

**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 PK-12**

<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>									
Grade Band	Learner Competencies What students should be able to do; key skills	ELA 1._._ Grade Band	Science 3._._ Grade Band	SS & H 8._._ Grade Band	CEW 13._._ Grades 3, 5, 8, 11	BCIT 15._._ Grade Band	CRSC PK-12	Shared Foundation. Domain. Competency PK-12	Number Letter PK-12
9-12	Narrow a self-generated, broad research question.	1.4.V 9-12	3.6.F 9-12	8.6.F 9-12	13.2.B 9-12	15.3.C 9-12		<b>I.A.1</b> <b>I.D.2</b> II.D.2 IV.A	1a 3a
6-8	Develop a self-generated, focused research question and sub-questions about a topic.	1.4.V 6-8	3.6.F 6-8	8.6.F 6-8	13..B 6-8			<b>I.A.1</b> V.A.3	4a 3a
3-5	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
3-5	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> I.B.2	3a

<b>K-2</b>	Choose a topic with guidance as part of grade-level-appropriate research process.	1.4.V PK-2						<b>I.A</b>	
<b>PK-2</b>	Participate in individual or shared research.	1.4.V PK-K						<b>I.A</b> <b>I.B</b> <b>IV.A</b>	3a
<b>PK</b>	Ask questions about a topic of personal interest.	1.4.V PK-2						<b>I.A.1</b>	
<b>Concept: Using Information in Research and Inquiry Processes</b>									
<b>9-12</b>	Use specific textual evidence from primary and secondary sources.		3.5.A 9-12	8.5.A 8.5.l 6-8				<b>I.B</b>	
<b>6-8</b>	Use specific textual evidence from primary and secondary sources and analyze the relationship between these sources.		3.5.A 6-8	8.5.A 8.5.l 6-8				<b>I.B</b>	
<b>6-8</b>	Use information to answer research questions and sub-questions about topic.	1.4.V 6-8	3.6.F 6-8	8.6.F 6-8				<b>I.A.2</b> <b>I.B.1</b> <b>IV.B.3</b>	4a 3a
<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.l 3-5		<b>I.A.2</b>	2c
<b>3</b>	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.l 3-5		<b>I.A.2</b> <b>I.B.3</b> <b>IV.B.3</b>	
<b>2</b>	Recall information from experiences or gather information from provided sources to answer a question.	1.4.W PK-2						<b>I.A.2</b> <b>I.B.1</b> <b>I.B.3</b>	
<b>PK-1</b>	Recall information from experiences or gather information from provided	1.4.W PK-2						<b>I.A.2</b> <b>I.B.1</b> <b>I.B.3</b>	

	sources to answer a question, with guidance and support.								
<b>Concept: Drawing Evidence from Literature and Nonfiction</b>									
<b>9-12</b>	Draw supporting evidence from literature or nonfiction to make a point or express a personal opinion.	1.4.S 1.4.V 9-12	3.6.F	8.6.F	13.1.11.F	15.3.C		<b>I.A</b> <b>I.B.1</b> IV.B V.A VI.D	3b 3d
<b>6-8</b>	Draw supporting evidence from literature or nonfiction to make a point, express a personal opinion, or meet an information need.	1.4.S 1.4.V 1.4.W 6-8	3.6.F	8.6.F	13.1.8.F	15.3.C		<b>I.A</b> <b>I.B.1</b> IV.A IV.B.2 VI.A.3 VI.D	2b 3a 3b 3d
<b>3-5</b>	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		<b>I.A</b> <b>I.B.1</b> IV.B.3 V.A VI.D	3a 3b 3d
<b>Concept: Identifying and Using Text Features</b>									
<b>3</b>	Use text features and search tools to locate and interpret information in print and digital sources.	1.2.E 1.2.G 3-5						<b>I.B.1</b> <b>I.B.2</b>	3a
<b>2</b>	Use various text features and search tools to locate key facts or information in text efficiently in print and digital sources.	1.2.E PK-2						<b>I.B.2</b> IV.A.2 IV.B.1	3a
<b>1</b>	Identify text features to locate key facts or information in a text.	1.2.E PK-2						<b>I.B.2</b> IV.A.2	3a
<b>K</b>	Identify parts of a book e.g., title, author and parts of text e.g., beginning, end, details.	1.2.E PK-2						<b>I.B.2</b> IV.A.2 V.A.1	

