



# LIBRARY/MEDIA CURRICULUM GUIDE





Grades K-2 Library Media Center Curriculum k-12

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## **Introduction**

Over the past several years, the NJ DOE revised or re-approved all the standards for all content areas for grades K through 12, as well as the adoption of the Next Generation Science Standards. Additionally, September 2017 marks the beginning of the adoption of the NJ Student Learning Standards (NJSLS) for ELA and math for grades K through 12.

Continuing a long tradition, the Trenton Public Schools have collaboratively worked to revise curriculum based on NJDOE approved standards. Teams of teachers and other school leaders have come together to look at the needed changes and supporting resources. This process has been the connection that brings educators from throughout the district to a common understanding, of what students need to learn.

In each writing cycle it has been recognized that the process of curriculum writing must be collaborative and continuous. Change is constantly affecting the areas of professional learning for teachers, technology use and resources in education, and shifts in mandates from state and federal departments of education. The districts of the Trenton Schools are to be commended for their commitment to high quality instruction and their determination to devote resources for teacher learning and collaboration.

The TPS looks forward to continuing the comprehensive collaborative review and revision of curriculum to meet the needs of all students. The office is confident that the work of the educators and the documents produced contribute to the goal of improving student achievement, throughout the Trenton Public Schools.



## **Vision Statement**

The mission of the school library media center program is to provide an inclusive environment which promotes a love of reading, and lifelong learning. By preparing 21st century learners to become effective researchers, critical thinkers, problem solvers, and communicators, the Library program is a vital part of the entire school community (“Vision Mission Philosophy,” 2014, p.1).

The Library is an open door “where everyone is a teacher, learner, producer, and contributor.” (Empowering Learners 2009. p 10) The lifelong learner, the passionate reader, the person with the unquenchable thirst for knowledge, the student that seeks a place to fit in, the library has something for everyone (“Vision Mission Philosophy,” 2014, p.1). It is also a unique instructional site in which certified school library media specialists design and implement instructional strategies to ensure that students master the critical skills for locating, analyzing, evaluating, and utilizing complex literary and informational resources.

## **Philosophy**

The school library media center reflects the goals and objectives of the Trenton Public School District. It contains a variety of resources and literature to “ensure that all learners are skilled users of information in all formats.” (AASL Empowering Learners, 2009, p 11)

The School Library Media Specialist (SLMS) will work collaboratively to provide meaningful and purposeful lessons. He or she will encourage students to think critically, research effectively, communicate productively, “share knowledge with others,” (AASL Empowering Learners, 2009, p.13) while incorporating goals and objectives of the New Jersey Student Learning Standards and the American Association of School Librarians (AALS) Standards for the 21st Century Learner

Under the guidance of the certified SLMS students in the Library Media Center learn to navigate the amount, variety, and diversity of media formats. They acquire information and materials from outside the school through online resources, interlibrary loan, and cooperative agreements with other information agencies. Students are encouraged to advocate for intellectual freedom, practice academic honesty and pursue educational excellence.



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The Trenton libraries “provide a welcoming common space that encourages exploration, creation, and collaboration between students, teachers, and a broader community. They bring together the best of the physical and digital to create learning hubs. Ultimately, libraries will continue to inspire students to construct new knowledge and meaning from the world around them. (“21st-Century Libraries: The Learning Commons,” 2015).

The various schools in Trenton have different schedules for meeting library classes. Some have scheduled classes, some have flexible schedules, some meet weekly or quarterly. These are year-end benchmarks that will be met by the local district schedules.

**Trenton Public Schools Curriculum Guide Modifications and Learning Support for Students**

<https://docs.google.com/document/d/1rUjYJigr1mu0DywZznwjRFxhqDMxMwaY3UNjePNiUY4/edit>

[https://docs.google.com/spreadsheets/d/1QJNNA3ldp76A1owGoFkUyQhBewTM\\_99UBbOUixAi\\_CU/edit#gid=510074203](https://docs.google.com/spreadsheets/d/1QJNNA3ldp76A1owGoFkUyQhBewTM_99UBbOUixAi_CU/edit#gid=510074203)



## Scope and sequence template Course outline/student objectives

### I. Orientation

**Standard/Indicator:** Apply subject area New Jersey Student Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects according to context in which skills are taught within this curriculum.

The students in grades K to 12 will be able to:

Course Outline – Scope and Sequence	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Understand the role of the media specialist as a teacher and resource person utilizing primary and electronic resources in the following context:													
1. Storyteller	E	M	M	M	M	M	M	M	M	M	M	M	M
2. Literature consultant	M	M	M	M	M	M	M	M	M	M	M	M	M
3. Reference source	E	E	E	E	E	E	M	M	M	E	M	M	M
4. Research consultant	E	M	M	M	M	M	M	M	M	M	M	M	M
5. Collection developer	E	M	M	M	M	M	M	M	M	M	M	M	M
6. Technology consultant	E	M	M	M	M	M	M	M	M	M	M	M	M

**Key:**

**E = Expose/Introduce**

**T = Teach**

**M = Maintain & Apply**

**S = Support**



The students in grades K to 12 will be able to:

Course Outline – Scope and Sequence	K	1	2	3	4	5	6	7	8	9	10	11	12
B. Demonstrate appropriate and respectful media center behavior													
1. Ethical and appropriate use of property and materials (copyright and plagiarism) <b>NJSLS:</b> Reading 1,7,8 Writing 8				E	T	T	T	M	M	T	M	M	M
2. Ethical and safe use of the Internet and electronic resources <b>NJSLS:</b> Reading 7 Writing 6	E	E	E	E	T	T	T	M	M	T	M	M	M
3. Appropriate use and care of materials	T	T	M	M	M	M	M	M	M	M	M	M	M
4. Personal Conduct	T	T	T	T	T	T	T	T	T	T	M	M	M
C. Utilize circulation procedures efficiently and effectively.													
1. Print	E	E	T	T	T	T	T	T	T	T	M	M	M
2. Electronic, if applicable	E	E	T	T	T	T	T	T	T	T	M	M	M
D. Identify, locate, select, and access print and non-print materials such as: Easy/picture	T	T	T	T	T	T	T	T	T	T	T	T	T
books, Fiction, Nonfiction, Biography, Story Collection, Periodicals, <b>NJSLS:</b> Reference. Language 3 Writing 2,8													

**Key: E = Expose/Introduce    T = Teach    M = Maintain & Apply    S = Support**



## II. Books: Print and Electronic

**Standard/Indicator:** Apply subject area New Jersey Student Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects according to context in which skills are taught within this curriculum.

