The Model Curriculum for PA School Library Programs
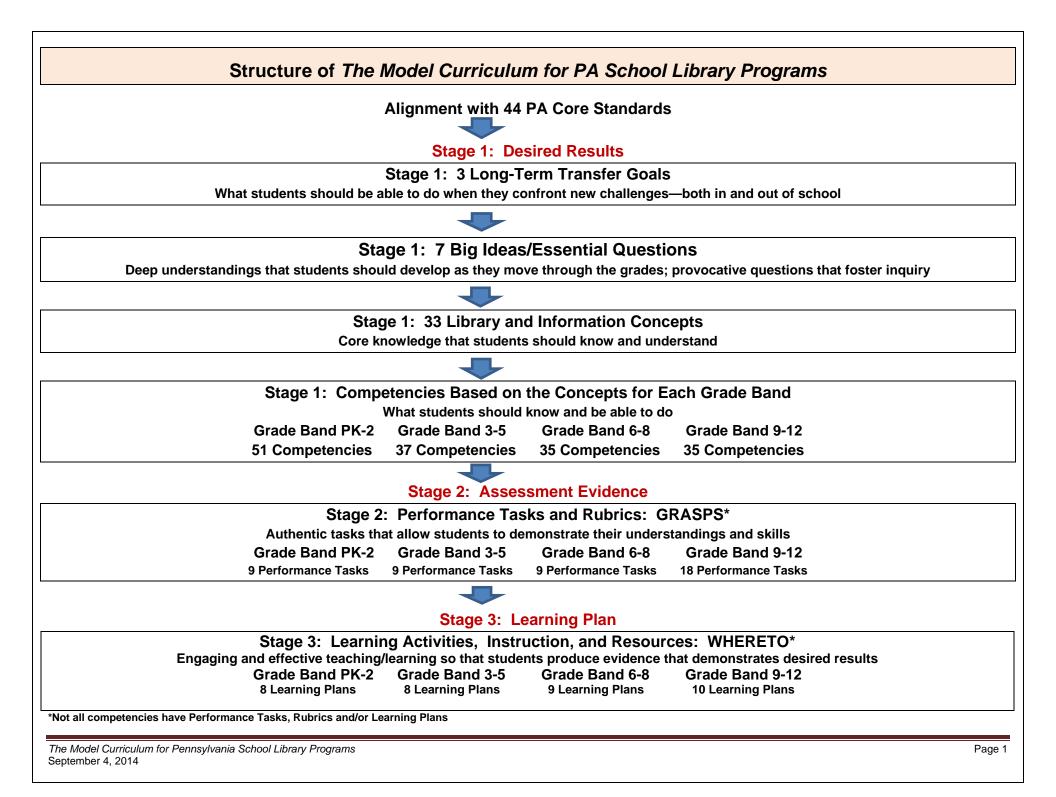## Overview

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Authentic tasks that allow students to demonstrate their understandings and skills

Grade Band PK-2	Grade Band 3-5	Grade Band 6-8	Grade Band 9-12
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Engaging and effective teaching/learning so that students produce evidence that demonstrates desired results

Grade Band PK-2	Grade Band 3-5	Grade Band 6-8	Grade Band 9-12
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*Not all competencies have Performance Tasks, Rubrics and/or Learning Plans

The Model Curriculum for Pennsylvania School Library Programs
Alignment with *PA Core Standards*

PA Core Standards: English Language Arts
(Grades PreK-12)

CC.1.1 Foundational Skills	Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
CC Standard	**Strand**	**Grade Levels**
CC.1.1.A	Book Handling	PreK-K

CC.1.2 Reading Informational Text	Students read, understand and respond to informational text–with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CC Standard	**Strand**	**Grade Levels**
CC.1.2.D	Craft and Structure: Point of View	3–12
CC.1.2.E	Craft and Structure: Text Structure	PreK–3
CC.1.2.G	Integration of Knowledge and Ideas: Diverse Media	PreK–12
CC.1.2.H	Integration of Knowledge and Ideas: Evaluating Arguments	K–12
CC.1.2.L	Range of Reading	PreK–12

CC.1.3 Reading Literature	Students read, understand and respond to works of literature--with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CC Standard	**Strand**	**Grade Levels**
CC.1.3.D	Craft and Structure: Text Structure	PreK–K
CC.1.3.E	Craft and Structure: Text Structure	PreK–1
CC.1.3.G	Integration of Knowledge and Ideas: Sources of Information	PreK–2
CC.1.3.H	Integration of Knowledge and Ideas: Text Analysis	PreK–2
CC.1.3.K	Range of Reading	PreK–12