<b>PK</b>	Locate and identify the parts of a book.	1.2.E PK-2						<b>I.B.2</b> IV.A.2	
<b>Concept: Applying Strategies to Create Meaning in Literary Fiction</b>									
<b>9-12</b>	Apply strategies to create meaning from literary fiction by questioning, reflecting, responding, and evaluating.	1.3.K 9-12						<b>I</b>	
<b>6-8</b>	Apply strategies to create meaning from literary fiction by questioning, reflecting, responding, and evaluating.	1.3.K 6-8						<b>I</b>	
<b>3-5</b>	Apply strategies to create meaning from literary fiction by questioning, reflecting, responding, and evaluating.	1.3.K 3-5						<b>I</b>	
<b>1-2</b>	Apply strategies to create meaning from literature by questioning, reflecting, responding, and evaluating.	1.3.K PK-2						<b>I.A.2</b>	
<b>PK-K</b>	Use illustrations and familiar words to create meaning from text by questioning, reflecting, responding, and evaluating.	1.3.K PK-2						<b>I.A.2</b>	
<b>Concept: Summarizing Main Ideas and Details</b>									
<b>5</b>	Summarize main points from text read aloud or presented orally or in other media formats.	1.5.B 3-5						<b>I.C.1</b>	
<b>4</b>	Paraphrase part of text read aloud or presented orally or in other media formats.	1.5.B 3-5						<b>I.C.1</b>	
<b>3</b>	Identify main ideas and supporting details of text read aloud or presented orally or in other media formats.	1.5.B 3-5						<b>I.C.1</b>	
<b>2</b>	Describe key ideas from text read aloud or presented orally or presented in another media format.	1.5.B PK-2						<b>I.C.1</b>	

<b>1</b>	Confirm understanding of text read aloud or presented orally by asking and answering questions about key details.	1.5.B PK-2						<b>I.B.1</b> <b>I.C.1</b>	
<b>PK-K</b>	Ask and answer questions about key details in the text read aloud or presented orally.	1.5.B PK-2						<b>I.B.1</b> <b>I.C.1</b>	
<b>Concept: Identifying Elements of a Story</b>									
<b>2</b>	Identify and explain characters, plot, and settings in a story told either in text or digital form and understand their impact on a story by using information from illustrations and words in text.	1.3.G PK-2						<b>I.B.1</b> V.A.1	
<b>PK</b>	Identify characters and what happens to them in familiar stories and compare with characters from other familiar stories.	1.3.H PK-1						<b>I.B.1</b> V.A.1	
<b>PK</b>	Describe illustrations in a story read aloud.	1.3.G PK-2						<b>I.A.2</b> <b>I.B.1</b> V.A.1	
<b>Concept: Integrating Diverse Media</b>									
<b>9-12</b>	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	1.5.F 9-12						<b>I.B</b> IV.A.3 VI.A VI.C	3c 6
<b>8</b>	Integrate multimedia components and visual displays into presentations to clarify and show research.	1.5.F 6-8						<b>I.B.3</b> VI.C.2	2c 6a 6b 6c
<b>7</b>	Add multimedia components and visual displays to presentations to clarify claims and research findings and point out important points in information.	1.5.F 6-8						<b>I.B.3</b> VI.C.2	2c 6a 6b 6c

6	Add multimedia components and visual displays to presentations to clarify information.	1.5.F 6-8							<b>I.B.3</b> VI.C.2	2c 6a 6b 6c
5	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
4	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
3	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
1-2	Add drawings or other visual displays to presentation to clarify ideas, thoughts, and feelings.	1.5.F 3-5							<b>I.B.3</b> V.A.1 VI.C.2	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>9-12</b>	Compare and make connections among several points of view about the same issue, evaluating the strengths and weaknesses of arguments.	1.2.H 1.4.V 9-12	3.6.F 9-12	8.6.F 9-12	13.1.F 13.2.B 9-12	15.3.C 9-12		I.A I.B II.B II.D.2 IV.A.3 IV.B IV.D.1	3b 3c 3d
<b>9-12</b>	Acknowledge controversy by using a variety of sources and incorporating opposing claims or differing viewpoints to present an argument.	1.4.I 9-12		8.6.G 9-12 8.6.H 9-12				II.A II.B IV.B V.A	3d 7a
<b>9-12</b>	Identify and use texts and resources that represent a broad range of cultures and identities, with help and support.	1.4.S 9-12						I.A.1 I.B.1 II.A.3 II.D.3	3d 4a 5b
<b>6-8</b>	Identify alternate or opposing claims.	1.4.I 6-8	3.6.G 6-8	8.6.G 6-8		15.3.E 15.4.L 6-8		II.A II.B V.A.2	2b 3b
<b>6-8</b>	Determine the author's point of view or purpose in a text.	1.2.D 6-8						II.A II.B	3b