**The students in grades K— 12 will be able to:**

Course Outline – Scope and Sequence	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Identify, locate, and utilize the following:													
B. <b>NJSLS</b> Language 3 Reading 5,7Writing 8, 9													
1. Cover/dust jacket	T	T	M	M	M	M	M	M	M	M	M	M	M
2. Title	T	T	M	M	M	M	M	M	M	M	M	M	M
3. Author(s)	T	T	M	M	M	M	M	M	M	M	M	M	M
4. Illustrator(s)	T	T	M	M	M	M	M	M	M	M	M	M	M
5. Spine	E	T	M	M	M	M	M	M	M	M	M	M	M
6. Spine label	E	T	M	M	M	M	M	M	M	M	M	M	M
7. Title page/half title page	E	E	E	T	T	T	T	M	M	M	M	M	M
8. Verso page/" copyright page"	E	E	E	T	T	T	T	M	M	M	M	M	M
9. Publisher	E	E	E	T	T	T	T	M	M	M	M	M	M
10. Place of publication	E	E	E	T	T	T	T	M	M	M	M	M	M
11. Copyright date	E	E	E	T	T	T	T	M	M	M	M	M	M
12. Dedication/credits	E	E	E	T	T	T	T	M	M	M	M	M	M
13. Preface/Forward/Introduction			E	T	T	T	T	M	M	M	M	M	M
14. Table of Contents			E	T	T	T	T	M	M	M	M	M	M





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The students in grades K— 12 will be able to:

Course Outline – Scope and Sequence	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Identify, locate, and utilize the following: <b>NJSLS:</b> Language 3: Reading 5,7; Writing 8,9;													
15. Text					E	E	T	M	M	M	M	M	M
16. Illustrations/Graphics	T	T	T	T	T	T	T	M	M	M	M	M	M
17. Captions	T	T	T	T	T	T	T	M	M	M	M	M	M
18. Footnotes/Endnotes/Citations							E	E	T	T	T	M	M
19. Index				T	T	M	M	M	M	M	M	M	M
20. Glossary				T	T	M	M	M	M	M	M	M	M
21. Appendix							T	T	M	M	M	M	M
22. Consulted/Works cited*					E	E	T	M	M	T	M	M	M
B. Understand that fiction and nonfiction books (e.g., non-narrative informational texts) can be used as resources for research and class assignments. <b>NJSLS:</b> Reading 1–10; Writing 2,7-9; Language 3-6		E	E	T	T	T	M	M	M	M	M	M	M
C. Understand that fiction and nonfiction books (e.g., non-narrative informational texts) can be used as resources for recreational reading. <b>NJSLS:</b> Reading 1–10; Writing 2,7-9; Language 3-6	E	T	T	M	M	M	M	M	M	M	M	M	M
D. Understand that all libraries provide a diverse collection of information presenting many viewpoints. <b>NJSLS:</b> Reading 7; Writing 2,7-9; Speaking 2 Lang. 3-6						T	T	T	T	T	T	M	M

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### III. Technological Resources

**Standard/Indicator:** Apply subject area New Jersey Student Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects according to context in which skills are taught within this curriculum.

**The students in grades K - 1 2 will be able to:**

Course Outline – Scope and Sequence	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Utilize operating systems (Windows, MAC, etc.), as needed <b>NJSLS:</b> Writing 6,8		S	S	S	S	S	S	S	S	S	S	S	S
B. Utilize computer applications and software (databases, spreadsheets, presentations, and work processing), as needed. Writing 6,8; Speaking 4,5		S	S	S	S	S	S	S	S	S	S	S	S
C. Utilize the online public access catalog (OPAC) operations <b>NJSLS:</b> Writing 6,8; Language 6													
1. Perform a basic search by (a) Author, Title, Subject; (b) Keyword		E	T	T	M	M	M	M	M	T	M	M	M
2. Perform an advanced search						E	E	T	T	T	M	M	M
3. Assess search results			E	E	T	M	M	M	M	T	M	M	M
4. Perform Inter-Library Loan search and requests(a)Interpret records (Subjects(s), Author(s), Call Number, Copyright Date) (b) Select relevant records						E	E	T	T	T	M	M	M
D. Utilize electronic resources (e.g., eBooks, apps, etc.)	E	T	T	T	T	T	T	T	T	T	T	T	T
<b>CCSS:</b> Writing 6,8,9; Speaking 2; Language 3													

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**III. Technological Resources - Continued**

The students in grades K - 1 2 will be able to:

Course Outline – Scope and Sequence	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Understand and utilize single-user and/or networked information resources. (menu bars, help screens, search strategies, print, save, send/attach) <b>NJSLS:</b> Writing 2,6,8,9			E	T	T	T	T	T	T	T	T	T	T
F. Understand and utilize the Internet Writing 6,8,9; Language 3,6													
1. locate		E	T	T	T	T	T	T	T	T	T	T	T
2. evaluate <b>NJSLS:</b> Speaking 2,3		E	E	E	E	T	T	T	T	M	M	M	M
3. print and save		E	E	T	T	T	T	T	T	T	T	T	T

**Key: E = Expose/Introduce    T = Teach    M = Maintain & Apply    S = Support**



#### IV. Non-Reference/Circulating Collection

**Standard/Indicator:** Apply subject area New Jersey Student Learning Standards (**NJSLS**) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects according to context in which skills are taught within this curriculum.

