PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Library & Information Literacy

Curriculum Writing Committee:

Heather Haupt

Grade Level: 1

Date of Board Approval: June 2026

Curriculum Map

Overview: Our school libraries create inviting, dynamic, 21st century learning environments and services that support information literacy and life-long learning. Students should experience the power and variety of collective resources to become critical thinkers, enthusiastic readers, skillful researchers and ethical users and creators of ideas and information. Our goal is to provide instruction in competent information usage while promoting an interest in and understanding of various resources, ethical usage of ideas and information literacy skills.

Goals:

Marking Period 1 (9 class periods)

1. **Marking Period One -Overview with time range in days:**

- Library Orientation/Behaviors & Expectations - 2 days
    - Personalizing lifelong learning
    - Developing self-awareness and self-management
- Parts of a Book- 2 days
    - Selecting and reading literary fiction, nonfiction and informational texts

- Reading and Listening Skills - 2 days
    - Personalizing lifelong learning
    - Developing self-awareness and self-management
- Author Studies - 3 days
    - Selecting and reading literary fiction, nonfiction and informational texts

2. **Marking Period Two -Overview with time range in days:**
   Marking Period Two -Goals:
   Understanding of:
    - Fiction and nonfiction - 3 days
        - Selecting and reading literary fiction, nonfiction and informational texts
    - Poetry - 3 days
        - Selecting and reading literary fiction, nonfiction and informational texts
    - Internet Safety - 3 days
        - Protecting personal information, cyberbullying and safe online interactions

Big Ideas:

UNIT: Learners Explore

Big Idea # 1: Learners read, discover and innovate with a growth mindset developed through experience and reflection.

Essential Questions:

- How do learners develop and satisfy personal curiosity?
- How do learners read widely and deeply in multiple formats and create for a variety of purposes?
- How do learners persevere to solve problems through inquiry, implementation and reflection?
- How do learners organize and synthesize information from various sources?

Concepts:

- Selecting and reading literary fiction, nonfiction and informational texts
- Using and presenting information in different media formats
- Personalizing lifelong learning
- Developing self-awareness and self-management

Competencies:

- Select and read independently grade-level appropriate literature in a variety of genres and formats, with guidance and support.
- Describe key ideas through illustrations and text.
- Define and describe the importance of lifelong learning.
- Identify one's own strengths, needs and preferences.

UNIT: Learners Inquire

Big Idea # 1: Learners build new knowledge by inquiring, reading, thinking critically, identifying problems and developing strategies for solving problems.

Essential Questions:

- How do learners display curiosity and initiative?
- How do learners engage with and create meaning from information and text?
- How do learners participate in an inquiry-based process?

Concepts:

- Identifying and Using Text Features
- Applying Strategies to Create Meaning from Literary Fiction
- Summarizing Main Ideas and Details

Competencies:

- Identify text features to locate key facts or information in a text.
- Apply strategies to create meaning from literature by questioning, reflecting, responding and evaluating.
- Confirm understanding of text read aloud or presented orally by asking and answering questions about key details.

UNIT: Learners Engage

Big Idea # 1: Learners demonstrate safe, legal and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Essential Questions:

- How do learners follow ethical, responsible, safe and legal guidelines for gathering, creating and sharing information, technology and media?
- How do learners personalize their use of information and information technologies?
- How do learners engage with information to extend their personal learning?

Concepts:

- Demonstrating etiquette in using technology
- Using Information and technology safely and responsibly

Competencies:

- Demonstrate proper care of technology and equipment
- Answer questions about the importance of safe, legal and responsible use of technology, with prompting and support

Textbook and Supplemental Resources:

- **Supplemental Resources:**

Unit: Learners Explore - Access to library collection, previously damaged books, parts of a book website: https://www.123homeschool4me.com/free-printable-parts-of-a-book-worksheets/ and read-aloud videos: Read Aloud Story - Howard B. Wigglebottom Learns to Listen [School Rules & Self-Regulation]
Be a Whole Body Listener | Jack Hartmann

Unit: Learners Inquire - Access to library collection (grade-appropriate fiction and nonfiction books, poetry anthologies)

Unit: Learners Engage - Common Sense Education Digital Citizenship Grade 1: https://www.commonsense.org/education/digital-citizenship?grades=1 and Safety Smart video (Timon & Pumbaa): Timon and Pumbaa Safety Smart® Online! 1080p HD NetSmartz Kids: https://www.netsmartzkids.org/

