Saugerties Central School District

Library Curriculum & Lesson Guidelines

Sixth Grade

Grade Level	6	Month	1	Week	1

Objective	Students will recall using the school library in the past. Students will have an assigned seat and go to that seat when directed.
"I Can" Statement	I can go to my assigned seat when directed by my teacher.

Common Core Standards	CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.6.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

AASL Standards	3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

Procedures	1. Seat students at tables according to seating chart. 2. Introduce library staff to new students. 3. Discuss things students liked about library class last year. 4. Review procedures for entering and exiting the library. 5. Practice entering and exiting the room with students.

Assessment	Students will demonstrate mastery of entering and exiting the room using the proper procedures. Students will go to their assigned seat when entering the room.

Additional Resources

Grade Level	6	Month	1	Week	2

Objective	Students will be able to identify desirable library behaviors.
"I Can" Statement	I can correctly identify library rules.

Common Core Standards	CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students in their assigned seats at tables. 2. Talk about library rules. 3. Show library rules PowerPoint presentation. 4. Play Library Rules Jeopardy in teams or as a class. 5. Practice exiting library.

Assessment	Students will demonstrate their understanding of library rules by correctly answering the game questions.

Additional Resources	Library rules PowerPoint presentation Library Rules Jeopardy game

Grade Level	6	Month	1	Week	3

Objective	Students will create a short presentation about book care for their peers.
"I Can" Statement	I can create a short presentation about book care.

Common Core Standards	CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

AASL Standards	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Procedures	1. Seat students at tables. 2. Briefly discuss proper book care behaviors. 3. Distribute art materials or students can go to computer stations if desired. Students may work individually or in partners/groups. 4. Students will create a book care presentation for the rest of the class. Depending on timing issues, you may want to assign 1 or 2 book rules to each student/group. 5. If time allows, students will present their finished product to the rest of the class.

Assessment	Students will create a presentation based on 1 or 2 book care rules.

Additional Resources

Grade Level	6	Month	1	Week	4

Objective	Students will be able to search the OPAC and use proper checkout procedures.
"I Can" Statement	I can search the OPAC. I can demonstrate proper checkout procedures.

Common Core Standards	CC.6.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

AASL Standards	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 2.1.2 Organize knowledge so that it is useful.

Procedures	1. Seat students at tables. 2. Talk about organization in the library. 3. Demonstrate using the OPAC as review (or an introduction for new students). 4. Review checkout procedures. 5. If time allows, students should practice finding books using OPAC.

Assessment	Students will use the OPAC to find books they're searching for.

Additional Resources

Grade Level	6	Month	2	Week	1

Objective	Students will be able to describe what we'll learn in library class this month.
"I Can" Statement	I can describe this month's library class activities.

Common Core Standards	CC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at tables. 2. Assign center rotation groups using the group creator tool from Super Teacher Tools. 3. Briefly describe each center activity and display the Call Numbers Presentation on the interactive whiteboard. 4. Demonstrate the online games. 5. Ask students to describe each center.

Assessment	Students will describe the upcoming center activities.

Additional Resources	Super Teacher Tools website

Grade Level	6	Month	2	Week	2

Objective	Students will be able to determine whether or not information online is trustworthy.
"I Can" Statement	I can determine whether or not information online is trustworthy.

Common Core Standards	CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

AASL Standards	1.3.3 Follow ethical and legal guidelines in gathering and using information. 3.1.6 Use information and technology ethically and responsibly.

Procedures	1. Students will go to their appropriate center. 2. Distribute the Website Reliability Sorting Activity. 3. Students will read each card and sort it into the proper category (Reliable Website or Questionable Website). 4. If time allows, students can create a poster about website reliability.

Assessment	Students will sort the cards into the proper categories.

Additional Resources	Website Reliability Sorting Activity

Grade Level	6	Month	2	Week	3

Objective	Students will be able to answer questions using the dictionary.
"I Can" Statement	I can answer questions about words using the dictionary.