The students in grades K — 12 will be able to:

Course Outline – Scope and Sequence	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Identify, locate, select, and utilize materials by Dewey Decimal Classification <b>NJSLS:</b> Reading 5,7,10; Writing 2,7-9; Speaking 2; Language 6													
1. Easy/Picture books (Author's style; Illustration, Caldecott Medals/other literary awards)	E	T	M	M	M	M	M	M	M	M	M	M	M
2. Fiction/Story Collections (Author's style, Genre, Newbery Medals/other medals)	E	E	T	T	T	T	M	M	M	M	M	M	M
B. Identify, locate, select, and utilize materials by Dewey Decimal Classification <b>NJSLS:</b> Reading 5,7,10; Writing 2,7-9; Speaking 2, Language 6													
1. Nonfiction/Non-narrative Informational Texts.													
a. Organization by Dewey Decimal Classification system divisions	E	E	T	T	T	T	M	M	M	M	M	M	M
b. Evaluation of information	E	E	E	E	T	T	T	T	T	T	T	T	T
(1) Thinking levels: understanding, application, analysis, synthesis, judgment;													
(2) Criteria: authority, bias, currency, validity				E	T	T	T	T	T	T	T	T	T
c. Newbery Medals/other literary awards				E	T	T	T	T	T	T	T	T	T

**Key:** E = Expose/Introduce    T = Teach    M = Maintain & Apply    S = Support



#### IV. Non-Reference/Circulating Collection - Continued

The students in grades K — 12 will be able to:

Course Outline – Scope and Sequence	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Biography	E	E	T	T	M	M	M	M	M	M	M	M	M
3. Periodicals: Magazines, Newspapers	E	E	E	E	E	E	S	S	S	E	S	S	S

Key: **E = Expose/Introduce**      **T = Teach**      **M = Maintain & Apply**      **S = Support**

#### V. Reference Collection

**Standard/Indicator:** Apply subject area New Jersey Student Learning Standards ( **NJSLS**) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects according to context in which skills are taught within this curriculum

The students in grades K - 12 will be able to:

Course Outline – Scope and Sequence	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Identify, locate, select, and utilize print materials <b>NJSLS:</b> Reading 5,7,10; Writing 2,7-9; Speaking 2; Language 1-6													
1. Dictionaries/Thesauruses	E	E	M	M	M	M	M	S	S	S	S	S	S
2. Almanacs				E	T	T	T	S	S	S	S	S	S
3. Atlases				E	T	M	M	S	S	S	S	S	S
4. Encyclopedias			E	E	T	M	M	S	S	S	S	S	S
5. Collective biographies				E	E	E	T	S	S	S	S	S	S
6. Content areas classified by Dewey										E	S	S	S
B. Identify, locate, select, and utilize electronic reference materials i.e., online databases, Encyclopedias, Gale Virtual Reference Library, EBSCO <b>NJSLS:</b> Reading 5,7,10; Writing 2,7-9; Speaking 2; Language 1-6													



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1. Access skills			E	T	T	T	T	T	T	T	T	T	T
2. Search strategies			E	T	T	T	T	T	T	T	T	T	T

**Key: E = Expose/Introduce      T = Teach      M = Maintain & Apply      S = Support**

**VI. Bibliographic Citation**

**Standard/Indicator:** x Apply subject area New Jersey Student Learning Standards ( **NJSLS**) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects according to context in which skills are taught within this curriculum

**The students in grades K -12 will be able to:**

<b>Course Outline – Scope and Sequence</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
A. Apply district guideline for bibliographic citations; e.g., Modern Language Association (MLA), American Psychological Association (APA), and others <b>NJSLS: Writing 8</b>					E	E	T	T	T	T	M	M	M

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Content Area	Library Media Center K-2 Curriculum		
<b>Standards</b> NJSLS: Reading 1 Writing 2 Reading 2 Speaking 2 Speaking 2 Language 1-2	CCSS: RL.K.1 RL.K. 2 RL.K. 3 RL.K. 4 RL.K. 5 RL.K. 6 RL.K. 7 RL.K. 9 RL.K. 10  RI.K. 1 RI.K. 2 RI.K. 3 RI.K. 5 RI.K. 6 RI.K. 7 RI.K. 8 RI.K. 9 RI.K. 10	RL.1.1 RL.1.2 RL.1.3 RL.1.5 RL.1.6 RL.1.7 RL.1.8 RL.1.9 RL.1.10  RI.1.1 RI.1.2 RI.1.3 RI.1.5 RI.1.6 RI.1.7 RI.1.8 RI.1.9 RI.1.10  RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.6 RL.2.7 RL.2.8 RL.2.9 RL.2.10  RI.2.1 RI.2.2 RI.2.3 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10	AASL: 1.1.4 1.2.2 2.1.1 2.1.3 2.1.5 2.1.6 2.1.6 3.2.1 3.2.2 4.1.1 4.1.3 4.1.4 4.1.5 4.2.4 4.3.2



