

The Model Curriculum for Pennsylvania School Library Programs

Stage 1 Desired Results: Competencies, Grade Bands PreK-12

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)	11-12	Evaluate author's credentials and background to determine point of view or purpose.	CC.1.2.D (9-12)			
	9-10	Identify author's credentials and background to determine point of view.	CC.1.2.D (9-12)			
	6-7-8	Determine author's point of view or purpose in text.	CC.1.2.D (6-8)			
	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)			
	2	Use various text features and search tools to locate key facts or information in text efficiently in print and digital sources.	CC.1.2.E (PreK-2)			
	1	Identify text features to locate key facts or information in text.	CC.1.2.E (PreK-2)			
	K	Identify parts of book (e.g., title, author) and parts of text (e.g., beginning, end, details).	CC.1.2.E (PreK-2)			
	PreK	Locate and identify parts of book.	CC.1.2.E (PreK-2)			

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)
Evaluating Diverse Media	11-12	Evaluate information found in multiple sources and mediums to address a question or solve a problem.	CC.1.2.G (9-12)			
	9-10	Analyze information found in different mediums.	CC.1.2.G (9-12)			
	8	Evaluate advantages and disadvantages of how information is presented in different mediums.	CC.1.2.G (6-8)			
	7	Compare and contrast how a different medium of delivery can have an impact on interpretation of informational text.	CC.1.2.G (6-8)			
	6	Use information from various mediums to understand topic or issue.	CC.1.2.G (6-8)			
	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)			
	2	Explain how graphic representations contribute to and clarify meaning of text.	CC.1.2.G (PreK-2)			
	1	Describe key ideas through illustrations and text.	CC.1.2.G (PreK-2)			
	K	Describe relationships between illustrations and text.	CC.1.2.G (PreK-2)			
	PreK	With support, identify illustrations that connect with written words.	CC.1.2.G (PreK-2)			
Evaluating Arguments	11-12	Analyze texts for information based upon purposes and arguments for credibility, relevance, bias, accuracy, and currency.	CC1.2.H (9-12)			
	9-10	Analyze and assess information to extract valid and relevant ideas based on credibility, relevance, bias, accuracy, and currency.	CC.1.2.H (9-12)			
	6-7-8	Evaluate text based on author's claim and relevant evidence.	CC.1.2.H (6-8)			
	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)			

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)
Evaluating Arguments	2	Describe text that supports author's points.	CC.1.2.H (K-2)			
	1	Identify details author uses to support points in text.	CC.1.2.H (K-2)			
	K	With support, identify why author uses certain details to support points in text.	CC.1.2.H (K-2)			
Selecting Informational Texts and Literary Non-Fiction	9-10-11-12	<ul style="list-style-type: none"> Independently, locate and select literary non-fiction and informational texts on grade level. Independently, use various print and digital reference sources. 	CC.1.2.L (9-12)	CC.3.5.1 (9-12)	CC.8.5.1 (9-12)	
	6-7-8	<ul style="list-style-type: none"> Independently, locate and select literary non-fiction and informational texts on grade level. Independently, use various print and digital reference sources. 	CC.1.2.L (6-8)	CC.3.5.1 (6-8)	CC.8.5.1 (6-8)	
	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)			
	2	<ul style="list-style-type: none"> Independently locate and select literary non-fiction and information texts on grade level. With support, use library index to locate non-fiction and informational texts. 	CC.1.2.L (PreK-2)			
	1	Independently locate and select literary non-fiction on grade level.	CC.1.2.L (PreK-2)			
	K	Engage in group reading activities related to non-fiction with purpose and understanding.	CC.1.2.L (PreK-2)			
	PreK	With prompting and support, actively engage in group reading activities.	CC.1.2.L (PreK-2)			