								IV.B	
6-8	Identify and use texts and resources that represent a broad range of cultures and identities, with help and support.	1.4.S						I.A.1 I.B.1 II.A.3 II.D.3	3d 4a 5b
3-5	Compare and contrast accounts of the same event told from different points of view.	1.2.D 1.2.H 3-5						II.A.2 IV.B	3b
3	Explain the point of view of the author.	1.2.D 3							
3-5	Identify and use texts and resources that represent a broad range of cultures and identities.	1.4.S						I.A.1 I.B.1 II.A.3 II.D.3	3d 4a 5b
K	Define the roles of author and illustrator.	1.3.D PK-K						II.A.2	
K	Identify similarities and differences among characters from different stories.	1.3.H PK-1						II.B.2 II.B.3 V.A.1	
PK-2	Identify and use texts and resources that represent a broad range of cultures and identities, with help and support.	1.4.S PK-1						I.A.1, I.B.1 II.A.3 II.D.3	3d 4a 5b
<b>Concept: Developing Social Problem-Solving Skills</b>									
9-12	Explain how you situate yourself in a diverse community.						B 9-12	II.C II.D	
9-12	Evaluate strategies to prevent and resolve conflicts.						B 9-12	II.C.2	
9-12	Evaluate how societal conventions may influence the perspectives of individuals.						C 9-12	II.B.1 II.C	



6-8	Interact with others demonstrating respect, cooperation, and acceptance.						B 6-8	II.C II.D	
6-8	Identify conflict resolution skills to deescalate, diffuse, and resolve differences.						B 6-8	II.C.2	
6-8	Analyze various perspectives on a situation.						C 6-8	II.B.1 II.C	
1 – 5	Demonstrate respect for the uniqueness of others.						II.C II.D	II.C II.D	
1 – 5	Identify multiple ways to solve conflicts and practice solving problems.						II.C.2	II.C.2	
1 – 5	Respond to others given a sense of the others' point of view.						II.B.1 II.C	II.B.1 II.C	
PK-K	Identify similarities and differences between self and others.						B PK-K	II.C II.D	
PK-K	Recognize that conflict occurs and identify ways to respond.						B PK-K	II.C.2	
PK-K	Recognize and respond to the feelings of others.						C PK-K	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 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>
9-12	Engage actively in a learning group by establishing connections with other learners to build on prior knowledge and create new knowledge.							III	1b
9-12	Solicit and respond to feedback from others.							III	1c
9-12	Include diverse perspectives in the inquiry process.							III	7a 7b 7d
9-12	Recognize and contribute actively to learning as a social responsibility.							III	7a 7b 7c 7d
6-8	Use a variety of different communication tools and resources to connect with others to build prior knowledge and create new knowledge.							III.A.1 III.B; III.C.2 III.D.1 III.D.2	3d 7a 7b 7d