<b>Goals</b>	<p><b>By the end of second grade students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Utilize the library media specialist as a teacher and resource person.</li> <li>• Use grade-appropriate vocabulary when discussing library resources and procedures.</li> <li>• Use library media specialists' expertise to assist in finding resources.</li> <li>• Demonstrate grade appropriate behaviors while in the library media center.</li> <li>• Make suggestions for new materials.</li> <li>• Begin to demonstrate the ability to find and properly use the school collection for research and pleasure.</li> <li>• Practice responsible social and ethical behaviors when using the library media center.</li> <li>• Begin to develop lifelong library media center skills and use those skills to support lifelong learning, collaboration, personal pursuits, and productivity.</li> <li>• Identify, locate, and utilize parts of a monograph.</li> <li>• Identify author, illustrator, and publisher of a monograph.</li> <li>• Identify and use illustrations from a monograph.</li> <li>• Identify the vocabulary used in a monograph.</li> <li>• Differentiate between fiction and non-fiction.</li> <li>• Make choices between fiction and non-fiction for recreational reading and/or research.</li> </ul>
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<p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is a library media center?</li> <li>• How can the library media specialist help me?</li> <li>• What is appropriate library media center behavior?</li> <li>• How do I care for library materials?</li> <li>• What are the purposes for reading?</li> <li>• How do I acquire and use information?</li> <li>• How do I choose a source to meet my informational needs?</li> <li>• Which sources of information are appropriate to use?</li> </ul>	<p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• A library media center is a resource for information and literature.</li> <li>• Information users need to be responsible citizens and need to demonstrate proper care of all materials.</li> <li>• The library media center helps facilitate and cultivate life-long learners.</li> <li>• Reading is used for both pleasure and information seeking.</li> <li>• Information literacy is constantly changing and requires continuous learning of new skills.</li> </ul>
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Grades K-2 Library Media Center Curriculum k-12

Area of Focus	Suggested Performance Tasks/Evidence K-2 Curriculum
<p><b>Orientation:</b></p> <ul style="list-style-type: none"> <li>• Utilize the library media specialist as a teacher and resource person.</li> <li>• Demonstrate appropriate media center behavior.</li> <li>• Utilize circulation procedures efficiently and effectively.</li> </ul>	<p>Entrance Slips                      Exit Slips                      Checks for Understanding                      Class Discussions                      Think/Pair/Share                      Pre-Assessments                      Post-Assessments                      Teacher Observations                      Collaborative Work                      Graphic Organizers                      Writing Tasks                      Successful Use of Five-Finger Rule</p> <hr/> <p><b>Suggested Vocabulary:</b></p>



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<ul style="list-style-type: none"> <li>• Demonstrate care of all materials, furniture, and equipment.</li> <li>• Identify, locate, select, and access materials</li> </ul>	<p>Storyteller Fiction Nonfiction/Informational Text Biography Reference Magazine Dewey Decimal System Circulation Research Five-Finger Rule</p>	<p>Genre Caldecott Award Coretta Scott King Award Pura Belpre Award Catalog OPAC Check-in Check-out Renew Shelf Marker</p>	<p>Computer Laptop iPad Mouse Keyboard</p>
<p><b>Area of Focus</b></p>	<p><b>Suggested Performance Tasks/Evidence K-2 Curriculum</b></p>		
<p><b>Monographs:</b></p> <ul style="list-style-type: none"> <li>• Identify, locate, and utilize parts of a book.</li> <li>• Understand and utilize fiction and nonfiction books as resources for research and class assignments.</li> <li>• Understand and utilize fiction and nonfiction books as resources for recreational reading</li> </ul>	<p>Entrance Slips Exit Slips Checks for Understanding Class Discussions Think/Pair/Share Pre-Assessments Post-Assessments Teacher Observations Collaborative Work Graphic Organizers Writing Tasks Successful Use of Five-Finger Rule Book Reports</p>		



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	<b>Suggested Vocabulary:</b>	
	Cover/Dust Jacket Title Author Illustrator Illustration Spine Spine Label Call Number Title Page Summary	Dedication Table of Contents Glossary Recreational Reading Research Dictionary Encyclopedia

Area of Focus	Suggested Performance Tasks/Evidence K-2 Curriculum
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Utilize various technological hardware</li> <li>• Understand and utilize the Online Public Access Catalog (OPAC), online databases and the Internet.</li> <li>• Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies</li> </ul>	Entrance Slips Exit Slips Checks for Understanding Class Discussions Think/Pair/Share Pre-Assessments Post-Assessments Teacher Observations Collaborative Work Writing Tasks Scavenger Hunts
	<p><b>Suggested Vocabulary:</b></p>



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	Computer Laptop iPad Keyboard Mouse Projector SMART Board Internet Website Database	OPAC Title Search Author Search Subject Search Cyber Safety Cyber Bullying
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<b>Content Area</b>	<b>Library Media Center 3-5 Curriculum</b>
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Standards	NJSLs:	CCSS:	AASL:
	Language 3-4-5	RL.3.1 RL.4.1 RL.5.1	1.1.4
	Reading 3-4-5	RL.3.2 RL.4.2 RL.5.2	1.1.5
	Writing 3-4-5	RL.3.3 RL.4.3 RL.5.3	1.2.2
	Language 3-4-5	RL.3.6 RL.4.6 RL.5.6	1.3.5
	Speaking 3-4-5	RL.3.9 RL.4.9 RL.5.9	2.1.1
		RL.3.10 RL.4.10	2.1.3
		RL.5.10	2.1.4
			2.1.5
		RI.3.1 RI.4.1 RI.5.1	2.1.6
		RI.3.2 RI.4.2 RI.5.2	3.1.4
		RI.3.3 RI.4.3 RI.5.3	3.2.1
		RI.3.5 RI.4.5 RI.5.5	3.2.2
		RI.3.6 RI.4.6 RI.5.6	3.3.1
		RI.3.7 RI.4.8 RI.5.7	3.3.2
		RI.3.9 RI.4.9 RI.5.8	3.3.4
		RI.3.10 RI.4.10 RI.5.9	3.3.7
			4.1.1
			4.1.2
			4.1.3
			4.1.4
			4.1.5
			4.1.8
			4.2.1
			4.2.2
			4.2.4
			4.3.2
			4.3.4



