

Quaker Valley Library Curriculum

Adapted from

Model Curriculum for Pennsylvania School Library Programs

Based on PA Common Core Aligned English Language Arts Curriculum Framework

Big Idea: Effective readers use appropriate strategies to construct meaning.

Essential Questions:

1. How do strategic readers create meaning from informational and literary text?
2. What is this text really about?
3. How do readers know what to believe?
4. How does what readers read influence how they should read it?
5. 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. Compare the point of view of two or more authors for how they treat the same or similar topics. Analyze text for structure, purpose, and point of view.	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.	CC.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).	CC1.2.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. Synthesize information found in multiple sources.	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. Analyze and evaluate content, reasoning, and claims in diverse formats.	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)			
Evaluating Arguments	11-12	Analyze texts for information based upon purposes and arguments for credibility, relevance, bias, accuracy and currency.	CC.1.2.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)			

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)
	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.	CC.1.2.H (3-5)			
	3	Identify text that supports author's points.	CC.1.2.H (3-5)			
	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 & Literary Non-Fiction	9-10-11-12	<ul style="list-style-type: none"> Independently locate and select literary non-fiction and information texts on grade level. Independently, use various print and digital reference sources. 	CC.1.2.L (9-12)	CC.3.5.I (9-12)	CC.8.5.I (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. Use primary and secondary sources. Engage, extract and paraphrase relevant information from various sources. 	CC. 1.2.L (6-8)	CC.3.1 (6-8)	CC.8.5.1 (6-8)	
	3-4-5	<ul style="list-style-type: none"> Independently, locate and select literary non-fiction and informational text on grade level. 	CC.1.2L (3-5)			
	4-5	<ul style="list-style-type: none"> Independently, use various print and digital reference sources. 	CC.1.2L (3-5)			
	2-3	<ul style="list-style-type: none"> Independently use library catalog to locate non-fiction and informational texts. 	CC.1.2L (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 catalog to locate non-fiction and informational texts. 	CC.1.2L (PREK-2)			
	1	<ul style="list-style-type: none"> Independently locate and select literary non-fiction on grade level. 	CC.1.2L (PK-2)			

	K	Engage in reading activities related to non-fiction with purpose and understanding.	CC.1.2L (PK-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: Using Primary & 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 (9-12) CC.8.5.1 (9-12)	
	6-7-8	Use and cite specific textual evidence in primary and secondary sources and analyze the relationship between the sources.		CC.3.5A (6-8)	CC.8.5A (9-12) CC.8.5I (9-12)	
	8	Use and differentiate between primary and secondary sources. Determine the most appropriate source for the information need.		CC.3.5.A (6-8)	CC.8.5.A (6-8) CC.8.5.1 (6-8)	
	7	Identify primary and secondary sources.		3.5.A (6-8)	CC.8.5.A (6-8) CC.8.5.1 (6-8)	
	6	Differentiate between primary and secondary sources.		3.5.A (6-8)	CC.8.5.A (6-8) CC.8.5.1 (6-8)	
	4-5	Independently locate and select literary non-fiction and information texts on grade level. Independently use various print and digital reference sources.	CC.1.2.L (3-5)			
	3	Independently locate and select literary non-fiction and information text on grade level. Independently use library catalog to locate non-fiction and informational texts.	CC.1.2.L (3-5)			
	2	Independently locate and select literary non-fiction and information texts on grade level. With support, use library catalog 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 reading activities relate to non-fiction with purpose and understanding.				

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 Author and Illustrator Roles	K	Define roles of author and illustrator.	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)			
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)			
	K	Find connections between words and illustrations in book read aloud or read alone.	CC.1.3.G (PreK-2)			
Identifying Story Elements	2	Identify similarities and differences between two or more similar stories written by different authors or that come from different cultures.	1.3.H (PreK-2)			
	1	Identify characters in stories read aloud or read alone.	CC.1.3.H (PreK-1)			
	K	Identify characters in familiar stories.	CC.1.3.H (PreK-1)			
	K-1	Identify similarities and differences among characters from different 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. 	CC.1.3.K (9-12)			

		<ul style="list-style-type: none"> • Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding and evaluating. 				
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)
	6-7-8	<ul style="list-style-type: none"> • Independently select grade-level-appropriate literary fiction in a variety of genres. (Literature including stories, dramas, and poetry) • 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 independent 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)			
	1-2	<ul style="list-style-type: none"> • Independently select grade-level-appropriate literature in variety of genres. • With guidance 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)			

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Essential Questions:

