

**Library Curriculum Framework**  
**Stage 1 Desired Results: Concepts & Competencies**  
**PA Academic Standards, AASL Standards for Learners & ISTE Standards for Students**  
**Arranged by Concepts & Grade Bands 3-5**

<b>Big Idea I Inquire</b>		<b>Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.</b>							
<b>Essential Questions</b>		<ul style="list-style-type: none"> <li>▪ How do learners display curiosity and initiative?</li> <li>▪ How do learners engage with and create meaning from information and text?</li> <li>▪ How do learners participate in an inquiry-based process?</li> </ul>							
<b>Concepts and Competencies for Learners</b>		<b>PA Academic Standards</b>						<b>AASL Standards for Learners</b>	<b>ISTE Standards for Students</b>
<b>Concept: Constructing Questions for Research and Inquiry</b>									
<b>Grade Band</b>	<b>Learner Competencies What students should be able to do; key skills</b>	<b>ELA 1._._ Grade Band</b>	<b>Science 3._._ Grade Band</b>	<b>SS &amp; H 8._._ Grade Band</b>	<b>CEW 13._._ Grades 3, 5, 8, 11</b>	<b>BCIT 15._._ Grade Band</b>	<b>CRSC PK-12</b>	<b>Shared Foundation. Domain. Competency PK-12</b>	<b>Number Letter PK-12</b>
<b>3-5</b>	Choose aspects of a topic to investigate.	1.4.V 3-5			13.1.3.F 13.1.5.F 13.2.3.B 13.2.5.B 3-5			<b>I.A.2</b> <b>I.B.2</b>	3a
<b>3-5</b>	Develop questions to be answered about a topic for short research projects.	1.4.V 3-5			13.1.3.F 13.1.5.F 13.2.3.B 13.2.5.B 3-5			<b>I.A.1</b> <b>I.B.2</b>	3a
<b>Concept: Using Information in Research and Inquiry Processes</b>									
<b>3-5</b>	Recall information from past experiences.	1.4.V 1.4.W 3-5			13.1.3.F 13.1.5.F 13.2.3.B 13.2.5.B 3-5	15.3.E 15.3.I 3-5		<b>I.A.2</b>	2c

3	Use information to answer questions.	1.4.W 3-5			13.1.5.F 13.2.5.B 3-5	15.3.E 15.3.I 3-5		I.A.2 I.B.3 IV.B.3	
<b>Concept: Drawing Evidence from Literature and Nonfiction</b>									
3-5	Draw supporting evidence from literature or nonfiction to make a point, express a personal opinion, or meet an information need.	1.4.I 1.4.S 1.4.V 1.4.W 3-5	3.6.F	8.6.F	13.2.5.B	15.3.C 15.3.E 3-5		I.A I.B.1 IV.B.3 V.A VI.D	3a 3b 3d
<b>Concept: Identifying and Using Text Features</b>									
3	Use text features and search tools to locate and interpret information in print and digital sources.	1.2.E 1.2.G 3-5						I.B.1 I.B.2	3a
<b>Concept: Applying Strategies to Create Meaning in Literary Fiction</b>									
3-5	Apply strategies to create meaning from literary fiction by questioning, reflecting, responding, and evaluating.	1.3.K 3-5						I	
<b>Concept: Summarizing Main Ideas and Details</b>									
5	Summarize main points from text read aloud or presented orally or in other media formats.	1.5.B 3-5						I.C.1	
4	Paraphrase part of text read aloud or presented orally or in other media formats.	1.5.B 3-5						I.C.1	
3	Identify main ideas and supporting details of text read aloud or presented orally or in other media formats.	1.5.B 3-5						I.C.1	