CC.1.4 Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CC Standard	**Strand**	**Grade Levels**
CC.1.4.I	Opinion/Argumentative Content	K–12
CC.1.4.S	Respond to Literature	3–12
CC.1.4.U	Technology/Publication	K–12
CC.1.4.V	Conducting Research	PreK–12
CC.1.4.W	Credibility, Reliability, and Validity of Sources	PreK–12

CC.1.5 Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
CC Standard	**Strand**	**Grade Levels**
CC.1.5.B	Comprehension and Collaboration: Critical Listening	PreK–5
CC.1.5.C	Comprehension and Collaboration: Evaluating Information	6–12
CC.1.5.F	Integration of Knowledge and Ideas: Multimedia	1–12

A Model Curriculum for Pennsylvania School Library Programs Alignment with *PA Core Standards*

PA Core Standards: Reading and Writing in Science and Technology/Technical Subjects
(Grades 6–12)

CC.3.5 Reading Informational Text	Students read, understand, and respond to informational text–with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CC Standard	**Strand**	**Grade Levels**
CC.3.5.A	Key Ideas and Details	6–12
CC.3.5.G	Integration of Knowledge and Ideas	6–12
CC.3.5.H	Integration of Knowledge and Ideas	6–12
CC.3.5.I	Integration of Knowledge and Ideas	6–12

CC.3.6 Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CC Standard	**Strand**	**Grade Levels**
CC.3.6.E	Production and Distribution of Writing	6–12
CC.3.6.F	Research to Build and Present Knowledge	6–12
CC.3.6.G	Research to Build and Present Knowledge	6–12
CC.3.6.H	Research to Build and Present Knowledge	6–12

A Model Curriculum for Pennsylvania School Library Programs
Alignment with *PA Core Standards*

PA Core Standards: Reading and Writing in History and Social Studies
(Grades 6–12)

CC.8.5 Reading Informational Text	Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CC Standard	**Strand**	**Grade Levels**
CC.8.5.A	Key Ideas and Details	6–12
CC.8.5.G	Integration of Knowledge and Ideas	6–12
CC.8.5.H	Integration of Knowledge and Ideas	6–12
CC.8.5.I	Integration of Knowledge and Ideas	6–12

CC.8.6 Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CC Standard	**Strand**	**Grade Levels**
CC.8.6.E	Production and Distribution of Writing	6–12
CC.8.6.F	Research to Build and Present Knowledge	6–12
CC.8.6.G	Research to Build and Present Knowledge	6–12
CC.8.6.H	Research to Build and Present Knowledge	6–12

PA Academic Standards: Business, Computer, and Information Technology
(Grades PreK–12)

15.3	Communication	
PA Academic Standard	**Strand**	**Grade Levels**
15.3.C	Foundations of Communication	6–12
15.3.E	Foundations of Communication	3–12
15.3.I	Foundations of Communication	3–12
15.3.M	Etiquette	PreK–12
15.3.T	Electronic Communication	K–12
15.3.W	Electronic Communication	6–12

15.4	Computer and Information Technologies	
PA Academic Standard	**Strand**	**Grade Levels**
15.4.B	Digital Citizenship	PreK-12
15.4.K	Digital Media	PreK–12
15.4.L	Technology Research	PreK–12

Stage 1:
Desired Results

The Model Curriculum for Pennsylvania School Library Programs
Stage 1 Desired Results: Long-Term Transfer Goals

Long-Term Transfer Goals highlight the understandings, knowledge, and skills 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 ethically and effectively in a variety of media formats 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?

Stage 1: Desired Results
List of Big Ideas

Effective Readers	Effective readers use appropriate strategies to construct meaning.
Critical Thinkers	Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.
Active Listeners	Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
Effective Speakers	Effective speakers prepare and communicate messages to address the audience and purpose.
Effective Research	Effective research requires the use of varied resources to gain or expand knowledge.
Audience and Purpose	Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
Responsible Citizens	Responsible citizens use information ethically and productively in a global society.

