/nf books about similar topics (ex. Mo Willems' pigeon books vs. NF book about pigeons); story retelling graphic org.
Patterns & Research	CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text (text & graphic features, table of contents, glossary, using a dictionary & thesaurus)	N/A	Parts of a book color by number activity, table of contents activity, physically point to search tools in books, demonstrate knowledge via flipcharts.
Literature	CC.1.2.1.H Identify the reasons an author gives to support points in a text (author's purpose, supporting details)	N/A	Author for a day activity
Literature	CC.1.3.1.C Describe characters, settings, and major events in a story, using key details (Story Structure, Character Analysis).	N/A	Students will practice these skills during read alouds, sharing circle, and partner reading. Sequencing activity to be used with any picture book. Story elements house activity/Problem/Solution activity to be used with any picture book.

TRINITY AREA SCHOOL DISTRICT   Author: J. Paluda, Librarian
Adopt-an-Anchor Curricular Reference Chart

Department: Library   Grade: 1st Grade

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Literature	CC.1.3.1.D Identify who is telling the story at various points in a text (Point of View)	N/A	Students will practice these skills during read alouds.
Categories	CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	N/A	Fiction vs. nonfiction sorting game; pair fic/nf books as read alouds & compare/contrast info; exploration of easy nf section. Scavenger Hunt for early readers Fiction/Non Fiction (Pair with Bookflix Fiction/Non Fiction pairing), Fic/NF graphic organizer
Literature	CC.1.3.1.H Compare/contrast the adventures & experiences of characters in stories.	N/A	Students will perform this verbally during read alouds and sharing circle; complete venn diagrams related to characters in various books (ex. Lilly, Pigeon, Froggy, Splat the Cat, etc.).
Process	CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking/answering questions about key details and requesting clarification if something is not understood.	N/A	Students will practice these skills during read alouds, sharing circle, partner reading and multimedia presentations of picture books.
Patterns & Categories	CC.2.4.1.A.4 Represent and interpret data using tables/charts	N/A	School-wide genre bar graph (read a book from a series, by an author, a Caldecott winner, nonfiction, etc. and add piece to the bar graph)

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Literature	CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.	N/A	Main Idea activity using a picture book, author's purpose activity, main idea review activity
Research	CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	N/A	Dictionary skills The Important Book/ Corresponding activity
Literature	CC.1.2.2.H Describe how reasons support specific points the author makes in a text.	N/A	A Fine Fine School, supporting details activity The Day the Crayons Quit, Persuasive letters activity
Literature	CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.	N/A	Goldilocks and the Three Bears, The Three Snow Bears – Compare and contrast activity, Pirates Night Before Christmas, The Night Before Christmas – Compare and Contrast activity, NF compare/contrast activity
Research	CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	N/A	Dictionary skills – fill in the blank activity, online dictionary games, demonstrate knowledge of use of dictionaries via flipcharts

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Adopt-an-Anchor Curricular Reference Chart

Department: Library   Grade: 2nd Grade

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Literature	CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.	N/A	Official Police Report Activity to be used with a fairy tale (ex. Goldilocks and the Three Bears on Bookflix), ask/answer questions during read alouds (ex. Stella Louella's Runaway Book, fairytales), sequencing activities
Literature	CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	N/A	Reader's Theater I Wanna Iguana (Two Characters points of view through letter writing) and persuasive letter activity
Literature	CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	N/A	Read and Discuss Poetry, discussion of The Book With No Pictures
Research	CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.	N/A	Animal research report
Patterns & Categories	CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs.	N/A	School-wide genre bar graph (read a book from a series, by an author, a Caldecott winner, nonfiction, etc. and add piece to the bar graph), Non Fiction Graphic Organizer, Fiction Graphic Organizer

For the PA Core Standards, please click here. For Assessment Anchors & Eligible Content, please click here.