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)
Drawing Evidence: Primary and Secondary Sources	9-10-11-12	Use and cite specific textual evidence in primary and secondary sources.		CC.3.5.A (9-12)	CC.8.5.A CC.8.5.I (9-12)	
	6-7-8	Use and cite specific textual evidence in primary and secondary sources and analyze the relationship between these sources.		CC.3.5.A (6-8)	CC.8.5.A CC.8.5.I (6-8)	
Identifying Author and Illustrator Roles	K	Define roles of author and illustrator.	CC.1.3.D (PreK-K)			
	PreK	Locate author's and illustrator's names on book cover or title page.	CC.1.3.D (PreK-K)			
Explaining Different Types of Text	1	Explain differences between fiction and non-fiction texts.	CC.1.3.E (PreK-1)			
	K	Compare and contrast differences between fiction and non-fiction.	CC.1.3.E (PreK-1)			
	PreK	Recognize common types of texts.	CC.1.3.E (PreK-1)			
Identifying Literary Elements	2	<ul style="list-style-type: none"> ▪ Identify characters and settings in story (either in text or digital form) and understand their impact on story by using information from illustrations and words in text. ▪ Explain plot in story (either in text or digital form) by using information from illustrations and words in text. 	CC.1.3.G (PreK-2)			
	1	Identify characters, setting and events that occur in story and describe based on illustrations and details.	CC.1.3.G (PreK-2)			
	1	Identify characters in stories read aloud or read alone.	CC.1.3.H (PreK-1)			
	K-1	Identify similarities and differences among characters from different stories.	CC.1.3.H (PreK-1)			

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)
Identifying Literary Elements	K	Find connections between words and illustrations in book read aloud or read alone.	CC.1.3.G (PreK-2)			
	K	Identify characters in familiar stories.	CC.1.3.H (PreK-1)			
	PreK	Describe illustrations in story read aloud.	CC.1.3.G (PreK-2)			
	PreK	<ul style="list-style-type: none"> ▪ Identify characters in familiar stories and what happens to these characters. ▪ Answer questions about characters and compare with characters from other familiar stories. 	CC.1.3.H (PreK-1)			
Selecting Literary Fiction	9-10-11-12	<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 (9-12)			
	6-7-8	<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 (6-8)			
	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)			

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)
Selecting Literary Fiction	1-2	<ul style="list-style-type: none"> ▪ Independently, select grade-level-appropriate literature in variety of genres. ▪ Apply strategies to create meaning from literature. ▪ Read literature presented in any format to gain meaning by questioning, reflecting, responding, and evaluating. 	CC.1.3.K (PreK-2)			
	K	<ul style="list-style-type: none"> ▪ With assistance, select grade-level-appropriate literature. ▪ Use illustrations and familiar words to create meaning from text by questioning, reflecting, responding, and evaluating. 	CC.1.3.K (PreK-2)			
	PreK	<ul style="list-style-type: none"> ▪ With prompting and support, actively engage in group reading activities in variety of genres. ▪ Use illustrations and familiar words to create meaning from text by questioning, reflecting, responding, and evaluating. 	CC.1.3.K (PreK-2)			

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 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)
Evaluating Sources (See Also Effective Research Big Idea)	9-10-11-12	<ul style="list-style-type: none"> ▪ Identify alternate or opposing claims. ▪ Evaluate sources for credibility, relevance, currency, accuracy, and bias. ▪ Use variety of sources and points of view to avoid excessive bias. ▪ Acknowledge controversy by incorporating opposing or differing viewpoints when presenting argument. 	CC.1.4.I CC.1.4.W (9-12)	CC.3.6.G (9-12)	CC.8.6.G (9-12)	15.3.E (9-12)
	6-7-8	<ul style="list-style-type: none"> ▪ Identify alternate or opposing claims. ▪ Evaluate source for credibility, relevance, currency, and accuracy. 	CC.1.4.I (6-8)	CC.3.6.G (6-8)	CC.8.6.G (6-8)	15.3.E 15.4.L (6-8)
	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)			
	K-1-2	Support opinion with reasons.	CC.1.4.I (K-2)			
	PreK-K-1-2	With help and support, use web browser to locate content-specific websites.				15.4.L (Pre-K-2)
	Integrating Diverse Media	11-12	Synthesize information found in multiple sources.	CC.1.2.G (9-12)	CC.3.5.G (9-12)	CC.8.5.G (9-12)
	9-10	Integrate information from various mediums to understand topic or issue.		CC.3.5.G (9-12)	CC.8.5.G (9-12)	15.3.E (9-12)
	6-7-8	Integrate information from various mediums to understand topic or issue.		CC.3.5.G (6-8)	CC.8.5.G (6-8)	15.3.E (9-12)