Effective Readers	Critical Thinkers	Active Listeners	Effective Speakers	Effective Research	Audience & Purpose	Responsible Citizens
How do strategic readers create meaning from informational and literary text?	How do readers know what to believe in what they read, hear, and view?	What do good listeners do?	How do task, purpose, and audience influence how speakers craft and deliver a message?	What does a reader look for and how can s/he find it?	What makes clear and effective writing?	How do responsible citizens use information ethically?
What is this text really about?	How does interaction with text provoke thinking and response?	How do active listeners make meaning?	How do speakers employ language and utilize resources to effectively communicate a message?	How does a reader know a source can be trusted?	Why do writers write? What is the purpose?	How do responsible citizens use information productively in a global society?
How do readers know what to believe?		How do active listeners know what to believe in what they hear?		How does one organize and synthesize information from various sources?	Who is the audience? What will work best for the audience?	
How does what readers read influence how they should read it?				How does one best present findings?		
How does a reader's purpose influence how text should be read?						

Stage 1: Desired Results
Library Information Concepts for Each Big Idea

Effective Readers	Critical Thinkers	Active Listeners	Effective Speakers	Effective Research	Audience & Purpose	Responsible Citizens
Determining Author's Point of View (Perspective)	**Evaluating Sources** (See Also Effective Research Big Idea)	**Evaluating, Analyzing and Integrating Information**	Preparing Multimedia Presentations	Drawing Evidence From Text	Producing and Publishing with Technology	**Using Information Ethically and Responsibly**
Identifying Text Features	**Integrating Diverse Media**	**Identifying Main Ideas**		**Research Process: Effective Inquiry**		Demonstrating Technology Etiquette & Safety
Evaluating Diverse Media	Evaluating Arguments	**Describing Key Ideas and Details**		**Research Process: Evaluating Sources** (See Also Critical Thinkers Big Idea)		**Behaving as a Digital Citizen**
Evaluating Arguments	Synthesizing Information			Research Process: Note-Taking Strategies and Presenting Research Findings		Using Digital Media
Selecting Informational Texts & Literary Non-Fiction	**Research Process: Developing Research Topic and Question(s)**			Recalling Information		
Drawing Evidence: Primary & Secondary Sources	**Research Process: Accessing, Identifying and Evaluating Resources**			**Book & eReader Handling Skills**		
Identifying Author and Illustrator Roles	Research Process: Synthesizing Information					
Explaining Different Types of Text	Research Process: Note-Taking Strategies					
Identifying Literary Elements						
Selecting Literary Fiction						
All concepts are important for librarians to teach to students. **Concepts in BOLD are of first priority for librarians serving multiple buildings to teach to students.**						

The Model Curriculum is based on the *Pennsylvania Core Standards* for English Language Arts; Reading and Writing in Science & Technology/Technical Subjects; Reading and Writing in Social Studies and History; and the Pennsylvania Academic Standards in Business, Computer, and Information Technology.

All Library Information Concepts are important; the bolded Library Information Concepts, however, are considered essential for the librarian to teach and are of first priority if the librarian's instructional time with students is limited.

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 Concept	**ELA Standards 1._._ (Band)**	**Science Standards 3._._ (Band)**	**SS & H Standards 8._._ (Band)**	**BCIT Standards 15._._ (Band)**
Determining Author's Point of View (Perspective)	CC.1.2.D (3-12)			
Identifying Text Features	CC.1.2.E (PreK-3)			
Evaluating Diverse Media	CC.1.2.G (PreK-12)			
Evaluating Arguments	CC.1.2.H (K-12)			
Selecting Informational Texts & Literary Non-Fiction	CC.1.2.L (PreK-12)	CC.3.5.I (9-12)	CC.8.5.I (9-12)	
Drawing Evidence: Primary & Secondary Sources	CC.1.2.L (6-8)	CC.3.5.A (6-12)	CC.8.5.A (6-12) CC.8.5.I (6-12)	
Identifying Author and Illustrator Roles	CC.1.3.D (PreK-K)			
Explaining Different Types of Text	CC.1.3.E (PreK-1)			
Identifying Literary Elements	CC.1.3.G (PreK-2) CC.1.3.H (PreK-1)			
Selecting Literary Fiction	CC.1.3.K (PreK-12)			

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?