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Patterns & Categories	CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.	**Descriptor:** *Organize, display, and answer questions based on data.* **M03.D-M.2.1.1a** Add information to a pictograph, line plot, or bar graph.	School-wide genre bar graph (read a book from a series, by an author, a Caldecott winner, nonfiction, etc. and add piece to the bar graph)
Research	CC.1.2.3.A Determine main idea of a text; recount the key details and explain how they support the main idea.	**Descriptor:** *Demonstrate understanding of key ideas and details in informational texts.* **E03.B-K.1.1.1** Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Who Says Women Can't Be Doctors (Bookflix) and Biography graphic organizer, research projects, main idea activity, story retelling activity (ex. Van Allsburg books)
Patterns & Literature	CC.1.2.3.D Explain the point of view of the author.	**Descriptor**: *Demonstrate understanding of craft and structure in informational texts*. **E03.B-C.2.1.1** Explain the point of view from which a text is written.	Kid's Blog / online journal/blog where kids act as author & create entries stating pov.
Patterns & Research	CC.1.2.3.E Use text features and search tools to located and interpret information.	**Descriptor:** *Demonstrate understanding of craft and structure in informational texts.* **E03.B-C.2.1.2** Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.	Research projects: collaborative animal & biography reports that include checklist requiring use of text features to locate info, text features activity, OPAC quiz
Literature	CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed.	**Descriptor:** *Demonstrate understanding of key ideas and details in literature*. **E03.A-K.1.1.2** Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Graphic organizers related to Folk and Fairy tales, Fractured Fairy tales, Poetry; Spider and the Fly- Cautionary Tale Ending re-write activity, bookcare bookmarks
Literature	CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.	**Descriptor:** *Demonstrate understanding of key ideas and details in literature*. **E03.A-K.1.1.3** Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.	Brave Irene (Storyline Online) and personification activity, story elements graphic organizer, timeline activity (ex. Probuditi)

Department: Library   Grade: 3rd Grade

Big Idea (*from your TASD Curriculum*)	PA Core Standard(s) Addressed (*In both ELA and Math. Please give both the number and the Standard Description*)	Assessment Anchor(s)/ Eligible Content Addressed (*In both ELA and Math. Please give both the number and the Anchor Description*)	Examples of Student Work That Addresses Standards/Anchors/Eligible Content
Patterns & Literature	CC.1.3.3.D Explain the point of view of the author.	**Descriptor:** *Demonstrate understanding of craft and structure in literature.* **E03.A-C.2.1.1** Explain the point of view from which a story is narrated, including the difference between first and third-person narrations.	(narrator's opinion or thoughts about a topic; first and third person point of view)
Research	CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.	**Descriptor:** *Demonstrate understanding of vocabulary and figurative language in literature.* **E03.A-V.4.1.2** Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).	(dictionary skills, thesaurus, shades of meaning, literal/non-literal meaning); dictionary skills flipcharts, dictionary team challenge, glossary activity, dictionary activity, dictionary test (grade recorded in Reading class).
Literature	CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories *written by the same author* about the same or similar characters.	**Descriptor:** *Demonstrate understanding of connections within, between, and/or among texts.* **E03.A-C.3.1.1** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Main idea highlighting activity, ask/answer questions about these details during read alouds, author studies (ex. Van Allsburg)
Research	CC.1.4.3.S Draw evidence from literary or informational text to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.	No eligible content was posted on the SAS website for this standard.	Research: (biography performance task, informational writing); partner research organizer, biography timeline organizer
Research	CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	No eligible content was posted on the SAS website for this standard.	Research projects – collaborative research on animals and biography, biography project organizer, OPAC use/quiz, call number activities (ex. SLO tasks)

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Literature	CC.1.2.4.A Determine main idea of a text & explain how it's supported by key details. Summarize the text.	**Descriptor:** *Demonstrate understanding of key ideas and details in informational texts.* **E04.B-K.1.1.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Main idea/details; main idea passages & graphic organizers, context clue online activity
Research	CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened & why, based on specific information from the text.	**Descriptor:** *Demonstrate understanding of key ideas and details in informational texts.* **E04.B-K.1.1.3** Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Summarizing; state research report, City Field Trip research activity, intro to summarizing activity
Patterns & Research	CC.1.2.4.E Use text structure to interpret information (e.g. chronology, comparison, cause / effect, problem/solution).	**Descriptor:** *Demonstrate understanding of craft and structure in informational texts.* **E04.B-C.2.1.2** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.	NF text structure; state research report & City Field Trip research activity
Patterns & Research	CC.1.2.4.G Interpret various presentations of information within a text or digital source & explain how the information contributes to an understanding of the text in which it appears.	**Descriptor:** *Demonstrate understanding of connections within, between, and/or among informational texts.* **E04.B-C.3.1.3** Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.	Text features (headings, captions, footnotes, etc.); state research report & City Field Trip research activity – add requirement to include info from these feature, demonstrate knowledge by including info from online sources (Web Search Strategies prezi)