<b>3-5</b>	Develop new understandings through engagement in a learning group.							<b>III.A.2</b>	
<b>3-5</b>	Solicit and respond to the feedback of others.							<b>III.C.1</b>	
<b>3-5</b>	Contribute actively to group discussions.							<b>III.D.1</b>	
<b>PK-2</b>	Contribute actively to group discussions.								
<b>K</b>	Engage in group reading activities related to nonfiction with purpose and understanding.	1.2.L PK-2						<b>III.A.2</b> <b>III.D.1</b>	
<b>PK</b>	Engage in group reading activities actively, with prompting and support.	1.2.L PK-2						<b>III.D.1</b>	
<b>Concept: Using Digital Tools for Collaboration</b>									
<b>3-5</b>	Use technology and keyboarding skills to interact and collaborate with others, with guidance and support.	1.4.U 3-5						<b>II.D.2</b> <b>III.B</b> <b>III.C</b> <b>III.D</b>	2c 6 7b 7c
<b>1-2</b>	Use digital tools in collaboration with peers, with guidance and support.	1.4.U K-2						<b>I.C.4</b> <b>II.B</b> <b>III.B</b>	6a 6d 7c
<b>K</b>	Explore digital tools in collaboration with peers, with guidance and support.	1.4.U K-2						<b>II.B.1</b> <b>III.B</b>	7c

**Concept: Communicating to Establish and Sustain Relationships**

<b>9-12</b>	Establish pro-social relationships to support self and others.						B 9-12	<b>III.D</b>	
<b>9-12</b>	Select expressive communication strategies specific to context.						B 9-12	<b>III.B</b>	
<b>6-8</b>	Explain how empathy and perspective taking foster relationship building.						B 6-8	<b>III.D</b>	
<b>6-8</b>	Explain how expressive communication strategies can affect others.						B 6-8	<b>III.B</b>	
<b>1 – 5</b>	Explain ways to establish relationships that are positive and supportive of others.						B 1-5	<b>III.D</b>	
<b>1 – 5</b>	Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.						B 1-5	<b>III.B</b>	
<b>PK-K</b>	Interact in pro-social ways (e.g. reciprocal conversation, turn taking, sharing) with peers and adults.						B PK-K	<b>III.D</b>	
<b>PK-K</b>	Engage in reciprocal communication with peers and adults.						B PK-K	<b>III.B</b>	

<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>
<b>9-12</b>	Access print and digital resources including the library catalog and databases using features within the source itself.		3.6.G 9-12	8.6.G 9-12		15.3.I 9-12		<b>IV.A IV.B</b>	
<b>9-12</b>	Use search functions of a database to access digitally stored sources. natural language searching, keyword, limiters subject headings.		3.6.G 9-12	8.6.G 9-12		15.3.I 9-12		<b>I.D IV.D</b>	
<b>9-12</b>	Independently, use various print and digital reference sources.	1.2.L 9-12	3.5.I 9-12	8.5.I 9-12				<b>IV.A IV.B V.A</b>	
<b>6-8</b>	Independently, use various print and digital reference sources.			8.5.I 6-8				<b>IV.B V.A</b>	<b>3b</b>
<b>6-8</b>	Gather information that pertains to topic from various print and digital sources.		3.6.G 6-8					<b>I.B IV.A IV.B</b>	<b>2b 3b</b>

<b>6-8</b>	Conduct a search using proper search terms.		3.6.G 6-8					I.A	2b 3b
<b>4-5</b>	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>									
<b>3</b>	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>2</b>	Locate, with support, nonfiction and informational texts using a variety of tools (e.g. library catalog, database index).	1.2.L PK-2						IV.B.1	3a
<b>1</b>	Locate and select literary nonfiction on grade level independently.	1.2.L PK-2						IV.B.1	3a
<b>PK-2</b>	Locate content-specific digital resources, with help and support.					15.4.L PK-2		IV.A.2 IV.B.1	3a
<b>Concept: Evaluating Information Sources</b>									
<b>9-12</b>	Identify and evaluate an author's credentials and background information to determine the author's purpose or point of view.	1.2.D 9-12						II.B.1 IV.B.3 VI.A.3	3b
<b>9-12</b>	Analyze information and evaluate sources for authority, bias, accuracy, relevancy, and currency of information.	1.5.C 1.4.W 1.2.G 9-12	3.6.G 9-12	8.6.G 9-12	13.2.B 13.1.F 9-12	15.3.E 15.4.K 15.3.I 9-12		II.A IV.A IV.B IV.D V.A VI.A	3c 4b 5b
<b>6-8</b>	Evaluate text based on the author's claim and relevant evidence.	1.2.D 6-8	3.5.H 6-8	8.5.H 6-8				II.A II.B V.A.2	3b