Library Information Concept	ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
Evaluating Sources (See Also Effective Research Big Idea)	CC.1.4.I (K-12) CC.1.4.W (9-12)	CC.3.6.G (6-12)	CC.8.6.G (6-12)	15.3.E (3-12) 15.4.L (PreK-8)
Integrating Diverse Media	CC.1.2.G (9-12)	CC.3.5.G (6-12)	CC.8.5.G (6-12)	15.3.E (9-12)
Evaluating Arguments	CC.1.2.D (6-12)	CC.3.5.H (6-12)	CC.8.5.H (6-12)	
Synthesizing Information	CC.1.2.G (9-12)	CC.3.6.H (6-12) CC.3.5.I (6-12)	CC.8.6.H (9-12) CC.8.5.I (6-12)	15.3.I (6-12)
Research Process: Developing Research Topic and Question(s)	CC.1.4.V (PreK-12)	CC.3.6.F (6-12)	CC.8.6.F (6-12)	15.3.C (9-12) 15.3.L (9-12)
Research Process: Accessing, Identifying, and Evaluating Resources		CC.3.6.G (6-12)	CC.8.6.G (6-12)	15.3.I (6-12)
Research Process: Synthesizing Information	CC.1.4.S (6-12) CC.1.4.W (6-12)			15.4.L (9-12) 15.3.I (3-8)
Research Process: Note-Taking Strategies	CC.1.4.S (3-8) CC.1.4.W (3-8)			15.3.I (3-8) 15.4.L (9-12)

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?

Library Information Concept	ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
Evaluating, Analyzing and Integrating Information	CC.1.5.C (6-12)			
Identifying Main Ideas	CC.1.5.B (3-5)			
Describing Key Ideas and Details	CC.1.5.B (PreK-2)			

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?

Library Information Concept	ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
Preparing Multimedia Presentations	CC.1.5.F (1-12)			

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?

Library Information Concept	ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
Drawing Evidence From Text	CC.1.4.S (3-12)			
Research Process: Effective Inquiry	CC.1.4.V (PreK-12)			
Research Process: Evaluating Sources (See Also Critical Thinkers Big Idea)	CC.1.4.W (3-12)	CC.3.6.G (6-12)	CC.8.6.G (6-12)	15.3.E (3-12)
Research Process: Note-Taking Strategies and Presenting Research Findings	CC.1.4.W (3-12)			15.3.E (3-5) 15.3.I (3-5)
Recalling Information	CC.1.4.W (PreK-2)			
Book & eReader Handling Skills	CC.1.1.A (PreK-2)			

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?				
Library Information Concept	**ELA Standards 1._._ (Band)**	**Science Standards 3._._ (Band)**	**SS & H Standards 8._._ (Band)**	**BCIT Standards 15._._ (Band)**
Producing and Publishing with Technology	CC.1.4.U (K-12)	CC.3.6.E (6-12)	CC.8.6.E (6-12)	15.3.W (6-12)

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 Concept	**ELA Standards 1._._ (Band)**	**Science Standards 3._._ (Band)**	**SS & H Standards 8._._ (Band)**	**BCIT Standards 15._._ (Band)**
Using Information Ethically and Responsibly		CC.3.6.G (6-12)	CC.8.6.G (6-12)	
Demonstrating Technology Etiquette & Safety				15.3.M (PreK-12) 15.3.T (9-12) 15.3.W (6-12)
Behaving as a Digital Citizen				15.3.T (6-12) 15.4.B (PreK-12)
Using Digital Media				15.4.K (PreK-12)

Stage 1 Desired Results: Summary of Student Competencies for Each Grade Band

Summary of Competencies for the 33 Library Information Concepts arranged by the 7 Big Ideas	Competencies by Grade Band			
	PreK-2	3-5	6-8	9-12
Effective readers (10 Library information concepts)	34	13	11	12
Critical thinkers (8 Library information concepts)	4	6	9	14
Active listeners (3 Library Information concepts)	3	3	10	6
Effective speakers (1 Library information concept)	1	3	3	2
Effective research (6 Library information concepts)	6	6	6	9
Audience & purpose (1 Library information concept)	2	3	3	2
Responsible citizens (4 Library information concepts)	4	5	8	10
Total Competencies per Grade Band	54	39	50	55

Stage 1: Desired Results
Student Competencies for Each Grade Band Arranged by Big Ideas and Concepts