<b>Goals</b>	<p><b>By the end of fifth grade students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Utilize the library media specialist as a teacher and resources person.</li> <li>• Use grade-appropriate vocabulary when discussing library resources and procedures.</li> <li>• Use library media specialists' expertise to assist in finding resources.</li> <li>• Demonstrate grade appropriate behaviors while in the library media center.</li> <li>• Make suggestions for new materials.</li> <li>• Begin to demonstrate the ability to find and properly use the school collection for research and pleasure.</li> <li>• Practice responsible social and ethical behaviors when using the library media center.</li> <li>• Begin to develop lifelong library media center skills and use those skills to support lifelong learning, collaboration, personal pursuits, and productivity.</li> <li>• Identify, locate and utilize parts of a monograph.</li> <li>• Identify and use captions from a monograph.</li> <li>• Identify the vocabulary used in a monograph.</li> <li>• Differentiate between fiction and non-fiction.</li> <li>• Make choices between fiction and non-fiction for recreational reading and/or research.</li> <li>• Identify and use OPAC to find and evaluate sources.</li> <li>• Identify the functions/parts of the OPAC.</li> <li>• Acquire, use and cite information.</li> </ul>
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<p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How can the library media specialist help me?</li> <li>• What is appropriate library media center behavior?</li> <li>• How do I care for library materials?</li> <li>• How do I acquire and use information?</li> <li>• How do I choose a source to meet my informational needs?</li> <li>• Which sources of information are appropriate to use?</li> </ul>	<p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• A library media center is a resource for both information and literature in a variety of formats.</li> <li>• Information users need to be responsible citizens and need to demonstrate proper care of all materials.</li> <li>• The library media center helps facilitate and cultivate life-long learners.</li> <li>• Reading is used for both pleasure and information seeking.</li> <li>• Information literacy is constantly changing and requires continuous learning of new skills.</li> </ul>
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Area of Focus	Suggested Performance Tasks/Evidence 3-5 Curriculum		
<p><b>Orientation:</b></p> <ul style="list-style-type: none"> <li>Utilize the library media specialist as a teacher and resource person.</li> <li>Demonstrate appropriate media center behavior.</li> <li>Utilize circulation procedures efficiently and effectively.</li> <li>Demonstrate care of all materials, furniture, and equipment.</li> <li>Identify, locate, select, and access materials.</li> </ul>	<p>Entrance Slips Exit Slips Checks for Understanding Class Discussions Think/Pair/Share Pre-Assessments Post-Assessments Teacher Observations Collaborative Work Graphic Organizers Writing Tasks Successful Use of Five-Finger Rule</p>		
	<p><b>Suggested Vocabulary:</b></p>		
	<p>Fiction Nonfiction/Informational Text Biography Reference Dictionary Encyclopedia Atlas Almanac Thesaurus Periodical</p>	<p>Dewey Decimal System Circulation Research Genre Newbery Award Coretta Scott King Award Pura Belpre Award</p>	<p>Catalog OPAC</p>



Area of Focus	Suggested Performance Tasks/Evidence 3-5 Curriculum	
<p><b>Monographs:</b></p> <ul style="list-style-type: none"> <li>• Identify, locate, and utilize parts of a book.</li> <li>• Understand and utilize fiction and nonfiction books as resources for research and class assignments.</li> <li>• Understand and utilize fiction and nonfiction books as resources for recreational reading.</li> </ul>	<p>Entrance Slips Exit Slips Checks for Understanding Class Discussions Think/Pair/Share Pre-Assessments Post-Assessments Teacher Observations Collaborative Work Graphic Organizers Writing Tasks Successful Use of Five-Finger Rule Book Reports</p>	
	<p><b>Suggested Vocabulary:</b></p>	
	<p>Copyright Verso Publisher Fiction Nonfiction/Informational Text Biography Reference Dictionary Encyclopedia Atlas Almanac Thesaurus</p>	<p>Table of Contents Captions Index Dewey Decimal System Circulation Research Genre Newbery Award Coretta Scott King Award Pura Belpre Award</p>





Area of Focus	Suggested Performance Tasks/Evidence 3-5 Curriculum		
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>Utilize various technological hardware</li> <li>Understand and utilize the Online Public Access Catalog (OPAC), online databases and the Internet.</li> <li>Evaluate Information (understand, analyze, evaluate, synthesize, and apply appropriate information effectively)</li> <li>Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.</li> </ul>	<p>Entrance Slips Exit Slips Checks for Understanding Class Discussions Think/Pair/Share Pre-Assessments Post-Assessments Teacher Observations Collaborative Work Writing Tasks Scavenger Hunts</p>		
	<p><b>Suggested Vocabulary:</b></p>		
	<p>Catalog OPAC iPad Database Website Search Engines Citation</p>	<p>Cyber Bullying Cyber Safety</p>	<p>Digital Media Title Search Author Search Subject Search</p>

Content Area	Library Media Center Orientation 6-12 Curriculum		
Standards	NJSLS: Reading 6,7,8 Writing 8 Writing 6 Writing 9 Reading 6–10 Writing 7 Writing 6,8 Language 6 Writing 6,8,9 Writing 6,8,9 Reading 7,10 Writing 2,7,9	CCSS: RL.6.1 RL.6.7 RL.6.9 RL.6.10 RL.7.1 RL.7.7 RL.7.9 RL.7.10 RL.8.1 RL.8.5 RL.8.7 RL.8.9 RL.8.10 RL.9-10.1 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.10 RL.11-12.7 RL.11-12.9 RL.11-12.10	AASL: 3.2 3.3 4.1 4.2 4.3