<b>6-8</b>	Evaluate a source for authority, bias, accuracy, relevancy, and currency of information.	1.4.I 1.5.C 6-8	3.6.G 6-8	8.6.G 6-8	13.2.B 6-8	15.3.E 15.4.L 6-8		II.A.2 II.B.2 IV.A IV.B VI.A.3	2b 3b 3c
<b>7</b>	Analyze information in different media formats, including main ideas and supporting details.	1.5.C 6-8						VI.A.3 I.B.1	3c
<b>6</b>	Interpret information presented in different media formats.	1.5.C 6-8						II.B IV.B V.C.1	3c
<b>3-5</b>	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
<b>Concept: Selecting Information for Use in Research and Inquiry Processes</b>									
<b>9-12</b>	Select information from informational texts to support analysis, reflection, and research.		3.6.H 9-12		13.1.F 13.2.B 9-12			I.B.1 I.D IV.A IV.B IV.D.1	3b 5b
<b>6-8</b>	Select information from informational texts to support analysis, reflection, and research.		3.6.H 6-8	8.6.H 6-8	13.1.F 13.2.B 6-8			II.A.2 IV.A V.A	3b
<b>6-8</b>	Integrate information from various mediums to understand a topic or issue.	1.2.G 6-8		8.5.G 6-8		15.3.E 6-8		IV.A IV.B V.A.1	3b
<b>6-8</b>	Evaluate the advantages and disadvantages of how information is presented in different mediums.	1.2.G 6-8						IV.B VI.A	3b

<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
<b>PK-2</b>	Identify similarities and differences among text, graphics, audio, animation, and video, with help and support.	1.3.D PK-K						III.B.1 <b>IV.A.2</b> V.A.1	
<b>PK</b>	Locate author's and illustrator's names on a book cover or title page.	1.3.D PK-K						<b>IV.A.2</b>	
<b>Concept: Using and Synthesizing Information</b>									
<b>9-12</b>	Synthesize information found in multiple sources.	1.2.G 1.4.W 9-12	3.5.G 9-12	8.5.G 8.5.I 9-12	13.1.F 13.2.B 9-12	15.3.E 15.3.I 9-12		I.B.2 <b>IV.D</b> VI.A.3 VI.B	4a 5b 3d
<b>9-12</b>	Summarize, paraphrase, and quote from resources.	1.4.S 1.4.W 9-12			13.1.F 13.2.B 9-12			<b>IV.B</b> <b>IV.D.1</b>	
<b>9-12</b>	Take notes on relevant information to support one's own position.	1.4.S 1.4.W 9-12			13.1.F 13.2.B 9-12			I.B <b>IV.A</b> <b>IV.B</b>	4a
<b>6-8</b>	Summarize, paraphrase, and quote from resources.	1.4.S 1.4.W 6-8						I.B.1 <b>IV.B.2</b> VI.B	2b 3a
<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			I.B IV.B	2c 3a 3d
<b>Concept: Identifying Fiction and Nonfiction</b>									
<b>1</b>	Explain the difference between fiction and nonfiction texts.	1.3.E PK-1						I.A.2 IV.A	
<b>K</b>	Identify fiction and nonfiction.	1.3.E PK-1						IV.A V.A.1	
<b>PK</b>	Identify fiction and nonfiction texts, with prompting and support.	1.3.E PK-1						IV.A V.A.1	

<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>
<b>9-12</b>	Locate, select, and utilize literary fiction, nonfiction, and informational texts independently for personal growth or independent analysis, reflection, and research.	1.2.L 1.3.K 1.4.S 1.4.V 9-12	3.6.F 3.5.I 9-12	8.6.F 8.5.I 9-12	13.1.F 13.2.B 9-12	15.3.C 9-12		I.D IV.A IV.B IV.D V.A	3c 3d 4a 5b 6a
<b>6-8</b>	Locate and select independently literary nonfiction and informational texts on grade level.	1.2.L 6-8			13.2.B 6-8			V.A	3d
<b>6-8</b>	Select and read independently grade-level-appropriate literary fiction in a variety of genres and formats.	1.3.K 6-8						V.A	3d
<b>5</b>	Select and read independently grade-level-appropriate literary fiction in a variety of genres and formats.	1.3.K 3-5						V.A	3d
<b>3-4</b>	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
<b>5</b>	Select and read independently literary nonfiction and informational texts on grade level.	1.2.L 3-5						V.A	3d

