

The Model Curriculum for Pennsylvania School Library Programs

Stage 1 Desired Results: Competencies, Grade Band 3-5

Big Idea: Effective readers use appropriate strategies to construct meaning.

Essential Questions:

- 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?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
Determining Author's Point of View (Perspective)	3-4-5	Identify information about author to explain point of view.	CC.1.2.D (3-5)			
Identifying Text Features	3	Use text features and search tools to locate and interpret information in print and digital sources.	C C.1.2.E (3-5)			
Evaluating Diverse Media	5	Locate information from various print and digital sources to answer question or solve problem.	CC.1.2.G (3-5)			
	4	Explain how information from various sources contributes to understanding text.	CC.1.2.G (3-5)			
	3	Interpret information from a text feature.	CC.1.2.G (3-5)			
Evaluating Arguments	5	Explain how author uses reason and evidence to support particular points.	CC.1.2.H (3-5)			
	4	Identify evidence that author uses to support a particular point.	CC1.2.H (3-5)			
	3	Identify text that supports author's points.	CC 1.2.H (3-5)			

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Selecting Informational Texts and Literary Non-Fiction	3-4-5	Independently, locate and select literary non-fiction and informational texts on grade level.	CC.1.2.L (3-5)			
	4-5	Independently, use various print and digital reference sources.	CC.1.2.L (3-5)			
	3	Independently use library index to locate non-fiction and informational texts.	CC.1.2.L (3-5)			
Selecting Literary Fiction	4-5	<ul style="list-style-type: none"> ▪ Independently, select grade-level-appropriate literary fiction in a variety of genres. ▪ Apply strategies to create meaning from literary fiction. ▪ Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating. 	CC.1.3.K - (3-5)			
	3	<ul style="list-style-type: none"> ▪ Independently, select grade-level-appropriate literary fiction in a variety of genres. ▪ Develop strategies to create meaning from literary fiction. ▪ Read literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating. 	CC.1.3.K - (3-5)			

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Essential Questions:

- How do readers know what to believe in what they read, hear, and view?
- How does interaction with text provoke thinking and response?

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Evaluating Sources (See Also Effective Research Big Idea)	3-4-5	Discuss criteria for evaluating a website: credibility, relevance, bias, accuracy, and currency.				15.4.L (3-5)
	5	<ul style="list-style-type: none"> ▪ Evaluate sources for credibility and currency. ▪ Identify facts and details that support reasons. 	CC.1.4.I (3-5)			15.3.E (3-5)
	4	Identify facts and details that support reasons.	CC.1.4.I (3-5)			
	3	Support opinion with detailed reasons.	CC.1.4.I (3-5)			
Research Process: Developing Research Topic and Question(s)	3-4-5	As part of a grade-level-appropriate research process: <ul style="list-style-type: none"> ▪ Choose aspects of topic to research. ▪ With guidance, develop questions to be answered about topic. 	CC.1.4.V (3-5)			
Research Process: Note-taking Strategies	3-4-5	Draw evidence from text to answer an information need using grade-level-appropriate note-taking skills.	CC.1.4.S CC.1.4.W (3-5)			15.3.I (3-5)

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Essential Questions:

- What do good listeners do?
- How do active listeners make meaning?
- How do active listeners know what to believe in what they hear?

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Identifying Main Ideas	5	<ul style="list-style-type: none"> ▪ Capture main points from text read aloud or presented orally or in other media formats. ▪ State information in concise form and in own words. 	CC.1.5.B (3-5)			
	4	<ul style="list-style-type: none"> ▪ Restate part of text read aloud or presented orally or in other media formats. ▪ Use own words when restating. 	CC.1.5.B (3-5)			
	3	Identify main ideas and supporting details of text read aloud or presented orally or in other media formats.	CC.1.5.B (3-5)			

Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose.

Essential Questions:

- 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?

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Preparing Multimedia Presentations	5	Add multimedia components and visual displays to presentations to enhance development of main ideas or themes.	CC.1.5.F (3-5)			
	4	Add audio recordings and visual displays to presentations to enhance development of main ideas or themes.	CC.1.5.F (3-5)			
	3	<ul style="list-style-type: none"> ▪ Record stories or poems aloud to demonstrate reading fluently and at an understandable pace. ▪ Record stories or poems in engaging manner. ▪ Add drawing or other visual display to recording to emphasize or enhance facts or details. 	CC.1.5.F (3-5)			

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.

- Essential Questions:**
- 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?

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Drawing Evidence from Text	3-4-5	<ul style="list-style-type: none"> ▪ Identify 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 literary texts. ▪ Identify reference sources and information texts that are appropriate to grade level. 	CC.1.4.S (3-5)			
Research Process: Effective Inquiry	3-4-5	Conduct short research projects.	CC.1.4.V (3-5)			
Research Process: Evaluating Sources (See Also Critical Thinkers Big Idea)	3-4-5	Use literacy strategies to determine readability of source (e.g., five-finger rule for vocabulary). Make conclusions about information in sources.	CC.1.4.W (3-5)			
Note-taking Strategies and Presenting Research Findings	4-5	<p>As part of a grade-level-appropriate research process:</p> <ul style="list-style-type: none"> ▪ Recall information from past experiences. ▪ Gather information from sources, including both print and digital, to answer research questions. ▪ Record and organize answer(s) to question(s) in note-taking format by sorting information into provided categories. ▪ Paraphrase information found, so that it is not copied exactly from source. ▪ Summarize information from notes into final project. ▪ Identify bibliographic information. ▪ Create list of sources used. 	CC.1.4.W (3-5)			15.3.E 15.3.I (3-5)

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Strategies and Presenting Research Findings	3	<ul style="list-style-type: none"> ▪ Recall information from past experiences. ▪ Gather information from sources, including both print and digital. ▪ Use information to answer questions. ▪ Write answer(s) to question(s) in note-taking format. ▪ Organize information by sorting it into provided categories. 	CC.1.4.W (3-5)			15.3.E 15.3.I (3-5)

Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Essential Questions:

- 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?

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Producing and Publishing with Technology	5	With some guidance and support, use technology and keyboarding skills to produce and publish a two-page written product and to interact and collaborate with others.	CC.1.4.U (3-5)			
	4	With some guidance and support, use technology and keyboarding skills to produce and publish a one-page written product and to interact and collaborate with others.	CC.1.4.U (3-5)			
	3	With guidance and support, use technology and keyboarding skills to produce and publish writing and to interact and collaborate with others.	CC.1.4.U (3-5)			

Big Idea: Responsible citizens use information ethically and productively in a global society.

Essential Questions:

- How do responsible citizens use information ethically?
- How do responsible citizens use information productively in a global society?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
Demonstrating Technology Etiquette and Safety	3-4-5	Apply proper etiquette when using technology (e.g., cyber safety).				15.3.M (3-5)
	3-4-5	Explain importance of safe, legal and responsible use of technology.				15.3.T (3-5)
Behaving as a Digital Citizen	3-4-5	<ul style="list-style-type: none"> ▪ Identify and practice ethical and safe online behavior. ▪ Identify potential consequences of unethical, unsafe, and inappropriate behavior. 				15.4.B (3-5)
Using Digital Media	3-4-5	<ul style="list-style-type: none"> ▪ Select and utilize an appropriate digital media to enhance a content-specific product. ▪ Use digital media legally and ethically, practicing Educational Fair Use. 				15.4.K (3-5)