

**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
K-2	Choose a topic with guidance as part of grade-level-appropriate research process.	1.4.V PK-2						I.A	
PK-2	Participate in individual or shared research.	1.4.V PK-K						I.A I.B IV.A	3a
PK	Ask questions about a topic of personal interest.	1.4.V PK-2						I.A.1	
<b>Concept: Using Information in Research and Inquiry Processes</b>									
2	Recall information from experiences or gather information from provided sources to answer a question.	1.4.W PK-2						I.A.2 I.B.1 I.B.3	

<b>PK-1</b>	Recall information from experiences or gather information from provided sources to answer a question, with guidance and support.	1.4.W PK-2						<b>I.A.2</b> <b>I.B.1</b> <b>I.B.3</b>	
<b>Concept: Identifying and Using Text Features</b>									
<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>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>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>1-2</b>	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>K</b>	Define the roles of author and illustrator.	1.3.D PK-K						<b>II.A.2</b>	
<b>K</b>	Identify similarities and differences among characters from different stories.	1.3.H PK-1						<b>II.B.2 II.B.3 V.A.1</b>	
<b>PK-2</b>	Identify and use texts and resources that represent a broad range of cultures and identities, with help and support.	1.4.S PK-1						<b>I.A.1, I.B.1 II.A.3 II.D.3</b>	<b>3d 4a 5b</b>
<b>Concept: Developing Social Problem-Solving Skills</b>									
<b>1 – 5</b>	Demonstrate respect for the uniqueness of others.						<b>II.C II.D</b>	<b>II.C II.D</b>	
<b>1 – 5</b>	Identify multiple ways to solve conflicts and practice solving problems.						<b>II.C.2</b>	<b>II.C.2</b>	
<b>1 – 5</b>	Respond to others given a sense of the others' point of view.						<b>II.B.1 II.C</b>	<b>II.B.1 II.C</b>	

<b>PK-K</b>	Identify similarities and differences between self and others.						B PK-K	<b>II.C</b> <b>II.D</b>	
<b>PK-K</b>	Recognize that conflict occurs and identify ways to respond.						B PK-K	<b>II.C.2</b>	
<b>PK-K</b>	Recognize and respond to the feelings of others.						C PK-K	<b>II.B.1</b> <b>II.C</b>	

<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>
PK-2	Contribute actively to group discussions.								
K	Engage in group reading activities related to nonfiction with purpose and understanding.	1.2.L PK-2						III.A.2 III.D.1	
PK	Engage in group reading activities actively, with prompting and support.	1.2.L PK-2						III.D.1	
<b>Concept: Using Digital Tools for Collaboration</b>									
1-2	Use digital tools in collaboration with peers, with guidance and support.	1.4.U K-2						I.C.4 II.B III.B	6a 6d 7c
K	Explore digital tools in collaboration with peers, with guidance and support.	1.4.U K-2						II.B.1 III.B	7c

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

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	
PK-K	Interact in pro-social ways (e.g. reciprocal conversation, turn taking, sharing) with peers and adults.						B PK-K	III.D	
PK-K	Engage in reciprocal communication with peers and adults.						B PK-K	III.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: Locating 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>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						<b>IV.B.1</b>	3a
<b>1</b>	Locate and select literary nonfiction on grade level independently.	1.2.L PK-2						<b>IV.B.1</b>	3a
<b>PK-2</b>	Locate content-specific digital resources, with help and support.					15.4.L PK-2		<b>IV.A.2 IV.B.1</b>	3a
<b>Concept: Selecting Information for Use in Research and Inquiry Processes</b>									
<b>PK-2</b>	Identify similarities and differences among text, graphics, audio, animation, and video, with help and support.	1.3.D PK-K						<b>III.B.1 IV.A.2 V.A.1</b>	
<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>	



**Concept: Identifying Fiction and Nonfiction**

<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>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>	<b>3d</b>
<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>	<b>3d</b>
<b>K</b>	Select grade-level-appropriate literature, with assistance.	1.3.K PK-2						<b>V.A.1</b>	<b>3d</b>
<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>	<b>3d</b>
<b>Concept: Using and Presenting Information in Different Media Formats</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: Developing Self-Awareness and Self-Management</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</b> <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</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: Developing Digital Skills</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>1-2</b>	Use digital tools to produce and publish writing, with guidance and support.	1.4.U K-2						I.C.4 III.B.1 <b>VI.D.1</b>	6a 6d 7c
<b>K</b>	Explore digital tools to produce and publish writing, with guidance and support.	1.4.U K-2						I.C.4 III.B.1 <b>VI.D.1</b>	7c
<b>Concept: Demonstrating Etiquette in Using Technology</b>									
<b>PK-2</b>	Demonstrate proper care of technology and equipment.					15.4.B PK-2		<b>VI.A.1</b> <b>VI.A.2</b>	2b
<b>K</b>	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						<b>VI.D.1</b>	1d

<b>PK-K</b>	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							
<b>Concept: Using Information and Technology Safely and Responsibly</b>									
<b>PK-2</b>	Answer questions about the importance of safe, legal, and responsible use of technology, with prompting and support.					15.3.T PK-2		<b>VI.A.1</b> <b>VI.A.2</b>	2b
<b>Concept: Communicating Effectively to Establish and Sustain Relationships</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>VI.C.2</b>	
<b>PK-K</b>	Engage in reciprocal communication with peers and adults.						B PK-K	<b>VI.C.2</b>	

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