1. How do readers know what to believe in what they read, hear, and view?
2. 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 through document based questions. • 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 (9-12) 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. • Cite sources by using standard bibliographic citation format. 	CC.1.4.I (6-8)	CC.3.6.G (6-8)	CC.8.6.G (6-8)	15.3.E (6-8) 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 credibility and currency. 	CC.1.4.I (3-5)			
	4	Recognize factors that support credibility of sources.	CC.1.4.I (3-5)			
	3	Understand need to support credibility of sources.	CC.1.4.I (3-5)			
	K-1-2	Support opinion with reasons.	CC.1.4.I (K-2)			
	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	CC.3.5.G (9-12)	CC.8.5.G (9-12)	CC.15.3.E (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	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)	
	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)	
	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	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	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)	15.3.I (6-8)
	K-5	See QV Research Curriculum Skills by Grade Level				
Research Process: Developing Research Topic and Question(s)	9-10-11-12	As part of research process: <ul style="list-style-type: none"> Narrow self-generated, broad essential research question by focusing on particular aspects of 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 age appropriate research process: <ul style="list-style-type: none"> Develop self-generated, focused research question. Develop sub-questions about topic. 	CC.1.4.V (6-8)	CC.3.6.F (6-8)	CC.8.6.F (6-8)	15.3.L (9-12)

		<ul style="list-style-type: none"> Use information to answer research questions and further develop questions about topic and discover new information. 				
	3-4-5	<p>As part of grade level appropriate research process:</p> <ul style="list-style-type: none"> Choose topic to research With guidance, develop questions to be answered about topic 	CC.1.4.V (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)
	2	<ul style="list-style-type: none"> As part of grade level appropriate research process: With guidance, given a resource, will choose topic for research and understand resources available (print/electronic) Will gather information to answer pre-set questions 	CC.1.4V (PreK-2)			
	1	<p>As part of grade level appropriate research process:</p> <ul style="list-style-type: none"> With guidance, will understand need for information to answer questions about chosen topic. Will understand that there are print and electronic resources 	CC.1.4V (PreK-			
	K	<p>As part of grade level appropriate research process:</p> <ul style="list-style-type: none"> Will understand need for information Will understand need for different resources 	CC.1.4V (PreK-			
Research Process: Accessing, Identifying and Evaluating Resources	9-10	<p>As part of research process:</p> <ul style="list-style-type: none"> Access print sources and e-Books using features of OPAC (Follett Shelf) and sources within OPAC 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, e-Books (multiple types) and Internet web sites and primary and secondary sources, according to their authorship, 		CC.3.6.G (9-12)	CC.8.6.G (9-12)	15.3.1 (9-12)

		objectivity, scholarship and timeliness. • Verify information by checking facts in alternate sources.				
	6-7-8	As part of appropriate research process: • 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)	15.3.1 (6-8)
	K-5	Will develop understanding of searching, locating, and understanding print and electronic resources to gather information from reliable sources.				
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 research process: • Selectively take notes on information to support own position using electronic note taking tools • Synthesize information gathered from multiple sources. • Use summaries, paraphrases 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.	CC1.4.S (9-12); CC.1.4.W (9-12)			
	6-7-8	As part of grade-level appropriate research process: • 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 (6-8); CC.1.4.W (6-8)			
Research Process: Note-taking Strategies	9-10-11-12	Find and use primary documentation; cite by using standard bibliographic (parenthetical in-text references) citation format.				15.4.L (9-12)
	6-7-8	Draw relevant evidence from text to answer information need using age-appropriate note-taking skills.	CC.1.4.S (6-8);			15.3.1 (6-8)

			CC.1.4.W (6-8)			
	3-4-5	Draw evidence from text to answer an information need using age-appropriate note-taking skills.	CC.1.4.S (3-5); CC.1.4.W (3-5)			15.3.1 (3-5)

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Essential Questions:

1. What do good listeners do?
2. How do active listeners make meaning?
3. 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	Science Standards	SS & H Standards	BCIT Standards
			1._._ (Band)	3._._ (Band)	8._._ (Band)	15._._ (Band)
Evaluating, Analyzing & 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. • Identify any discrepancies among data presented in different formats, whether within 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)			
	8	Research and analyze information using different media	CC.1.5.C (6-8)			

		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.				
	7	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	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	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	Restate part of text read aloud or presented orally or in other media formats. Use own words when restating information.	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)			
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)			
	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:

1. How do task, purpose, and audience influence how speakers craft and deliver a message?
2. 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	Select or create digital media elements, using Web 2.0 Tools and social media, 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 research 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	Collaborated instruction: Library provides selection strategies and grade level appropriate materials while classroom teacher does technical recording. 1. Record stories or poems aloud to demonstrate reading fluently and at an understandable pace. 2. Record stories or poems in engaging manner. 3. 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)			

Although the Quaker Valley Technology Curriculum addresses the teaching of the multimedia demonstrations, the Quaker Valley Library Curriculum addresses the fundamental skills behind the information gathered for these presentations.