Big Idea: Effective readers use appropriate strategies to construct meaning				
Library Information Concept	**Number of Competencies for Grade Band**			
	PreK-K-1-2	**3-4-5**	**6-7-8**	**9-10-11-12**
Determining author's point of view	0	1	1	2
Identifying text features	4	1	0	0
Evaluating diverse media	4*	3*	3*	2*
Evaluating arguments	3	3	1	2
Selecting informational texts & literary non-fiction	5*	3*	2*	2
Drawing evidence: primary & secondary sources	0	0	1*	1
Identifying author & illustrator roles	2	0	0	0
Explaining different types of text	3	0	0	0
Identifying literary elements	6*	0	0	0
Selecting literary fiction	7*	2*	3*	3*
Total competencies by concept for this Big Idea	**34**	**13**	**11**	**12**

*Performance Task, Rubric, and Learning Plan Available

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.				
Library Information Concept	**Number of Competencies for Grade Band**			
	PreK-K-1-2	**3-4-5**	**6-7-8**	**9-10-11-12**
Evaluating sources	2*	4*	2*	4*
Integrating diverse media	0	0	1*	2
Evaluating arguments	0	0	1	1
Synthesizing information	0	0	1	3*
Research Process: developing research topics & question(s)	2*	1*	1*	1*
Research Process: assessing, identifying, & evaluating resources	0	0	1*	1*
Research Process: synthesizing information	0	0	1*	1
Research Process: note-taking strategies	0	1*	1*	1*
Total competencies by concepts for this Big Idea	4	6	9	14

*Performance Task, Rubric, and Learning Plan Available

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating				
Library Information Concept	**Number of Competencies by Grade Band**			
	PreK-K-1-2	**3-4-5**	**6-7-8**	**9-10-11-12**
Evaluating, analyzing & integrating information	0	0	10	6
Identifying main ideas	0	3	0	0
Describing key ideas & details	3	0	0	0
Totals competencies by concept for this Big Idea	3	3	10	6

*Performance Task, Rubric, and Learning Plan Available

Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose				
Library Information Concept	**Number of Competencies by Grade Band**			
	PreK-K-1-2	**3-4-5**	**6-7-8**	**9-10-11-12**
Preparing multimedia presentations	1	3*	3*	2*
Total competencies by concept for this Big Idea	1	3	3	2

*Performance Task, Rubric, and Learning Plan Available

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.				
Library Information Concept	**Number of Competencies by Grade Band**			
	PreK-K-1-2	**3-4-5**	**6-7-8**	**9-10-11-12**
Drawing evidence from text	0	2*	3*	3*
Research Process: effective inquiry	1*	1*	1*	1*
Research Process: evaluating sources	0	1	1*	4*
Research Process: note-taking strategies & presenting research findings	0	2*	1*	1*
Research Process: recalling information	3*	0	0	0
Book & eReader handling skills	2	0	0	0
Total competencies by concepts for this Big Idea	6	6	6	9

*Performance Task, Rubric, and Learning Plan Available

<table>
<tr><td colspan="5">**Big Idea:**
Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques</td></tr>
<tr><td rowspan="2">**Library Information Concept**</td><td colspan="4">**Number of Competencies by Grade Band**</td></tr>
<tr><td>**PreK-K-1-2**</td><td>**3-4-5**</td><td>**6-7-8**</td><td>**9-10-11-12**</td></tr>
<tr><td>**Producing & publishing with technology**</td><td>2*</td><td>3*</td><td>3*</td><td>2*</td></tr>
<tr><td>**Total competencies by concept for this Big Idea**</td><td>2</td><td>3</td><td>3</td><td>2</td></tr>
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*Performance Task, Rubric, and Learning Plan Available

<table>
<tr><td colspan="5">Big Idea:
Responsible citizens use information ethically and productively in a global society</td></tr>
<tr><td rowspan="2">Library Information Concept</td><td colspan="4">Number of Competencies by Grade Band</td></tr>
<tr><td>PreK-K-1-2</td><td>3-4-5</td><td>6-7-8</td><td>9-10-11-12</td></tr>
<tr><td>Using information ethically & responsibly</td><td>0</td><td>0</td><td>2*</td><td>5*</td></tr>
<tr><td>Demonstrating technology etiquette & safety</td><td>2*</td><td>2*</td><td>3</td><td>2*</td></tr>
<tr><td>Behaving as a digital citizen</td><td>1*</td><td>1*</td><td>1*</td><td>2*</td></tr>
<tr><td>Using digital media</td><td>1*</td><td>2*</td><td>2*</td><td>1*</td></tr>
<tr><td>Total competencies by concept for this Big Idea</td><td>4</td><td>5</td><td>8</td><td>10</td></tr>
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*Performance Task, Rubric, and Learning Plan Available