<b>3-4</b>	Select and read literary nonfiction and informational texts on grade level, with support.	1.2.L 3-5						<b>V.A</b>	3d
<b>2</b>	Select and read independently grade-level-appropriate literature in a variety of genres and formats.	1.3.K PK-2						<b>V.A</b>	3d
<b>1</b>	Select and read grade-level-appropriate literature in a variety of genres and formats, with guidance and support.	1.3.K PK-2						<b>V.A</b>	3d
<b>K</b>	Select grade-level-appropriate literature, with assistance.	1.3.K PK-2						<b>V.A.1</b>	3d
<b>PK</b>	Engage actively in group reading activities in a variety of genres, with prompting and support.	1.3.K PK-2						<b>V.A.1</b>	3d
<b>Concept: Using and Presenting Information in Different Media Formats</b>									
<b>9-12</b>	Integrate visual and audio representations of information in diverse media formats.	1.5.C 9-12			13.1.F 9-12			<b>IV.D V.B</b>	4b 5b
<b>6-8</b>	Integrate information presented in different media formats to demonstrate understanding.	1.2.G 6-8						<b>V.A.1</b>	3b
<b>3-5</b>	Use information from text to demonstrate understanding.	1.2.G 3-5						<b>V.A.1</b>	
<b>2</b>	Explain how graphic representations contribute to and clarify the meaning of a text.	1.2.G PK-2						<b>V.A.1</b>	
<b>1</b>	Describe key ideas through illustrations and text.	1.2.G PK-2						<b>V.A.1</b>	
<b>K</b>	Describe relationships between illustrations and text.	1.2.G PK-2						<b>V.A.1</b>	

<b>PK</b>	Identify illustrations that connect with written words, with support.	1.2.G PK-2						<b>V.A.1</b>	
<b>Concept: Personalizing Lifelong Learning</b>									
<b>9-12</b>	Engage in sustained inquiry demonstrating interest in other perspectives.	1.4.V 9-12	3.6.E 9-12	8.6.E 9-12	13.3.G 9-12	15.3.W 9-12		I.D <b>V.D</b>	1a
<b>9-12</b>	Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.	1.4.V 9-12	3.6.F 9-12	8.6.F 9-12		15.3.E 9-12		IV.D <b>V.D</b>	
<b>9-12</b>	Respond iteratively to challenges, and recognize capabilities and skills can be developed, improved, and expanded.	1.4.V 9-12	3.6.F 9-12	8.6.F 9-12		15.3.A 15.3.M 9-12		<b>V.D</b> VI.D	1a
<b>9-12</b>	Accept feedback open-mindedly for positive and constructive growth.	1.4.V 9-12				15.3.A 15.3.M 9-12		<b>V.D</b>	1a
<b>9-12</b>	Personalize use of information and information technologies.	1.4.U 9-12	3.6.F 9-12	8.6.F 9-12		15.3.T 15.3.W 9-12		<b>V.D</b> VI.D	1a
<b>8</b>	Identify formal and informal lifelong learning opportunities that support career retention and advancement.				13.3.G 6-8			I.D II.D III.D <b>V.D</b>	1a
<b>5</b>	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
<b>3</b>	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**

<b>9-12</b>	Advocate for oneself in education, employment, and within the community.						A 9-12	<b>V.D</b>	
<b>9-12</b>	Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.						A 9-12	<b>V.B V.D</b>	
<b>6-8</b>	Explain to others one’s own strengths, needs, and preferences specific to a context.						A 6-8	<b>V.D</b>	
<b>6-8</b>	Identify and select coping skills relevant to adverse situations.						A 6-8	<b>V.B V.D</b>	
<b>1 – 5</b>	Identify one’s own strengths, needs, and preferences.							<b>V.D</b>	
<b>1 – 5</b>	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 V.D</b>	
<b>PK-K</b>	Demonstrate awareness of self and one’s own preferences.						A PK-K	<b>V.D</b>	
<b>PK-K</b>	Distinguish between situations that elicit positive or negative feelings.						A PK-K	<b>V.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>									
<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>9-12</b>	Use standard citation format e.g. endnotes, footnotes, parenthetical citation to document specific primary or secondary source information and include a standard citation page (e.g. bibliography, works cited).	1.4.S 1.4.W 9-12	3.5.A 9-12	8.5.A 8.5.I 9-12				I.B VI	2c
<b>6-8</b>	Cite specific textual evidence from primary and secondary sources.		3.5.A 6-8	8.5.A 8.5.I 6-8				VI.B VI.C	3b
<b>6-8</b>	Cite sources using standard bibliographic citation format.	1.4.S 1.4.W 6-8						VI.B VI.C.1	2b 3a
<b>4-5</b>	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

