The Model Curriculum for Pennsylvania School Library Programs
Stage 1 Desired Results: Competencies, Grade Band PreK-2

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)
Identifying Text Features	**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)			
Evaluating Diverse Media	**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)			

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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	**2**	▪ 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)			
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**	▪ 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)				
	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	▪ 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	**1-2**	▪ 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	▪ 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	▪ 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?

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Evaluating Sources (See Also Effective Research Big Idea)	**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)
Research Process: Developing Research Topic and Question(s)	**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)			

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?

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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?

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Preparing Multimedia Presentations	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?

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Research Process: Effective Inquiry	**PreK-K-1-2**	Participate in individual or shared research.	CC.1.4.V (PreK-K)			
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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?

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Producing and Publishing with Technology	**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?

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Demonstrating Technology Etiquette and Safety	**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	**PreK-K-1-2**	Demonstrate proper care of technology and equipment.				15.4.B (PreK-2)
Using Digital Media	**PreK-K-1-2**	With help and support, identify similarities and differences among text, graphics, audio, animation, and video.				15.4.K (PreK-2)