**Concept: Integrating Diverse Media**

<b>5</b>	Add multimedia components and visual displays to presentations to enhance the development of main ideas or themes.	1.5.F 3-5						<b>I.B.3</b> VI.C.2 VI.D.1	2c 6a 6b 6d
<b>4</b>	Add audio recordings and visual displays to presentations to enhance the development of main ideas or themes.	1.5.F 3-5						<b>I.B.3</b> VI.C.2 VI.D.1	2c 6a 6b 6d
<b>3</b>	Add drawings or other visual displays to recording to emphasize or enhance facts or details.	1.5.F 3-5						<b>I.B.3</b> VI.D.1	2c 6a 6b 6d

<b>Big Idea II: Include</b>		<b>Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.</b>							
<b>Essential Questions</b>		<ul style="list-style-type: none"> <li>How do learners become informed and committed to the concept of diversity?</li> <li>How do learners gain perspective, recognize, and represent diverse points of view?</li> <li>How do learners reflect on their own range of perspectives and develop awareness, inclusion of, and empathy for others?</li> </ul>							
<b>Concepts and Competencies for Learners</b>		<b>PA Academic Standards</b>						<b>AASL Standards for Learners</b>	<b>ISTE Standards for Students</b>
<b>Concept: Examining Perspectives and Points of View</b>									
<b>Grade Band</b>	<b>Learner Competencies What students should be able to do; key skills</b>	<b>ELA 1.___ Band</b>	<b>Science 3.___ Band</b>	<b>SS &amp; H 8.___ Band</b>	<b>CEW 13.___ 3,5,8,11</b>	<b>BCIT 15.___ Band</b>	<b>CRSC PK-12</b>	<b>Shared Foundation. Domain. Competency</b>	<b>Number Letter PK-12</b>
<b>3-5</b>	Compare and contrast accounts of the same event told from different points of view.	1.2.D 1.2.H 3-5						<b>II.A.2</b> IV.B	3b
<b>3</b>	Explain the point of view of the author.	1.2.D 3							
<b>3-5</b>	Identify and use texts and resources that represent a broad range of cultures and identities.	1.4.S						I.A.1 I.B.1 <b>II.A.3</b> <b>II.D.3</b>	3d 4a 5b
<b>Concept: Developing Social Problem-Solving Skills</b>									
<b>1 – 5</b>	Demonstrate respect for the uniqueness of others.						II.C II.D	II.C II.D	
<b>1 – 5</b>	Identify multiple ways to solve conflicts and practice solving problems.						II.C.2	II.C.2	
<b>1 – 5</b>	Respond to others given a sense of the others' point of view.						II.B.1 II.C	II.B.1 II.C	

<b>Big Idea III: Collaborate</b>		<b>Learners work effectively with others to broaden perspectives and work toward common goals.</b>							
<b>Essential Questions</b>		<ul style="list-style-type: none"> <li>How do learners adapt, communicate, and exchange knowledge and ideas with others?</li> <li>How do learners collaborate productively with others to create?</li> <li>How do learners actively participate in communication networks?</li> </ul>							
<b>Concepts and Competencies for Learners</b>		<b>PA Academic Standards</b>						<b>AASL Standards for Learners</b>	<b>ISTE Standards for Students</b>
<b>Concept: Engaging in a Learning Community</b>									
<b>Grade Band</b>	<b>Learner Competencies</b> What students should be able to do; key skills	<b>ELA</b> 1._._ Band	<b>Science</b> 3._._ Band	<b>SS &amp; H</b> 8._._ Band	<b>CEW</b> 13._._ 3,5,8,11	<b>BCIT</b> 15._._ Band	<b>CRSC</b> PK-12	<b>Shared Foundation.</b> Domain. Competency	<b>Number</b> Letter PK-12
3-5	Develop new understandings through engagement in a learning group.							III.A.2	
3-5	Solicit and respond to the feedback of others.							III.C.1	
3-5	Contribute actively to group discussions.							III.D.1	
<b>Concept: Using Digital Tools for Collaboration</b>									
3-5	Use technology and keyboarding skills to interact and collaborate with others, with guidance and support.	1.4.U 3-5						II.D.2 III.B III.C III.D	2c 6 7b 7c
<b>Concept: Communicating to Establish and Sustain Relationships</b>									
1 + 5	Explain ways to establish relationships that are positive and supportive of others.						B 1-5	III.D	