Common Core Standards	CC.6.L.4.c Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. CC.6.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

AASL Standards	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

Procedures	1. Students will go to their appropriate center. 2. Distribute the Dictionary Meaning activity. 3. Students will work individually or with a partner (or the group) to determine which definition of the underlined word is appropriate using context.

Assessment	Students will choose the correct meaning of each underlined word.

Additional Resources	Dictionary Meaning activity

Grade Level	6	Month	2	Week	4

Objective	Students will be able to put fiction and nonfiction books in their proper shelf order.
"I Can" Statement	I can put Fiction and Nonfiction books in their proper location.

Common Core Standards	CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

AASL Standards	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 2.1.2 Organize knowledge so that it is useful.

Procedures	1. Students will go to their appropriate center. 2. Display the Shelver game at each student computer station. 3. Students will play the Shelver game to practice organizing library books.

Assessment	The online games give immediate feedback to students so it will be clear if their answer is right or wrong.

Additional Resources	Shelver Game

Grade Level	6	Month	3	Week	1

Objective	Students will be able to describe what we'll learn in library class this month.
"I Can" Statement	I can describe this month's library class activities.

Common Core Standards	CC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at tables. 2. Review center rotation groups. 3. Briefly describe each center activity and demonstrate the online games. 4. Ask students to describe each center.

Assessment	Students will describe the upcoming center activities.

Additional Resources

Grade Level	6	Month	3	Week	2

Objective	Students will be able to discover information using charts.
"I Can" Statement	I can find information using charts.

Common Core Standards	CC.6.W.2.a Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

AASL Standards	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Procedures	1. Students will go to their appropriate center. 2. Distribute the Endangered Sea Creatures chart. 3. Students will answer questions about information in the chart. 4. If time allows, students may write additional questions about the chart for a classmate.

Assessment	Students will correctly answer questions about the chart.

Additional Resources	Endangered Sea Creatures Chart activity

Grade Level	6	Month	3	Week	3

Objective	Students will be able to discover information using tables.
"I Can" Statement	I can find information using tables.

Common Core Standards	CC.6.W.2.a Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

AASL Standards	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Procedures	1. Students will go to their appropriate center. 2. Distribute the Statehood Dates Table. 3. Students will answer questions about information in the table. 4. If time allows, students may write additional questions about the table for a classmate.

Assessment	Students will correctly answer questions about the table.

Additional Resources	Statehood Dates Table activity

Grade Level	6	Month	3	Week	4

Objective	Students will be able to create a basic timeline.
"I Can" Statement	I can create a timeline.

Common Core Standards	CC.6.W.2.a Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

AASL Standards	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Procedures	1. Students will go to their appropriate center. 2. Students will brainstorm significant events in their life using the Timeline Planner document. 3. Students will use a timeline maker to create a timeline for their life.

Assessment	Each student will create a timeline about his or her life.

Additional Resources	Timeline Planner document Timeline Maker Links

Grade Level	6	Month	4	Week	1

Objective	Students will be able to describe what we'll learn in library class this month.
"I Can" Statement	I can describe this month's library class activities.

Common Core Standards	CC.6.R.I.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at tables. 2. Review center rotation groups. 3. Briefly describe each center activity and demonstrate the online games. 4. Ask students to describe each center.

Assessment	Students will describe the upcoming center activities.

Additional Resources

Grade Level	6	Month	4	Week	2

Objective	Students will be able to develop an outline based on a passage.
"I Can" Statement	I can develop an outline.

Common Core Standards	CC.6.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

AASL Standards	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

Procedures	1. Students will go to their appropriate center. 2. Distribute the Outlining activity. 3. Students will complete the activity with teacher assistance.

Assessment	Students will complete the outline with teacher assistance.

Additional Resources	Outlining Activity

Grade Level	6	Month	4	Week	3

Objective	Students will be able to read a statement and determine whether it is a fact or an opinion.
"I Can" Statement	I can read a statement and determine whether it is a fact or an opinion.

Common Core Standards	CC.6.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

AASL Standards	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

Procedures	1. Students will go to their appropriate center. 2. Distribute the Fact or Opinion activity. You can cut the cards out ahead of time or allow students to cut them out. 3. Students will sort the cards into Facts and Opinions independently or with a partner.