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.						
Essential Questions:						
1. What does a reader look for and how can s/he find it?						
2. How does a reader know a source can be trusted?						
3. How does one organize and synthesize information from various sources?						
4. 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. 	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)			
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: Effective Inquiry	9-10-11-12	Conduct short as well as in-depth research projects.	CC.1.4.V (9-12)			
	6-7-8	Conduct short as well as in-depth research projects.	CC.1.4.V (6-8)			
	3-4-5	Conduct short as well as in-depth research projects.	CC.1.4.V (3-5)			
	K-1-2	Participate in individual or guided shared research.	CC1.4.V (PreK-2)			
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 research process:</p> <ul style="list-style-type: none"> • Access print sources using features of OPAC and other resources in it. • 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 (6-12)			15.3.E (9-12)
	6-7-8	<p>As part of 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 (6-12)	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)			15.3.I (3-5)
SEE ALSO: Quaker Valley School District Elementary Research Curriculum by Grade Level						
Research Process: Notetaking Strategies and Presenting Research Findings	9-10-11-12	<p>As part of research process:</p> <ul style="list-style-type: none"> • Selectively take notes on information that will support one's 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	<p>As part of grade-level-appropriate research process:</p> <ul style="list-style-type: none"> • Make conclusions about information in sources. • Use quotes and paraphrasing in work without plagiarizing. 	CC.1.4.W (6-8)			

		<ul style="list-style-type: none"> • Cite sources using standard bibliographic citation format. 				
	4-5	<p>As part of grade-level-appropriate research process:</p> <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. (plagiarizing) • Summarize information from notes into final project. • Identify bibliographic information. • Create list of sources used. 	CC.1.4.W (3-5)			15.3.E (3-5) 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 ((3-5) 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)			
	K	With help, recall information from past experience or information provided to answer question.	CC.1.4.W (PreK-2)			
Book 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)			

Big Idea: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.

Essential Questions:

1. What makes clear and effective writing?
2. Why do writers write? What is the purpose?
3. 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	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	Ethically 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	Ethically 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	Ethically produce and publish written product 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)
	3-4-5	With some guidance and support, produce and publish product and interact and collaborate with others.	CC.1.4.U (3-5)			

	1-2	With guidance and support, produce and publish writing in collaboration with peers.	CC.1.4.U (K-2)			
	K	With guidance and support, explore information 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	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 (6-9)	
	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. 		CC.3.6 G (6-8)	CC.8.6 G (6-8)	

		• Cite sources by using standard bibliographic citation format.				
5-4		Use paraphrasing to avoid plagiarizing				
3-2-1-K		Understand the need to use own words to avoid plagiarism				
Demonstrating Technology Etiquette & 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 (9-12) 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.				
	6-7-8	Demonstrate proper etiquette when networking either face-to-face or online (e.g., using Web 2.0 and social media tools). Explain human, cultural, and societal issues related to technology. Practice, safe, legal, and responsible use of information and technology.				15.3.M (6-8) 15.3.W (6-8)
	3-4-5	Apply proper etiquette when using technology (e.g., cyber safety).				15.3.M (3-5)
	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)
	3-4-5	Explain importance of safe, legal and responsible use of technology.				15.3.T (3-5)
	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	• Examine, evaluate, and discuss impact of social, legal, ethical and safe behaviors on digital citizenship and intellectual property. Exhibit leadership for digital citizenship.				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.				15.4.B (6-8)
	3-4-5	• Identify and practice ethical and safe online behavior. Identify potential consequences of unethical, unsafe and inappropriate behavior.				15.4.B (3-5)
	K-1-2	• Demonstrate proper care of technology and equipment. • Discuss safe and ethical online behavior.				15.4.B (PreK-2)

Using Digital Media	9-10-11-12	<ul style="list-style-type: none"> • 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. <p>Use digital media legally and ethically, practicing Educational Fair Use.</p>				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. <p>Use digital media legally and ethically, practicing Educational Fair Use.</p>				15.4.K (3-5)
	K-1-2	With help and support, identify similarities and differences between text, graphics, audio, animation and video.				15.4.K (PreK-2)