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)
Evaluating Arguments	9-10-11-12	Analyze texts for information based upon purposes and arguments: credibility, relevance, bias, accuracy, and currency.	CC.1.2.D (9-12)	CC.3.5.H (9-12)	CC.8.5.H (9-12)	
	6-7-8	Evaluate text based on author's claim and relevant evidence.	CC.1.2.D (6-8)	CC.3.5.H (6-8)	CC.8.5.H (6-8)	
Synthesizing Information	11-12	Synthesize information found in multiple sources and in experiments, simulations, video, or multimedia sources with information found in text.	CC.1.2.G (9-12)	CC.3.5.I (9-12)	CC.8.5.I (9-12)	15.3.I (9-12)
	9-10-11-12	Select information from informational texts that support analysis, reflection, and research.		CC.3.6.H (9-12)	CC.8.6.H (9-12)	
	9-10	Compare and contrast information found in experiments, simulations, video, or multimedia sources with information found in text.		CC.3.5.I (9-12)	CC.8.5.I (9-12)	15.3.I (9-12)
	6-7-8	Select information from informational texts that support analysis, reflection and research.		CC.3.6.H (6-8)	CC.8.6.H (6-8)	
	6-7-8	Compare and contrast information found in experiments, simulations, video, or multimedia sources with information found in text.		CC.3.5.I (6-8)	CC.8.5.I (6-8)	CC.15.3.I (6-8)
Research Process: Developing Research Topic and Question(s)	9-10-11-12	As part of research process: <ul style="list-style-type: none"> Narrow a self-generated, broad research question by focusing on particular aspects of the question or problem, identifying relevant key words and subject headings, and/ or using search limiters. Compare several points of view about same issue, evaluating strengths and weaknesses of arguments. Formulate personal opinion about topic or issue. 	CC.1.4.V (9-12)	CC.3.6.F (9-12)	CC.8.6.F (9-12)	15.3.C (9-12)
	6-7-8	As part of a grade-level-appropriate research process: <ul style="list-style-type: none"> Develop self-generated, focused research question. Develop sub-questions about topic. Use information to answer research questions and further develop questions about topic and discover new information. 	CC.1.4.V (6-8)	CC.3.6.F (6-8)	CC.8.6.F (6-8)	15.3.C (6-8)

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)
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)			
	K-1-2	As part of grade-level-appropriate research process, choose topic with guidance.	CC.1.4.V (PreK-2)			
	PreK	Ask questions about topic.	CC.1.4.V (PreK-2)			
Research Process: Accessing, Identifying, and Evaluating Resources	9-10-11-12	As part of a research process: <ul style="list-style-type: none"> Access print sources using features of OPAC and within source itself. Use search functions of database to access digitally stored sources. Differentiate between natural-language searching and keyword/controlled vocabulary searching. Narrow or broaden search by identifying relevant key words and subject headings and using search limiters. Evaluate variety of sources and formats, including print and Internet web sites and primary and secondary sources, according to their authorship, objectivity, scholarship, and timeliness. Verify information by checking facts in alternate sources. 		CC.3.6.G (9-12)	CC.8.6.G (9-12)	15.3.I (9-12)
	6-7-8	As part of a grade-level appropriate research process: <ul style="list-style-type: none"> Gather information that pertains to topic from various print and digital sources. Conduct search using proper search terms. Evaluate print and electronic sources and information and gather appropriate information. Use only credible sources. 		CC.3.6.G (6-8)	CC.8.6.G (6-8)	15.3.I (6-8)