Assessment	Students will correctly identify facts and opinions.

Additional Resources	Fact or Opinion Activity

Grade Level	6	Month	4	Week	4

Objective	Students will be able to identify the main idea and supporting details.
"I Can" Statement	I can identify the main idea of a passage based on details.

Common Core Standards	CC.6.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

AASL Standards	4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.

Procedures	1. Students will go to their appropriate center. 2. Display the Main Idea Activities document on each student computer station. 3. Students will choose an activity from the links provided.

Assessment	The online games give immediate feedback to students so it will be clear if their answer is right or wrong.

Additional Resources	Main Idea Activities document

Grade Level	6	Month	5	Week	1

Objective	Students will be able to identify the best summary of a passage.
"I Can" Statement	I can identify the best summary of a passage.

Common Core Standards	CC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Procedures	1. Seat students at tables or in front of interactive whiteboard. 2. Display the Introduction to Summarizing Activity on the interactive whiteboard. 3. Read each short story together. 4. As a class, decide which summary sentence is best.

Assessment	Students will choose the best summary sentence with guidance.

Additional Resources	Introduction to Summarizing Activity

Grade Level	6	Month	5	Week	2

Objective	Students will be able to write a short summary of a passage with guidance.
"I Can" Statement	I can write a short summary.

Common Core Standards	CC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Procedures	1. Seat students at tables. 2. Display the Class Summarizing Activity on the interactive whiteboard. 3. Read the short story together. 4. Fill in the Summarizing Graphic Organizer together. 5. Using information from the graphic organizer, ask students to help write a brief summary of the passage. 6. Type the passage once it is finished.

Assessment	Students will help fill in the graphic organizer and help write the summary with guidance.

Additional Resources	Class Summarizing Activity Summarizing Graphic Organizer

Grade Level	6	Month	5	Week	3

Objective	Students will be able to write a short summary of a passage independently.
"I Can" Statement	I can write a short summary.

Common Core Standards	CC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Procedures	1. Seat students at tables. 2. Distribute the Independent Summarizing Activity and Summarizing Graphic Organizer. 3. Students will read through the story independently (or with partners) and fill out the graphic organizer. 4. Students will write a summary of the story based on information in the graphic organizer.

Assessment	Students will fill in the graphic organizer and write the summary independently.

Additional Resources	Independent Summarizing Activity Summarizing Graphic Organizer

Grade Level	6	Month	5	Week	4

Objective	Students will be able to type a summary.
"I Can" Statement	I can type a short summary.

Common Core Standards	CC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC.6.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pag

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Procedures	1. Students will go to computer stations. 2. Students will type the summary they wrote during last week's library class.

Assessment	Students will type the summary they wrote during last week's library class.

Additional Resources	Completed Independent Summarizing Activity

Grade Level	6	Month	6	Week	1

Objective	Students will be able to describe the components of the upcoming research project.
"I Can" Statement	I can describe components of the upcoming research project.

Common Core Standards	CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.6.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

AASL Standards	3.2.3 Demonstrate teamwork by working productively with others. 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

Procedures	1. Introduce this semester's research project - famous explorers. 2. Present and discuss PowerPoint presentation. 3. Distribute copies of rubric and discuss project scoring. 4. Separate students into teams (the project can also be completed by students individually if you prefer). 5. Distribute invention idea sheet for groups to discuss.

Assessment	Students will be able to describe the basic components of the upcoming research project.

Additional Resources	Research project PowerPoint and project rubric

Grade Level	6	Month	6	Week	2

Objective	Students will be able to search for and locate a library book using targeted keywords.
"I Can" Statement	I can search for and locate a library book using targeted keywords.

Common Core Standards	CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CC.6.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.