Concept: Creating Multimedia to Demonstrate Learning									
9-12	Create multimedia products to present relationships between information and ideas.	1.4.U 9-12	3.6.F 9-12	8.6.F 9-12	13.1.F 13.2.B 9-12	15.3.C 9-12		I.C IV.D.3 VI.C.2	6
6-8	Select and utilize multimedia to create digital media appropriate to audience.					15.4.B 15.3.T 6-8		VI.C	6
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
Concept: Developing Digital Skills									
9-12	Use ongoing feedback and technology to produce, publish, and update individual or shared products ethically.	1.4.U 9-12	3.6.E 9-12	8.6.E 9-12		15.3.W 9-12		I.C III.C IV.C.3 IV.D VI	6c
6-8	Use technology ethically to produce and publish as well as interact and collaborate with others.	1.4.U 6-8	3.6.E 6-8	8.6.E 6-8		15.3.W 6-8		III.B.1 VI.B.1 VI.C VI.D	
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
1-2	Use digital tools to produce and publish writing, with guidance and support.	1.4.U K-2						I.C.4 III.B.1 VI.D.1	6a 6d 7c
K	Explore digital tools to produce and publish writing, with guidance and support.	1.4.U K-2						I.C.4 III.B.1 VI.D.1	7c

Concept: Demonstrating Etiquette in Using Technology									
9-12	Demonstrate technology etiquette skills and leadership when communicating with others.					15.3.M 15.3.W 9-12		VI	2
6-8	Demonstrate proper etiquette when networking either face-to-face or online.					15.3.M 15.3.W 6-8		III.B,D IV.C.2 VI.C	2b 2c 3c 7b
3-5	Apply proper etiquette when using technology.					15.3.M 3-5		VI.A.1 VI.C.2 VI.D.3	2 6b
PK-2	Demonstrate proper care of technology and equipment.					15.4.B PK-2		VI.A.1 VI.A.2	2b
K	Demonstrate proper book handling skills and correct procedures for using eReader devices (e.g., how to turn device on and off, turn pages, protect screen).	1.1.A PK-2						VI.D.1	1d
PK-K	Demonstrate proper handling skills for print (e.g., how to open and hold properly, turn pages correctly, use bookmarks, and return materials to proper place).	1.1.A PK-2							
Concept: Applying Principles of Intellectual Property									
9-12	Apply intellectual property principles (e.g., public domain, Creative Commons, educational fair use, copyright).					15.3.T 15.4.B 9-12		VI	2



6-8	Apply intellectual property principles (e.g., public domain, Creative Commons, educational fair use, copyright).					15.4.B 15.3.T 6-8		VI	6
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
<b>Concept: Using Information and Technology Safely and Responsibly</b>									
9-12	Advocate and practice safe, legal, ethical, and responsible use of information and technology in school and in personal situations (e.g., public domain, Creative Commons, educational fair use, copyright).					15.3.T 15.4.B 9-12		VI	2 6
6-8	Practice safe, legal, and responsible use of information and technology.					15.4.B 15.3.T 6-8		VI	2
3-5	Explain the importance of safe, legal and responsible use of technology.					15.4.B 15.3.T 3-5		VI	2 6b
PK-2	Answer questions about the importance of safe, legal, and responsible use of technology, with prompting and support.					15.3.T PK-2		VI.A.1 VI.A.2	2b
<b>Concept: Communicating Effectively to Establish and Sustain Relationships</b>									
9-12	Select expressive communication strategies specific to context.						B 9-12	VI.C.2	
6-8	Explain how expressive communication strategies can affect others.						B 6-8	VI.C.2	

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	
PK-K	Engage in reciprocal communication with peers and adults.						B PK-K	VI.C.2	

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