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)
Research Process: Synthesizing Information	9-10-11-12	As part of a research process: <ul style="list-style-type: none"> Selectively take notes on information to support own position. Synthesize information gathered from multiple sources. Use summaries, paraphrasing, and quotations to create report. Within text, document use of the information and ideas of others using standard bibliographic citation format. Provide bibliography or list of works cited using standard bibliographic citation format. 	CC.1.4.S CC.1.4.W (9-12)			15.3.I 15.4.L (9-12)
	6-7-8	As part of a grade-level appropriate research process: <ul style="list-style-type: none"> Draw conclusions from evidence in information sources. Use quotes, paraphrasing, and summaries in work without plagiarizing. Cite sources using standard bibliographic citation format. 	CC.1.4.S CC.1.4.W (6-8)			15.3.I 15.4.L (6-8)
Research Process: Note-taking Strategies	9-10-11-12	Find and use primary documentation; cite by using standard bibliographic citation format.				15.4.L (9-12)
	6-7-8	Draw relevant evidence from text to answer information needs using grade-level-appropriate note-taking skills.	CC.1.4.S CC.1.4.W (6-8)			15.3.I (6-8)
	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?

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)
Evaluating, Analyzing, and Integrating Information	11-12	<ul style="list-style-type: none"> ▪ Evaluate and integrate visual and audio representations of information from authoritative, objective, scholarly, and timely sources. ▪ Evaluate visual and auditory effectiveness of media by examining such features as appropriate use of color, clarity, volume, size, and possibly confusing visual or auditory elements. ▪ Identify any discrepancies among data presented in different formats, whether within a single source or among multiple sources. ▪ Use evaluation tools to determine data most likely to be accurate. 	CC.1.5.C (9-12)			
	9-10	<ul style="list-style-type: none"> ▪ Evaluate and integrate visual and audio representations of information from authoritative, objective, scholarly, and timely sources. ▪ Evaluate visual and auditory effectiveness of media by examining such features as appropriate use of color, clarity, volume, size, and possibly confusing visual or auditory elements. 	CC.1.5.C (9-12)			

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)
Evaluating, Analyzing, and Integrating Information	8	<ul style="list-style-type: none"> ▪ Research and analyze information using different media formats (e.g., visual, quantitative, oral). ▪ Determine purpose for presenting information in different formats. ▪ Analyze purpose for presenting information on different topics. ▪ Determine why this information would be presented in particular format. ▪ Evaluate reasoning for presenting information in particular format. 	CC.1.5.C (6-8)			
	7	<ul style="list-style-type: none"> ▪ Research and analyze information using different media formats (e.g., visual, quantitative, oral). ▪ Identify main ideas and supporting details in diverse media formats. ▪ Analyze main ideas and supporting details and use to explain topic. 	CC.1.5.C (6-8)			
	6	<ul style="list-style-type: none"> ▪ Research and interpret information using different media formats, (e.g., visual, quantitative, oral). ▪ Explain how information adds to topic. 	CC.1.5.C (6-8)			
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)			

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)
Describing Key Ideas and Details	2	Describe key ideas from text read aloud or presented orally or in another media format.	CC.1.5.B (PreK-2)			
	1	Confirm understanding of text read aloud or presented orally by asking and answering questions about key details.	CC.1.5.B (PreK-2)			
	PreK-K	Ask and answer questions about key details in text read aloud or presented orally.	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 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)
Preparing Multimedia Presentations	9-10-11-12	<ul style="list-style-type: none"> ▪ Select or create digital media elements that are interesting, appropriate for target audience and help audience, understand research findings, reasoning, and evidence. ▪ Incorporate credible, appropriate charts, graphs and other audio-visual media into oral or visual presentation. 	CC.1.5.F (9-12)			
	8	Integrate multimedia components and visual displays into presentations to make these exciting and to clarify and show research.	CC.1.5.F (6-8)			
	7	Add multimedia components and visual displays to presentations to clarify claims and research findings and point out important points in information.	CC.1.5.F (6-8)			
	6	Add multimedia components and visual displays to presentations to clarify information.	CC.1.5.F (6-8)			
	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)			
	1-2	Add drawing or other visual display to presentation to clarify ideas, thoughts, and feelings.	CC.1.5.F (1-2)			