Department: Library   Grade: 4th Grade

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Literature	CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.	**Descriptor:** *Demonstrate understanding of key ideas and details in literature.* **E04.A-K.1.1.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Theme activities document
Literature	CC.1.3.4.C Describe in-depth a character, setting, event in a story or drama, drawing on specific details in the text.	**Descriptor:** *Demonstrate understanding of key ideas and details in literature.* **E04.A-K.1.1.3** Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Characterization; character selfies, My Favorite Book report, online poetry activities
Literature	CC.1.3.4.D Compare/contrast an event or topic told from two different points of view.	**Descriptor**: *Demonstrate understanding of craft & structure in literature*. **E04.A-C.2.1.1** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **Note:** "Stories" means narration of events told through the text types of stories, dramas, or poems.	Point of View, Two Bad Ants POV chart
Literature	CC.1.3.4.F Determine the meaning of words & phrases as they are used in grade-level text, including figurative language.	**Descriptor:** *Demonstrate understanding of vocabulary and figurative language in literature.* **E04.A-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 1. Explain the meaning of similes and metaphors in context. 2. Recognize and explain the meaning of common idioms, adages, and proverbs. 3. Demonstrate understanding of words by relating them to their antonyms and synonyms.	Poetry (similes, metaphors, allusions, personification, onomatopoeia, etc.), poetry puzzles, poetry analysis with partner, figurative language activity with flash cards, thesaurus activity

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Adopt-an-Anchor Curricular Reference Chart

Department: Library   Grade: 4th Grade

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Literature & Categories	CC.1.3.4.G Make connections between the text of a story or drama & a visual or oral presentation of the text, identifying where each version reflects specific descriptions & directions in the text.	No eligible content was posted on the SAS website for this standard.	Greek mythology – myth trading cards, myth sources document & myth elements graphic organizer, online myth activities
Literature	CC.1.3.4.H Compare/contrast similar themes, topics & patterns of events in literature, including texts from different cultures.	**Descriptor:** *Demonstrate understanding of connections within, between, and/or among texts.* **E04.A-C.3.1.1** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. **Note:** "Stories" means narration of events told through the text types of stories, dramas, or poems.	Greek mythology, myth trading cards, myth sources document & myth elements graphic organizer, online myth activities, scary stories' activities
Literature & Categories	CC.1.3.4.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.	No eligible content was posted on the SAS website for this standard.	In-depth genre studies, book talks, genre relay game, design print advertisement for a fiction book that provides details as to genre classification, school-wide bar graph
Patterns & Categories	CC.2.4.4.A.2 Translate information from one type of data display to another.	**Descriptor:** *Organize, display, and answer questions based on data.* **M04.D-M.2.1.1a** Organize data into a pictograph, line plot, or bar graph.	School-wide genre bar graph (read a book from a series, by an author, a Caldecott winner, nonfiction, genre, etc. and add piece to the bar graph)
Process	CC.2.1.4.B.1 Apply place value concepts to show an understanding of multi-digit whole numbers.	**Descriptor:** *Apply place-value and numeration concepts to compare, find equivalencies, and round.* **M04.A-T.1.1.1a** Model relationships between adjacent digits in a multi-digit whole number.	Dewey Decimal System flipchart, observation of use of nonfiction section call numbers

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TRINITY AREA SCHOOL DISTRICT   Author: J. Paluda, Librarian
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Department: Library   Grade: 5th Grade