1 – 5	Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.						B 1-5	III.B	
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<b>Big Idea IV: Curate</b>		<b>Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.</b>							
<b>Essential Questions</b>		<ul style="list-style-type: none"> <li>How do learners act on an information need?</li> <li>How do learners gather information appropriate to the task?</li> <li>How do learners determine an author's purpose?</li> <li>How do learners systematically question and assess the authority, bias, accuracy, relevancy, and currency of information?</li> <li>How do learners select and organize information for a variety of audiences?</li> </ul>							
<b>Concepts and Competencies for Learners</b>		<b>PA Academic Standards</b>						<b>AASL Standards for Learners</b>	<b>ISTE Standards for Students</b>
<b>Concept: Using Sources of Information</b>									
<b>Grade Band</b>	<b>Learner Competencies What students should be able to do; key skills</b>	<b>ELA 1._._ Band</b>	<b>Science 3._._ Band</b>	<b>SS &amp; H 8._._ Band</b>	<b>CEW 13._._ 3,5,8,11</b>	<b>BCIT 15._._ Band</b>	<b>CRSC PK-12</b>	<b>Shared Foundation. Domain. Competency</b>	<b>Number Letter PK-12</b>
4-5	Use various print and digital reference sources independently.	1.2.L 3-5						IV V.A	3d
<b>Concept: Locating Nonfiction and Informational Texts</b>									
3	Locate nonfiction and informational texts using a variety of tools (e.g. library catalog, database index) independently.	1.2.L 3-5						I.B.2 IV V.A	3d
<b>Concept: Evaluating Information Sources</b>									
3-5	Discuss and apply criteria for evaluating a resource: authority, bias, accuracy, relevancy, readability, and currency of information.	1.4.I 1.4.W 3-5			13.2.5.B	15.4.L 15.3.E 3-5		I.B.1 II.B IV.A.3 IV.B.3	3b

**Concept: Selecting Information for Use in Research and Inquiry Processes**

<b>3-5</b>	Locate information from sources, including both print and digital, to answer a question or solve a problem.	1.4.V 1.4.W 1.2.G 3-5			13.2.5.B 3-5	15.3.E 15.3.I 3-5		<b>IV.B</b>	2c 3c
<b>4</b>	Explain how information from various sources contributes to understanding text.	1.2.G 3-5						<b>IV.B</b> <b>IV.C</b>	3c

**Concept: Using and Synthesizing Information**

<b>3-5</b>	Organize answers to questions by sorting information into provided categories.	1.4.V 1.4.W 3-5				15.3.E 15.3.I 3-5		<b>IV.B</b>	2c
<b>3-5</b>	Use grade-level-appropriate note-taking skills, including paraphrasing and/or summarizing.	1.4.S 1.4.V 1.4.W 3-5			13.2.5.B 3-5			<b>I.B</b> <b>IV.B</b>	2c 3a 3d