<b>Goals</b>	<b>By the end of twelfth grade students will be able to:</b> <ul style="list-style-type: none"><li>• Utilize the library media specialist as a teacher and resource person.</li><li>• Use correct vocabulary when discussing library resources and procedures.</li><li>• Distinguish between reference source and information source.</li><li>• Use library media specialists' expertise to assist in finding resources.</li><li>• Demonstrate grade appropriate behaviors while in the library media center.</li><li>• Make suggestions for new materials.</li><li>• Demonstrate the ability to access and properly use the school collection for research and pleasure.</li><li>• Practice responsible social and ethical behaviors when using the library media center.</li><li>• Discuss the importance of an acceptable use policy and the consequences of inappropriate use of technology.</li><li>• Identify and use OPAC.</li><li>• Identify the functions/parts of the OPAC.</li><li>• Develop lifelong library media center skills and use those skills to support lifelong learning, collaboration, personal pursuits, and productivity.</li></ul>
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<p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do I acquire, use and cite information?</li> <li>• How do I present that information to various audiences?</li> <li>• Am I aware that the foundational traits for 21<sup>st</sup> Century learning will result in a greater depth of knowledge and require self-accountability that extends beyond skills and dispositions?</li> <li>• How can I transfer what I know to new technological situations/experiences?</li> </ul>	<p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• The library media center is a vibrant, up-to-date source to be used for both research and personal fulfillment.</li> <li>• Research is a collaborative endeavor.</li> <li>• A library media center is a fluid, growing entity.</li> <li>• The importance of finding, evaluating, and selecting appropriate resources is to answer questions.</li> </ul>
<p><b>Areas of Focus</b></p> <ul style="list-style-type: none"> <li>• Using the library/media center and its staff as a resource</li> </ul>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Ability to collaborate on identifying valid research sources</li> <li>• Ability to independently find and evaluate quality sources</li> <li>• Using resources to create audience based presentations</li> <li>• Ability to generate curriculum based projects using resources from the library/media center</li> <li>• The librarian will collaborate with the classroom teacher to introduce, reinforce, and assist students in attempting mastery of the objectives as they apply to the individual topics of research across various curriculum/ classroom topics.</li> </ul>
<p><b>Vocabulary</b></p>	<p>OPAC Destiny</p>

Content Area	Library Media Center Monographs 6-12 Curriculum			
<b>Standards</b>	NJSLS: Reading 6,7,8 Writing 8 Writing 6 Writing 9 Reading 6– 10 Writing 7 Writing 6,8 Language 6 Writing 6,8,9 Writing 6,8,9 Reading 7,10 Writing 2,7,9	CCSS: RL.6.1 RL.6.7 RL.6.9 RL.6.10 RL.7.1 RL.7.7 RL.7.9 RL.7.10 RL.8.1 RL.8.5 RL.8.7 RL.8.9 RL.8.10 RL.9-10.1 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.10 RL.11-12.7 RL.11-12.9 RL.11-12.10	RI.6.7 RI.6.8 RI.6.9 RI.6.10 RI.7.7 RI.7.8 RI.7.9 RI.7.10 RI.8.7 RI.8.8 RI.8.9 RI.8.10 RI.9-10.7 RI.9-10.8 RI.9-10.9 RI.9-10.10 RI.11-12.7 RI.11-12.8 RI.11-12.9 RI.11-12.10	AASL: 4.1.1 4.1.2 4.2.4

**Goals building on PreK-5 skills**

- Identify, locate, and utilize parts of a book
- Identify author, illustrator, publisher of a book
- Use information from verso page to create citation
- Demonstrate the ability to ethically quote from a monograph
- Identify and use illustrations from a monograph
- Identify the vocabulary used in a monograph or periodical
- Utilize the glossary, appendix, bibliography
- Utilize information from the bibliography to further study a subject
- Differentiate between fiction and non-fiction
- Make choices between fiction and non-fiction for research and recreational reading

<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Do I have the right proficiencies to draw conclusions, make informal decisions, and apply knowledge when exploring a topic or subject further?</li> <li>• Can I find information and organize that information in a logical manner?</li> <li>• Can I take that information and ethically put it into a final product for educational or personal use?</li> <li>• Do I recognize my strengths and weaknesses and act upon those to make me a more independent learner to gain knowledge?</li> </ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• The use of inquiry-based research process applying critical thinking skills</li> <li>• Organize knowledge so it is useful</li> <li>• Use strategies to draw conclusions from information and apply knowledge to other projects</li> <li>• Use multiple sources to create one final project</li> </ul>
<p><b>Areas of Focus</b></p> <p>Using monographs and periodicals for research and pleasure</p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Ability to independently compare and contrast different sources to draw conclusions on a given topic</li> <li>• Ability to organize and retrieve information as needed</li> <li>• Ability to present organized information in a coherent manner in a variety of ways</li> <li>• Ability to share knowledge with others</li> <li>• The librarian will collaborate with the classroom teacher to introduce, reinforce, and assist students in attempting mastery of the objectives as they apply to the individual topics of research across various curriculum/ classroom topics.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Monograph Periodical</p>

Content Area	Library Media Center Technology Resource 6-12 Curriculum			
<b>Standards</b>	NJSLS: Reading 6,7,8 Writing 8 Writing 6 Writing 9 Reading 6–10 Writing 7 Writing 6,8 Language 6 Writing 6,8,9 Writing 6,8,9 Reading 7,10 Writing 2,7,9	CCSS: RL.6.1 RL.6.7 RL.6.9 RL.6.10 RL.7.1 RL.7.7 RL.7.9 RL.7.10 RL.8.1 RL.8.5 RL.8.7 RL.8.9 RL.8.10 RL.9-10.1 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.10 RL.11-12.7 RL.11-12.9 RL.11-12.10	RI.6.7 RI.6.8 RI.6.9 RI.6.10 RI.7.7 RI.7.8 RI.7.9 RI.7.10 RI.8.7 RI.8.8 RI.8.9 RI.8.10 RI.9-10.7 RI.9-10.8 RI.9-10.9 RI.9-10.10 RI.11-12.7 RI.11-12.8 RI.11-12.9 RI.11-12.10	AASL: 1.1.8 1.3.5 2.1
<b>Goals building on PreK-5 skills</b>	<ul style="list-style-type: none"> <li>• Utilize various technological hardware</li> <li>• Understand and utilize computer applications and software</li> <li>• Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies</li> </ul>			