Curriculum Plan

Unit 1: Learners Explore

Time Range in Days: 9 class periods

- **Standards:**
  PA Academic Standards - English Language Arts
  AASL Standards for Learners
  ISTE Standards for Students

Standards Addressed:

PA CC ELA-
1.3.1.K - Read and comprehend literature on grade-level, reading independently and proficiently.
1.2.1G - Use the illustrations and details in a text to describe its key ideas.
AASL -
V.A.1 - Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
I.D.3 - Learners participate in an ongoing inquiry-based process by enacting new understanding through real-world connections.
ISTE -
3d Students build knowledge by exploring real-world issues and gain experience in applying their learning in authentic settings.
1a Students take an active role in setting their own learning goals, developing strategies to achieve them and reflecting on the process.

Objectives:

1. Students will be able to demonstrate proper care of books and Chromebooks. (DOK 1)
2. Students will be able to follow correct book check-out procedures and library rules. (DOK 1)
3. Students will be able to demonstrate age-appropriate reading and listening skills. (DOK 1)
4. Students will be able to identify key facts about at least two popular children's book authors and explain one thing they like about each author's books using simple sentences and pictures. (DOK 1 & 2)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction/review of library procedures, behaviors and expectations. Focus on book care, using shelf markers, checking in/out, library organization/layout, etc.
2. Direct instruction of Chromebook care and book care rules - do not eat while using, keep away from pets, keep safe and dry, treat gently, return books on time, etc.
3. Direct instruction of parts of a book - outside: front cover, back cover, title and spine; inside: pages, words, illustrations/pictures, etc.
4. Direct instruction of reading and listening skills - listen attentively, make predictions, talk about favorite parts or characters, ask questions about books, etc.

5. Direct instruction on selected grade-level appropriate authors and their works. Key points should include:

- Authors write stories and books; illustrator vs. author: some people do both, some write while others draw.
- Authors often have repeating themes or characters (for example: animals, family, adventure). Students should be able to name one theme or character feature for each author studied.
- Books by the same author may have similar style, words, or pictures that help readers recognize the author.
- Listening comprehension and retelling: students should be able to retell a short part of a story in order (beginning, middle, end) to show understanding of the author's work.

Suggested authors include: Mo Willems, Eric Carle, Jan Brett, Kevin Henkes, Dr. Seuss, Tomie dePaola, Laura Numeroff, David Shannon, Jon Klassen & Leo Lionni

Assessments:

Diagnostic: observation and questions to determine prior knowledge
Formative: questions and answers during direct instruction, teacher observation of locating books by author of their choice and their level; role play correct/incorrect care of books and Chromebooks; observation of appropriate reading and listening skills
Summative: verbal questions from librarian, short exit drawing and sentence task: draw a picture of proper book/Chromebook care

Extensions:

1. Assign groups and give a list of authors for students to find titles.
2. Have students help those in need find books on their level.
3. Have students pretend to be a "Book Doctor" and "diagnose" a problem with a damaged book and how to fix or prevent the damage.
4. Have students complete a "parts of a book" match - create labels for book parts and have students point to each.

Correctives:

1. Peer assistance to come up with the correct call number for an author.
2. Peer assistance to locate books at appropriate level.
3. Library behaviors role-play

Curriculum Plan

Unit: Learners Inquire **Time Range in Days: 6 days**

Standard(s):

PA Common Core Standards for English Language Arts
AASL Standards for Learners
ISTE Standards for Students

Standards Addressed:

PA CC ELA -
1.2.1.E Use various text features and search tools to locate key facts or information in a text.
1.3.1K Read and comprehend literature on grade-level, reading independently and proficiently.
1.5.1B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
AASL -
I.B.2 Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.
IV.A.2 Learners act on an information need by identifying possible sources of information.
I.A.2 Learners display curiosity and initiative by recalling prior and background knowledge as a context for new meaning.
I.B.1 Learners engage with new knowledge by following a process that includes using evidence to investigate questions.
I.C.1 Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others.
ISTE -
3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Objectives:

1. Students will be able to differentiate between fiction and non-fiction using pictures and text clues. (DOK 3)
2. Students will be able to explain that a fiction book tells a made-up story. (DOK 1
3. