

Planned Course:	Course Number:	Department: Library	
Unit: Independent reading – on going	Grade Level: 9-12		
Estimated Time: 2 class periods	Level/Track:	Date Approved: 9/14/2015	
PA Academic Standards	Core Concepts (in question format)	Activities/Strategies/Study Skills	Assessments
	<ul style="list-style-type: none"> Skills/Knowledge 	(identify some activities as remedial or enrichment activities)	(include types and topics)

<p>Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques. CC.1.2.D (9-12)</p> <p>CC.1.2.H (9-12)</p> <p>CC.1.2.L (9-12) CC.8.5.I (9-12)</p>	<ul style="list-style-type: none"> ➤ Why do writers write? What is the purpose? ➤ Why is it important to determine the background and bias of an author? ➤ How do readers know what to believe? ➤ Who is the audience of the writer? • Students will: analyze an author’s background and credentials to determine point of view and bias. • Students will analyze and assess information based upon purposes and arguments for credibility, relevance, bias, accuracy, and currency. 	<p>The Librarian / students will review features of databases and websites. Using these tools the Librarian/students will determine the author’s credentials and background for point of view. Specifically, Biography in Context and eLibrary.</p> <p>The Librarian will lead a group discussion regarding bias of sources. The Librarian will present website examples that reflect the class assignment. The discussion will include but not limited to:</p> <p>Affiliation Connections to groups Voice Word choice Point of view Relevance Bias Accuracy Currency</p>	<p>Students will use a short answer prompt to predict how the author’s background influences his or her viewpoint.</p> <p>Students will use a check off or short answer format to compare and contrast bias and non-bias works.</p> <p>Students will discuss how the writer’s purpose relates to the needs of the reader.</p>
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<p>CC.1.2 H (9-12)</p>	<ul style="list-style-type: none"> ➤ Why is it important to recognize outstanding and prize winning literature? • Students will recognize award winning literature including but not limited to the Printz Award, National Book Award, Newbury, Pulitzer Prize 	<p>The librarian will discuss the qualities found in award winning literature including but not limited to:</p> <ul style="list-style-type: none"> Compelling prose Interesting characters Insight to human behavior Universal themes <p>The librarian will use examples from current popular fiction as well as classic literature to illustrate features of award winning literature.</p>	<p>Students will locate and analyze book reviews of current and classic fiction and nonfiction through databases, websites, and traditional print sources.</p>
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<p>CC.1.2.L (9-12)</p>	<ul style="list-style-type: none"> ➤ How does a reader independently, locate and select literary non-fiction texts on grade level? ➤ Why is it important to read, view, and listen for pleasure? • Students will read self-selected literary fiction or nonfiction presented in any format to gain meaning by questioning, reflecting, responding and evaluating. 	<p>The librarian will demonstrate the Destiny online catalog to locate materials.</p> <p>The librarian and students will discuss how reading for pleasure connects to academic subjects.</p> <p>The librarian will demonstrate how to preview a text to determine its readability and appeal.</p>	<p>Using the Destiny catalog students will select a text based on interest, reading level, genre, information needs, award winning authors.</p> <p>Drawing from past experience students will provide examples of literature they have enjoyed reading.</p>
<p>CC.1.3.K (9-12)</p>	<ul style="list-style-type: none"> ➤ What is background knowledge and why is it important? 	<p>The librarian will identify a wide range of texts that tell a story to make a point, express personal opinion or provide enjoyable experience as examples of grade-level appropriate literature or literary non-fiction.</p>	<p>Students will search Destiny for texts based on personal interest and prior knowledge.</p>

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<p>Effective readers use appropriate strategies to construct meaning.</p> <p>CC.1.2.G (9-12)</p>	<ul style="list-style-type: none"> ➤ How do strategies help the reader obtain meaning from the text? ➤ How does interaction with the text provoke thinking or response and why? 	<p>The librarian and classroom teacher will instruct students to utilize Reading Apprenticeship strategies such as Talking to the Text and chunking to identify meaning of text.</p> <p>The librarian and classroom teacher will identify elements of literature including but not limited to theme, characters, style, and genre.</p> <p>The instructor needs to anticipate readers’ problems or misunderstandings of the text and use the above strategies to assist and support the students appropriately.</p>	<p>Students will create a review of self-selected literature. Students will publish a review on the library webpage or other online source.</p> <p>Students will utilize social networking tools to share information and opinions on literature.</p> <p>The students and instructor will use ongoing feedback to discern meaning from the text.</p> <p>Students will create a reading log or journal to electronically share with the classroom teacher and/or librarian.</p>
<p>CC.1.2.G (9-12)</p>			

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