<p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Do I have the knowledge to effectively use the technological resources available to me?</li> <li>• Am I aware that effective use of technology is crucial to success and life in the 21<sup>st</sup> century?</li> <li>• How do I practice cyber safety, cyber security and cyber ethics?</li> <li>• How do I safely and effectively participate in the global digital community?</li> <li>• What is my responsibility to the district for the appropriate use of district technological resources?</li> <li>• What is my responsibility to be environmentally conscious when using technological resources.</li> </ul>	<p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Ethical citation practice</li> <li>• Use of databases, OPAC, reference and circulation e book collections</li> <li>• Security of personal data</li> <li>• Safe and ethical citizenship in the virtual environment</li> <li>• Care, respect for, and maintenance of technological hardware and software</li> <li>• What goes online stays online forever</li> <li>• Effectively use a rubric evaluates a digital resource for accuracy and reliability.</li> </ul>
<p><b>Areas of Focus</b></p>	<p><b>Evidence</b></p>
<ul style="list-style-type: none"> <li>• Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Fluidity utilizing the online environment</li> <li>• Practicing safe and ethical digital citizenship</li> <li>• Use of available data sources to create information</li> <li>• Demonstrated evaluation of digital resources</li> <li>• These skills are developed through instruction and guided practice. Librarians collaborate with classroom teachers on information literacy lessons that support subject area curricula using print, web and subscription electronic resources.</li> </ul>
<p><b>Vocabulary</b></p>	<p>cyber safety cyber security cyber ethics</p>

Content Area	Library Media Center Circulating Collection 6-12 Curriculum		
<b>Standards</b>	<b>NJSLS:</b> Reading 6,7,8 Writing 8 Writing 6 Writing 9 Reading 6–10 Writing 7 Writing 6,8 Language 6 Writing 6,8,9 Writing 6,8,9 Reading 7,10 Writing2,7,9	<b>CCSS:</b> RL.6.1 RL.6.7 RL.6.9 RL.6.10 RL.7.1 RL.7.7 RL.7.9 RL.7.10 RL.8.1 RL.8.5 RL.8.7 RL.8.9 RL.8.10 RL.9-10.1 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.10 RL.11-12.7 RL.11-12.9 RL.11-12.10	<b>AASL:</b> 1.1.4 4.1.4 4.2.4
<b>Goals building on PreK-5 skills</b>	<ul style="list-style-type: none"> <li>• Differentiate between Non Fiction, and Fiction</li> <li>• Differentiate between varied genres including biography and autobiography</li> <li>• Independently and accurately search OPAC and retrieve material from stacks or Inter library loan system</li> <li>• Differentiate between research and popular periodicals</li> </ul>		
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• How do I know the research sources I</li> </ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Fiction vs. Non-Fiction</li> <li>• Research periodicals vs. popular press</li> <li>• Effectively evaluate a print resource for accuracy and reliability</li> <li>• Use and responsibility for circulating materials</li> </ul>		

<p>select are reputable and accurate?</p> <ul style="list-style-type: none"> <li>• How do I select appropriate materials for research and recreational reading?</li> <li>• Do I have the ability to locate print resources outside my home media center?</li> <li>• How/Where/When do I retrieve and return materials from the school media center(s)?</li> </ul>	
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<b>Areas of Focus</b>	<b>Evidence</b>
<p>Identify, select, locate and utilize monographs &amp; Inter-Library loan (ILL)</p>	<ul style="list-style-type: none"> <li>• Circulates library materials for research and recreational uses</li> <li>• Demonstrates proper care of media center material both in and out of the media center</li> <li>• Demonstrates fluidity when evaluating print resources</li> <li>• These skills are developed through instruction and guided practice. Librarians collaborate with classroom teachers on information</li> </ul>

	literacy lessons that support subject area curricula using print, web and subscription electronic resources.
Vocabulary	Non Fiction Fiction Biography Autobiography Inter Library Loan (ILL) Genre

Content Area	Library Media Center Reference 6-12 Curriculum		
<b>Standards</b>	<b>NJSLS:</b> Reading 6,7,8 Writing 8 Writing 6 Writing 9 Reading 6–10 Writing 7 Writing 6,8 Language 6 Writing 6,8,9 Writing 6,8,9 Reading 7,10 Writing 2,7,9	<b>CCSS:</b> RL.6.1                      RI.6.7 RL.6.7                      RI.6.8 RL.6.9                      RI.6.9 RL.6.10                     RI.6.10 RL.7.1                      RI.7.7 RL.7.7                      RI.7.8 RL.7.9                      RI.7.9 RL.7.10                     RI.7.10 RL.8.1                      RI.8.7 RL.8.5                      RI.8.8 RL.8.7                      RI.8.9 RL.8.9                      RI.8.10 RL.8.10                     RI.9-10.7 RL.9-10.1                   RI.9-10.8 RL.9-10.5                   RI.9-10.9 RL.9-10.6                   RI.9-10.10 RL.9-10.7                   RI.11-12.7 RL.9-10.10                RI.11-12.8 RL.11-12.7                RI.11-12.9 RL.11-12.9                RI.11-12.10 RL.11-12.10	<b>AASL:</b> 1.1.4 1.1.5 1.1.8 1.3.5 1.2.2 1.2.3 2.1 2.1.4 3.1.4 4.3.2
<b>Goals building on PreK-5 skills</b>	<ul style="list-style-type: none"> <li>• Website search strategies</li> <li>• Database search strategies</li> <li>• Print search strategies</li> <li>• Understand, analyze, evaluate, synthesize and apply appropriate information effectively</li> </ul>		