<b>Big Idea V: Explore</b>		<b>Learners read, discover and innovate with a growth mindset developed through experience and reflection.</b>							
<b>Essential Questions</b>		<ul style="list-style-type: none"> <li>How do learners develop and satisfy personal curiosity?</li> <li>How do learners read widely and deeply in multiple formats and create for a variety of purposes?</li> <li>How do learners persevere to solve problems through inquiry, implementation, and reflection?</li> </ul>							
<b>Concepts and Competencies for Learners</b>		<b>PA Academic Standards</b>						<b>AASL Standards for Learners</b>	<b>ISTE Standards for Students</b>
<b>Concept: Selecting and Reading Literary Fiction, Nonfiction, and Informational Texts</b>									
<b>Grade Band</b>	<b>Learner Competencies What students should be able to do; key skills</b>	<b>ELA 1._._ Band</b>	<b>Science 3._._ Band</b>	<b>SS &amp; H 8._._ Band</b>	<b>CEW 13._._ 3,5,8,11</b>	<b>BCIT 15._._ Band</b>	<b>CRSC PK-12</b>	<b>Shared Foundation. Domain. Competency</b>	<b>Number Letter PK-12</b>
5	Select and read independently grade-level-appropriate literary fiction in a variety of genres and formats.	1.3.K 3-5						V.A	3d
3-4	Select and read grade-level-appropriate literary fiction in a variety of genres and formats with support.	1.3.K 3-5						V.A	3d
5	Select and read independently literary nonfiction and informational texts on grade level.	1.2.L 3-5						V.A	3d
3-4	Select and read literary nonfiction and informational texts on grade level, with support.	1.2.L 3-5						V.A	3d
<b>Concept: Using and Presenting Information in Different Media Formats</b>									
3-5	Use information from text to demonstrate understanding.	1.2.G 3-5						V.A.1	

Concept: Personalizing Lifelong Learning									
5	Describe how personal interests and abilities impact lifelong learning.				13.3.G 3-5			I.D.3 II.D.3 III.D <b>V.D.2</b>	1a
3	Define and describe the importance of lifelong learning.						I.D.3 II.D.3 III.D.2	1a	
Concept: Developing Self-Awareness and Self-Management									
1 – 5	Identify one's own strengths, needs, and preferences.						<b>V.D</b>		
1 – 5	Select coping skill strategies response to adverse situations (e.g. positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).						<b>V.B</b> <b>V.D</b>		

<b>Big Idea VI: Engage</b>		<b>Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.</b>							
<b>Essential Questions</b>		<ul style="list-style-type: none"> <li>How do learners follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?</li> <li>How do learners use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?</li> <li>How do learners personalize their use of information and information technologies?</li> <li>How do learners engage with information to extend their personal learning?</li> </ul>							
<b>Concepts and Competencies for Learners</b>		<b>PA Academic Standards</b>					<b>AASL Standards for Learners</b>	<b>ISTE Standards for Students</b>	
<b>Concept: Attributing Information Sources</b>									
Grade Band	Learner Competencies What students should be able to do; key skills	ELA 1._._ Band	Science 3._._ Band	SS & H 8._._ Band	CEW 13._._ 3,5,8,11	BCIT 15._._ Band	CRSC PK-12	Shared Foundation. Domain. Competency	Number Letter PK-12
4-5	Identify bibliographic information to create a list of sources used.	1.4.W 3-5			13.2.5.B	15.3.E 15.3.I 3-5		VI.A.2 VI.B.2	2c
<b>Concept: Creating Multimedia to Demonstrate Learning</b>									
3-5	Select and utilize multimedia to create digital media appropriate to audience.					15.4.G 15.4.K 3-5		I.B.3. VI	6a 6b 6d
<b>Concept: Developing Digital Skills</b>									
3-5	Use technology and keyboarding skills to produce and publish a product, with guidance and support.	1.4.U 3-5				15.4.G 15.4.K 3-5		I.C.4 VI	2c 6 7b 7c
<b>Concept: Demonstrating Etiquette in Using Technology</b>									
3-5	Apply proper etiquette when using technology.					15.3.M 3-5		VI.A.1 VI.C.2 VI.D.3	2 6b

Concept: Applying Principles of Intellectual Property									
3-5	Apply intellectual property principles (e.g., public domain, Creative Commons, educational fair use, copyright).					15.4.B 15.3.T 3-5		VI	6a 6b 6d
Concept: Using Information and Technology Safely and Responsibly									
3-5	Explain the importance of safe, legal and responsible use of technology.					15.4.B 15.3.T 3-5		VI	2 6b
Concept: Communicating Effectively to Establish and Sustain Relationships									
1 – 5	Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.						B 1-5	VI.C.2	

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