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Research	CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view.	**Descriptor**: *Demonstrate understanding of craft and structure in informational texts.* **E05.B-C.2.1.1a** Identify similarities or differences in 2 points-of-view about one event or topic in a text.	Mini-lessons / use of picture books or a page or two to model identifying. Points of view. Fact/opinion activity/writing & quiz, "I Survived" series vs. NF books, author's evidence packet
Patterns	CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g. chronology, comparison/cause/effect, problem/solution).	**Descriptor**: *Demonstrate understanding of craft and structure in informational texts*. **E05.B-C.2.1.2a** Use text structure or text features to identify events, ideas, or concepts in a text.	Mini-lessons / use of picture books or a page or two to model identifying. Text structure. The Widow's Broom Personification activity
Literature	CC.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**Descriptor**: *Demonstrate understanding of key ideas and details in literature*. **E05.A-K.1.1.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **E05.A-K.1.1.2a** Identify the theme/central message of a story, drama, or poem using key details/evidence from the text.	Mini-lessons / use of picture books or a page or two to model identifying. Theme (ex. How Georgie Radbourn Saved Baseball, The Butter Battle Book (Seuss) – debate activity, The Other Side), Main idea clues game, theme sorting activity
Literature	CC.1.3.5.C Compare & contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	**Descriptor:** *Demonstrate understanding of key ideas and details in literature*. **E05.A-K.1.1.2c** Identify specific details in the text to compare two characters, settings, or events.	Mini-lessons / use of picture books or a page or two to model identifying. Literary elements (ex. The Butter Battle Book)

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Adopt-an-Anchor Curricular Reference Chart

Department: Library   Grade: 5th Grade

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Literature	CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**Descriptor:** *Demonstrate understanding of craft and structure in literature.* **E05.A-C.2.1.1a** Identify the narrator's point-of-view. **E05.A-C.2.1.1b** Describe the author's purpose (entertain, inform, or persuade) in a text.	Mini-lessons / use of picture books or a page or two to model identifying. Point of view. Poetry analysis. Poetry puzzles. "I Survived" series vs. NF accounts, memoirs – compare/contrast info, discussion of historical fiction, author's evidence packet
Patterns	CC.1.3.5.E Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	No eligible content was posted on the SAS website for this standard.	Mini-lessons / use of picture books or a page or two to model identifying. Text structure. Poetry analysis, poetry puzzles
Categories	CC.1.3.5.G Analyze how visual or multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, and poem).	No eligible content was posted on the SAS website for this standard.	Mini lessons on genre characteristics Graphic novels on historical events. Dr. Seuss Storyboards Activity using comic format/ Graphic Novel-Comic PowerPoint The Fantastic Flying Books of Mr. Morris Lessmore (Read story and then watch the short film adaptation)
Categories	CC.1.3.5.H Compare & contrast texts in the same genre on their approaches to similar themes & topics as well as additional literary elements.	Descriptor: *Demonstrate understanding of connections within, between, and/or among texts.* E05.A-C.3.1.1 Compare & contrast stories in the same genre on their approaches to similar themes and topics.	Mini lessons on genre characteristics. Text analysis. Book talks, genre relay, compare/contrast an "I Survived" book with another historical fiction book on the same topic (stories/dramas/poems), round robin writing of specific genre story; participation in school-wide genre bar graph

Department: _____Library_____

Grade: _5th Grade_____

For the PA Core Standards, please click here. For Assessment Anchors & Eligible Content, please click here.

Big Idea (*from your TASD Curriculum*)	PA Core Standard(s) Addressed (*In both ELA and Math. Please give both the number and the Standard Description*)	Assessment Anchor(s)/ Eligible Content Addressed (*In both ELA and Math. Please give both the number and the Anchor Description*)	Examples of Student Work That Addresses Standards/Anchors/Eligible Content
Research	CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information & examples related to the topic; include illustrations & multimedia when useful to aid comprehension.	**Descriptor:** *Write informative/explanatory texts to examine a topic and convey ideas and information clearly*. **E05.C.1.2.2** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Research reports: Explorers, careers; research project question guide & sources citations, use of OPAC
Research	CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	No eligible content was posted on the SAS website for this standard.	Research reports: Explorers, careers, Voki biography, Encyclopedia Treasure Hunt & Free Choice activities
Research	CC.1.4.5.W Recall relevant information from experience or gather relevant information from print & digital sources; summarize or paraphrase information in notes & finished work, & provide a list of sources.	No eligible content was posted on the SAS website for this standard.	Bibliography/research reports, OPAC searches & demo & OPAC Scavenger Hunt
Process	CC.2.1.5.B.1 Apply place value to show an understanding of operations and rounding as they pertain to whole numbers and decimals.	**Descriptor:** *Demonstrate understanding of place-value of whole numbers and decimals, and compare quantities or magnitudes of numbers*. **M05.A-T.1.1.1a** Identify place value in a 3-digit number using models.	Dewey Decimal System Scavenger Hunt, observation of use of NF call numbers/NF section