AASL Standards	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

Procedures	1. Briefly review OPAC search techniques with students. 2. Demonstrate a search for books on Christopher Columbus. (Note: If you do not have a relevant selection of books, you may want to work out an arrangement to borrow some from your local public library or another school in your district). 3. Locate the appropriate books on the library shelves. 4. Using the Research Project Question Guide, demonstrate how to use the book's Table of Contents and/or Index to find answers to the questions. 5. Demonstrate how to cite each source on the Research Project Sources page.

Assessment	Students will be able to describe the process for searching the library's OPAC and locating relevant books on the library shelves.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	6	Month	6	Week	3

Objective	Students will be able to search for and locate relevant information using online encyclopedias and/or academic databases.
"I Can" Statement	I can search electronic library resources to find relevant information.

Common Core Standards	CC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providin

AASL Standards	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 3.1.6 Use information and technology ethically and responsibly.

Procedures	1. Briefly review login information for the online encyclopedia and/or online databases. 2. Demonstrate a search for articles on Christopher Columbus. 3. Using the Research Project Question Guide, demonstrate how to find the appropriate information in the article/s. 4. Model citing each source on the Research Project Sources page.

Assessment	Students will be able to describe the process for searching the online encyclopedia and/or online databases.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	6	Month	6	Week	4

Objective	Students will be able to describe various ways to present their research findings.
"I Can" Statement	I can describe various ways to present research findings.

Common Core Standards	CC.6.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3up to and including grade 6 on page53.) CC.6.W.2.a Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tabl

AASL Standards	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

Procedures	1. Review the completed sample Research Project Question Guide. 2. Brainstorm presentation methods with the students and list the methods on a poster or on the interactive whiteboard (so they can be referred to again later). 3. Demonstrate the sample Christopher Columbus Prezi as one possible option. 4. Score the class's work as a whole group according to the scoring rubric.

Assessment	Students will be able to list at least 3 presentation options on the Research Project Presentation Exit Slip.

Additional Resources	Research Project Question Guide Research Project Sources page Research Project Exit Slip Sample Prezi: http://prezi.com/u35xxlv60_ks/?utm_campaign=share&utm_medium=copy&rc=ex0share

Grade Level	6	Month	7	Week	1

Objective	Students will be able to use the library's electronic catalog to locate books related to their chosen topic.
"I Can" Statement	I can use the library's catalog to find relevant books.

Common Core Standards	CC.6.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research. CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providin

AASL Standards	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

Procedures	1. If groups have not been assigned previously, assign each student to a group. 2. Assign, or ask groups to choose (depending on the availability of resources), a famous explorer to research over the next few months from the Research Topics Suggestion Guide (or alternative research topic). 3. Brainstorm out loud with students about which section of the library they will find books about their chosen topic. 4. Do a sample OPAC search on the interactive whiteboard and demonstrate finding relevant resources in the library. 5. Point out the questions students need to answer on the Research Project Question Guide, and remind them to cite each source on the Research Project Sources page. 6. If time allows, students should begin searching for books using the online catalog.

Assessment	Students will be able to demonstrate finding relevant library materials using the online catalog.

Additional Resources	Research Topics Suggestion Guide Research Project Question Guide Research Project Sources page

Grade Level	6	Month	7	Week	2

Objective	Students will be able to locate books related to their research topic.
"I Can" Statement	I can use the library's catalog to find relevant books.

Common Core Standards	CC.6.W.2.b Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

AASL Standards	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

Procedures	1. Ask groups to look over their Research Project Question Guides, brainstorm, and write down some additional questions to investigate. 2. As students are ready, allow them to move to the computers to search the online catalog. 3. Remind students to record each source on their Research Project Sources page. 4. If time allows, help students locate answers to their questions using the materials they found in the library.

Assessment	Students will be able to locate relevant books and use those books to answer questions about a topic.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	6	Month	7	Week	3

Objective	Students will be able to use library books to answer research questions.
"I Can" Statement	I can use library books to answer research questions.

Common Core Standards	CC.6.W.1.a Text Types and Purposes: Introduce claim(s) and organize the reasons and evidence clearly. CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

AASL Standards	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

Procedures	1. This week, students will continue using relevant books to answer research-related questions. 2. Students should be finished searching for books on the shelves and should instead be searching for information inside the books at this point. 3. Help students locate answers to their questions. 4. Remind students to record each source on their Research Project Sources page.

