A Model Curriculum for Pennsylvania School Library Programs
Long-Term Transfer Goals

(Long-Term Transfer Goals highlight the effective use understanding, knowledge and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges—both in and outside of school)

Students will be able to independently use their learning to:
1. **Read and evaluate text in all formats for learning, personal and aesthetic growth and enjoyment.**
2. **Research, analyze, synthesize and evaluate information as critical consumers to draw conclusions and make informed decisions.**
3. **Create, apply and share knowledge effectively using a variety of media formats in an ethical manner to communicate a coherent message.**

(Based on Standards for the 21st-Century Learner, American Association of School Librarians, 2007.)

Big Ideas	Essential Questions
Effective readers use appropriate strategies to construct meaning.	▪ *How do strategic readers create meaning from informational and literary text?* ▪ *What is this text really about?* ▪ *How do readers know what to believe?* ▪ *How does what readers read influence how they should read it?* ▪ *How does a reader's purpose influence how text should be read?*
Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.	▪ *How do readers know what to believe in what they read, hear, and view?* ▪ *How does interaction with text provoke thinking and response?*
Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	▪ *What do good listeners do?* ▪ *How do active listeners make meaning?* ▪ *How do active listeners know what to believe in what they hear?*
Effective speakers prepare and communicate messages to address the audience and purpose.	▪ *How do task, purpose, and audience influence how speakers craft and deliver a message?* ▪ *How do speakers employ language and utilize resources to effectively communicate a message?*
Effective research requires the use of varied resources to gain or expand knowledge.	▪ *What does a reader look for and how can s/he find it?* ▪ *How does a reader know a source can be trusted?* ▪ *How does one organize and synthesize information from various sources?* ▪ *How does one best present findings?*
Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	▪ *What makes clear and effective writing?* ▪ *Why do writers write? What is the purpose?* ▪ *Who is the audience? What will work best for the audience?*
Responsible citizens use information ethically and productively in a global society.	▪ *How do responsible citizens use information ethically?* ▪ *How do responsible citizens use information productively in a global society?*