<p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do I differentiate between URL suffixes/domains?</li> <li>• How do I evaluate the information quality from a domain</li> <li>• Can I differentiate between the best fluid or static resources</li> </ul>	<p style="text-align: center;"><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• The “best” source of information is the source that effectively and efficiently answers your ASK</li> <li>• Not everything is on the Internet</li> <li>• Some parts of the internet require subscriptions and/or passwords to access</li> </ul>
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<p>located based on my informational needs?</p> <ul style="list-style-type: none"> <li>• Do I know the passwords needed to access information from my proprietary resources?</li> <li>• DO I know what information is available in a Dictionary (Specialized &amp; General), Encyclopedias, (Specialized &amp; General), Thesaurus, Almanac and Atlases?</li> </ul>	<ul style="list-style-type: none"> <li>• Reliability of all information resources is always subject to evaluation</li> </ul>
<p><b>Areas of Focus</b></p>	<p><b>Evidence</b></p>
<p>Identify, select, locate and utilize non-circulating reference materials and data bases to address informational needs</p>	<ul style="list-style-type: none"> <li>• Demonstrate fluidity when considering the veracity of data resources</li> <li>• These skills are developed through instruction and guided practice. Librarians collaborate with classroom teachers on information literacy lessons that support subject area curricula using print, web and subscription electronic resources</li> </ul>
<p><b>Vocabulary</b></p>	<p>Anomalous State of Knowledge (ASK)</p>

Content Area	Library Media Center Bibliographic Citation 6-12 Curriculum		
<b>Standards</b>	<b>NJSLS:</b> Reading 1,7,8 Writing 8 Writing 6 Writing 2 Language 3 Reading 5 Writing 9 Reading 1–10 Writing 2,7-9 Language 3-6 Speaking 2 Lang. 3-6 Writing 6,8 Speaking 4,5 Language 6 Writing 2,6,8,9 Writing 6,8,9 Language 3,6 Speaking 2,3 Reading 5,7,10 Writing 2,7-9 Speaking 2 Language 1-6	<b>CCSS:</b> RL.6.1            RI.6.7 RL.6.7            RI.6.8 RL.6.9            RI.6.9 RL.6.10          RI.6.10 RL.7.1            RI.7.7 RL.7.7            RI.7.8 RL.7.9            RI.7.9 RL.7.10          RI.7.10 RL.8.1            RI.8.7 RL.8.5            RI.8.8 RL.8.7            RI.8.9 RL.8.9            RI.8.10 RL.8.10          RI.9-10.7 RL.9-10.1        RI.9-10.8 RL.9-10.5        RI.9-10.9 RL.9-10.6        RI.9-10.10 RL.9-10.7        RI.11-12.7 RL.9-10.10      RI.11-12.8 RL.11-12.7      RI.11-12.9 RL.11-12.9      RI.11-12.10 RL.11-12.10	<b>AASL:</b> 1.3
<b>Goals building on PreK-5 skills:</b>	<ul style="list-style-type: none"> <li>• Use of graphic organizers to organize and synthesize data into information</li> <li>• Ability to use either electronic or print note cards</li> <li>• Use of MLA format for bibliographic citation</li> </ul>		
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• How to I organize data to create information to create a final project?</li> </ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• MLA format for in-text citation as well as works cited documentation</li> <li>• Selection and use of efficient graphic organizers to summarize and</li> </ul>		

<ul style="list-style-type: none"> <li>• How and when do I credit sources for my information?</li> <li>• How do I include direct quotations and paraphrased information in my project?</li> <li>• Can I use content aggregators to develop accurate citations and works cited information?</li> </ul>	synthesize information
<b>Areas of Focus</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Analyze, use, and properly credit information sources</li> </ul>	<ul style="list-style-type: none"> <li>• These skills are developed through instruction and guided practice. Librarians collaborate with classroom teachers on information literacy lessons that support subject area curricula using print, web and subscription electronic resources.</li> </ul>
<b>Vocabulary</b>	Modern Language Association (MLA) Data Information

References

American Association of School Librarians, (2009). Empowering Learners: Guidelines for School Library Programs. 10-11.

Holland, B. (2015, January 14). 21st-Century libraries: The learning commons [Blog post]. Retrieved from Edutopia website: <http://www.edutopia.org/blog/21st-century-libraries-learning-commons-beth-holland>

McHale, M. (2014, September 16). *Mission vision philosophy*. Unpublished working paper, William Paterson University.



## Appendices:

Appendix A – New Jersey Student Learning Standards

[www.state.nj.us/education/aps/cccs/lal](http://www.state.nj.us/education/aps/cccs/lal)

Appendix B – Standards 21<sup>st</sup> Century Learners from the American Association of School Librarians

<http://www.ala.org/aasl/guidelinesandstandards/learningstandards/standards>

Appendix C – Technology Literacy

[www.state.nj.us/education/aps/cccs/tech](http://www.state.nj.us/education/aps/cccs/tech)

Appendix D - Matrix

Appendix E – Works Consulted / Works Cited

Purdue Online Writing Lab “MLA Formatting and Style Guide”

<http://owl.english.purdue.edu/owl/resource/747/01/>

EasyBib <http://www.easybib.com/>

Citation Machine <http://citationmachine.net/index2.php>

Citation Wizard <http://workscited.tripod.com/>