Assessment	Students will be able to answer research-related questions using library books.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	6	Month	7	Week	4

Objective	Students will be able to use library books to answer research questions.
"I Can" Statement	I can use library books to answer research questions.

Common Core Standards	CC.6.R.L.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

AASL Standards	4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.

Procedures	1. This week, students will finish using library books to answer research-related questions. 2. Circulate to each group to make sure they have used an appropriate number of library book sources. 3. Also, check to make sure each source has been cited.

Assessment	Students will be able to answer research-related questions using library books.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	6	Month	8	Week	1

Objective	Students will be able to find answers to academic questions using the online encyclopedia.
"I Can" Statement	I can find answers to questions using the online encyclopedia.

Common Core Standards	CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

AASL Standards	1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

Procedures	1. Review log in information for the online encyclopedia. 2. Do a sample search on the interactive whiteboard and demonstrate finding relevant information. 3. Instruct students to continue working on their Research Project Question Guide, and remind them to cite the online encyclopedia on the Research Project Sources page.

Assessment	Students will be able to answer research-related questions using an online encyclopedia.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	6	Month	8	Week	2

Objective	Students will be able to find answers to academic questions using the online encyclopedia.
"I Can" Statement	I can find answers to questions using the online encyclopedia.

Common Core Standards	CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

AASL Standards	1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

Procedures	1. This week, students will continue using the online encyclopedia to answer research-related questions. 2. Circulate through the groups and help students locate answers to their questions. 3. Remind students to record the online encyclopedia on their Research Project Sources page.

Assessment	Students will be able to answer research-related questions using an online encyclopedia.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	6	Month	8	Week	3

Objective	Students will be able to find answers to academic questions using the online encyclopedia. They will also begin using search engines to find the answers to previously unanswered questions.
"I Can" Statement	I can find answers to questions using the online encyclopedia. I can search for information using the Internet.

Common Core Standards	CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

AASL Standards	1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.

Procedures	1. This week, students will finish using the online encyclopedia to answer research-related questions. 2. Circulate to each group to make sure they have appropriately used the online encyclopedia to answer questions. 3. Also, check to make sure each source has been cited. 4. If time allows, briefly discuss using search engines to find answers to unanswered questions. 5. Ask students to give examples of what makes a website reliable and unreliable using the Website Reliability Exit Slip.

Assessment	Students will be able to answer research-related questions using an online encyclopedia. Students will be able to provide examples of what makes a website reliable and unreliable.

Additional Resources	Research Project Question Guide Research Project Sources page Website Reliability Exit Slip

Grade Level	6	Month	8	Week	4

Objective	Students will be able to find answers to academic questions using relevant websites.
"I Can" Statement	I can find answers to questions using websites.

Common Core Standards	CC.6.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. CC.6.W.1.b Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

AASL Standards	1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Students will find the answers to remaining unanswered questions using the Internet. 2. Circulate to each group to make sure they are on the right track and that they are finishing their research. 3. Remind students that each website must be cited on their Research Project Sources page.

Assessment	Students will be able to complete their research using information from the Internet.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	6	Month	9	Week	1

Objective	Students will be able to organize the information they've collected over the past couple of months for use in a multimedia presentation.
"I Can" Statement	I can organize my research findings and choose an appropriate presentation type.

Common Core Standards	CC.6.SL.2 Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

AASL Standards	3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

Procedures	1. Students will reflect on their research findings over the past several weeks using the Research Project Question Guide and Research Project Sources page. 2. Ask students to think about the type of presentation they'd like to use. If you are limited by resources, technology, etc., offer specific choices. 3. Once students have decided on a presentation style, they should begin organizing research findings to fit that particular presentation format. 4. Check with each group to make sure they understand the task at hand and that they are adequately prepared to take the next steps.

Assessment	Students will choose an appropriate presentation format and begin organizing their research findings accordingly.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	6	Month	9	Week	2

Objective	Students will be able to begin planning the presentation of their research findings.
"I Can" Statement	I can plan how to present research findings.