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 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)
Drawing Evidence from Text	9-10-11-12	<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 literature or literary non-fiction. ▪ Identify memoirs as examples of grade-level-appropriate literary non-fiction (i.e., non-fiction told as a story). ▪ Draw evidence from text to answer information need. 	CC.1.4.S (9-12)			
	6-7-8	<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 literature or literary non-fiction. ▪ Identify memoirs as examples of grade-level-appropriate literary non-fiction (i.e., non-fiction told as a story). ▪ Draw evidence from text to answer information need. 	CC.1.4.S (6-8)			
	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	9-10-11-12	Conduct short as well as more sustained research projects.	CC.1.4.V (9-12)			
	6-7-8	Conduct short research projects.	CC.1.4.V (6-8)			
	3-4-5	Conduct short research projects.	CC.1.4.V (3-5)			
	PreK-K-1-2	Participate in individual or shared research.	CC.1.4.V (PreK-K)			

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)
Research Process: Evaluating Sources (See Also Critical Thinkers Big Idea)	9-10-11-12	<ul style="list-style-type: none"> ▪ Identify author's purpose and intended audience when evaluating usefulness of source. ▪ Use variety of sources and points of view to avoid excessive bias. ▪ Acknowledge controversy by incorporating opposing or differing viewpoints when presenting written argument. 	CC.1.4.W (9-12)	CC.3.6.G (9-12)	CC.8.6.G (9-12)	15.3.E (9-12)
	9-10-11-12	<p>As part of a research process:</p> <ul style="list-style-type: none"> ▪ Access print sources using features of OPAC and within source itself. ▪ Use search functions of database to access digitally stored sources. ▪ Differentiate between natural-language searching and keyword/controlled vocabulary searching. ▪ Narrow or broaden search by identifying relevant key words and subject headings and using search limiters. ▪ Evaluate variety of sources and formats, including print and Internet web sites, according to their authorship, objectivity, scholarship, and timeliness. ▪ Verify information by checking facts in alternate sources. ▪ Use summaries, paraphrases and quotations. 	CC.1.4.W (9-12)			15.3.E (9-12)
	6-7-8	<p>As part of a grade-level-appropriate research process:</p> <ul style="list-style-type: none"> ▪ Gather information that pertains to topic from various print and digital sources. ▪ Conduct search using proper search terms. ▪ Evaluate print and digital sources and information and gather appropriate information. ▪ Use only credible sources. 	CC.1.4.W (6-8)	CC.3.6.G (6-8)	CC.8.6.G (6-8)	15.3.E (6-8)
	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)			

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)
Research Process: Note-taking Strategies and Presenting Research Findings	9-10-11-12	As part of a research process: <ul style="list-style-type: none"> ▪ Selectively take notes on information that will support own position. ▪ Use quotations and paraphrasing in work without plagiarizing. ▪ Within text, document the use of the ideas of others using standard citation formatting. ▪ Provide a bibliography or list of works cited using standard bibliographic citation format. 	CC.1.4.W (9-12)			
	6-7-8	As part of a grade-level-appropriate research process: <ul style="list-style-type: none"> ▪ Make conclusions about information in sources. ▪ Use quotes and paraphrasing in work without plagiarizing. ▪ Cite sources using standard bibliographic citation format. 	CC.1.4.W (6-8)			
	4-5	As part of a grade-level-appropriate research process: <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)
	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)

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)
Recalling Information	2	Recall information from past experience or information provided to answer question and use this information to write answer to question.	CC.1.4.W (PreK-2)			
	1	Recall information from past experience or information provided to answer question and, with help, use this information to write answer to question.	CC.1.4.W (PreK-2)			
	PreK-K	With help, recall information from past experience or information provided to answer question.	CC.1.4.W (PreK-2)			
Book and eReader Handling Skills	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).	CC.1.1.A (PreK-K)			
	PreK	Demonstrate proper handling skills for print (e.g., how to open and hold properly, turn pages correctly, use book marks, and return materials to proper place).	CC.1.1.A (PreK-K)			