Common Core Standards	CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

AASL Standards	1.2.3 Demonstrate creativity by using multiple resources and formats. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Procedures	1. Using their preparation work from last week, students will begin drafting their multimedia research presentation. 2. Frequently circulate around to each group to ensure group members are on the same page, and that everyone is working appropriately.

Assessment	Students will plan the presentations for their research findings and begin work on the presentation if appropriate.

Additional Resources	Research Project Question Guide Research Project Sources page Appropriate technology sources

Grade Level	6	Month	9	Week	3

Objective	Students will be able to continue working on the presentation of their research findings.
"I Can" Statement	I can develop a multimedia presentation to present research findings.

Common Core Standards	CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

AASL Standards	1.2.3 Demonstrate creativity by using multiple resources and formats. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Procedures	1. Using their preparation work from last week, students will continue drafting their multimedia research presentation. 2. Frequently circulate around to each group to ensure group members are on the same page, and that everyone is working appropriately.

Assessment	Students will continue working on their multimedia presentations.

Additional Resources	Research Project Question Guide Research Project Sources page Appropriate technology sources

Grade Level	6	Month	9	Week	4

Objective	Students will be able to continue working on the presentation of their research findings.
"I Can" Statement	I can develop a multimedia presentation to present research findings.

Common Core Standards	CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

AASL Standards	1.2.3 Demonstrate creativity by using multiple resources and formats. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Procedures	1. Using their preparation work from last week, students will continue drafting their multimedia research presentation. 2. Frequently circulate around to each group to ensure group members are on the same page, and that everyone is working appropriately.

Assessment	Students will continue working on their multimedia presentations.

Additional Resources	Research Project Question Guide Research Project Sources page Appropriate technology sources

Grade Level	6	Month	10	Week	1

Objective	Students will finish work on their multimedia presentation and rehearse it.
"I Can" Statement	I can finish my multimedia presentation and rehearse it with my group.

Common Core Standards	CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

AASL Standards	1.2.3 Demonstrate creativity by using multiple resources and formats. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Procedures	1. Using their preparation work from last week, students will put the finishing touches on their multimedia research presentation. 2. Frequently circulate around to each group to ensure group members are on the same page, and that everyone is working appropriately. 3. As students finish, they should rehearse the presentation as a group.

Assessment	Students will finish work on their multimedia presentations.

Additional Resources	Research Project Question Guide Research Project Sources page Appropriate technology sources

Grade Level	6	Month	10	Week	2

Objective	Students will present their research findings to the rest of the class. Those who are not presenting will be active listeners.
"I Can" Statement	I can present research findings. When not presenting, I can be an active listener.

Common Core Standards	CC.6.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

AASL Standards	3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.

Procedures	1. Develop a presentation schedule for students. 2.Score each presentation according to the Research Project Rubric.

Assessment	Students will begin presenting their multimedia research presentations. They will be scored according to the project rubric.

Additional Resources	Research Project Rubric

Grade Level	6	Month	10	Week	3

Objective	Students will present their research findings to the rest of the class. Those who are not presenting will be active listeners.
"I Can" Statement	I can present research findings. When not presenting, I can be an active listener.

Common Core Standards	CC.6.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

AASL Standards	3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.

Procedures	1. The next groups will present their research findings. 2.Score each presentation according to the Research Project Rubric.

Assessment	Students will continue presenting their multimedia research presentations. They will be scored according to the project rubric.

Additional Resources	Research Project Rubric

Grade Level	6	Month	10	Week	4

Objective	Students will present their research findings to the rest of the class. Those who are not presenting will be active listeners.
"I Can" Statement	I can present research findings. When not presenting, I can be an active listener.

Common Core Standards	CC.6.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CC.6.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

AASL Standards	3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.

Procedures	1. The next groups will present their research findings. 2.Score each presentation according to the Research Project Rubric.

Assessment	Students will finish presenting their multimedia research presentations. They will be scored according to the project rubric.

Additional Resources	Research Project Rubric