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 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)
Producing and Publishing with Technology	9-10-11-12	<ul style="list-style-type: none"> ▪ Use ongoing feedback and technology to produce, publish, and update individual or shared writing products ethically. ▪ Present relationships between information and ideas. 	CC.1.4.U (9-12)	CC.3.6.E (9-12)	CC.8.6.E (9-12)	15.3.W (9-12)
	8	Use technology ethically to produce and publish writing, present relationships between information and ideas, and interact and collaborate with others.	CC.1.4.U (6-8)	CC.3.6.E (6-8)	CC.8.6.E (6-8)	15.3.W (6-8)
	7	Use technology ethically to produce and publish, link to and cite sources, and interact and collaborate with others.	CC.1.4.U (6-8)	CC.3.6.E (6-8)	CC.8.6.E (6-8)	15.3.W (6-8)
	6	Use technology ethically to produce and publish three-page written product and to interact and collaborate with others.	CC.1.4.U (6-8)	CC.3.6.E (6-8)	CC.8.6.E (6-8)	15.3.W (6-8)
	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)			
	1-2	With guidance and support, use digital tools to produce and publish writing in collaboration with peers.	CC.1.4.U (K-2)			
	K	With guidance and support, explore digital tools to produce and publish writing in collaboration with peers.	CC.1.4.U (K-2)			

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)
Using Information Ethically and Responsibly	11-12	<ul style="list-style-type: none"> ▪ Use variety of sources and points of view to avoid excessive bias. ▪ Acknowledge controversy by incorporating opposing or differing viewpoints when presenting written argument. 		CC.3.6.G (9-12)	CC.8.6.G (9-12)	
	9-10-11-12	<ul style="list-style-type: none"> ▪ Use summaries, paraphrases and quotations. ▪ Within text, document use of information and ideas of others by using standard bibliographic citation format. ▪ Provide bibliography or list of works cited, using standard bibliographic citation format. 		CC.3.6.G (9-12)	CC.8.6.G (9-12)	
	6-7-8	<ul style="list-style-type: none"> ▪ Use quotes, paraphrasing, and conclusions in work without plagiarizing. ▪ Cite sources by using standard bibliographic citation format. 		CC.3.6 G (6-8)	CC.8.6 G (6-8)	
Demonstrating Technology Etiquette and Safety	9-10-11-12	Demonstrate technology etiquette skills and leadership when communicating with others (e.g., using blogs and social media).				15.3.M 15.3.W (9-12)
	9-10-11-12	Advocate and practice safe, legal, and responsible use of information and technology in school and personal situations.				15.3.T (9-12)
	6-7-8	Demonstrate proper etiquette when networking either face-to-face or online (e.g., using Web 2.0 and social media tools).				15.3.M 15.3.W (6-8)
	6-7-8	<ul style="list-style-type: none"> ▪ Explain human, cultural, and societal issues related to technology. ▪ Practice safe, legal and responsible use of information and technology. 				15.3.T (6-8)

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)
	PreK-K-1-2	With prompting and support, demonstrate proper etiquette while using and handling technology (e.g., technology basic care).				15.3.M (PreK-2)
	PreK-K-1-2	With prompting and support, answer questions about importance of safe, legal and responsible use of technology				15.3.T (PreK-2)
Behaving as a Digital Citizen	9-10-11-12	<ul style="list-style-type: none"> ▪ Examine, evaluate, and discuss impact of social, legal, ethical, and safe behaviors on digital citizenship. ▪ Exhibit leadership for digital citizenship. 				15.3.T 15.4.B (9-12)
	6-7-8	Interpret and apply knowledge and practice of appropriate social, legal, ethical, and safe behaviors of digital citizenship in all online and digital situations.				15.3.T 15.4.B (6-8)
	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)
	PreK-K-1-2	Demonstrate proper care of technology and equipment.				15.4.B (PreK-2)

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)
Using Digital Media	9-10-11-12	Examine and evaluate multimedia work products and make recommendations.				15.4.K (9-12)
	6-7-8	<ul style="list-style-type: none"> ▪ Select and utilize appropriate multimedia to create digital media. ▪ Use digital media legally and ethically, practicing Educational Fair Use. 				15.4.K (6-8)
	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)
	PreK-K-1-2	With help and support, identify similarities and differences among text, graphics, audio, animation, and video.				15.4.K (PreK-2)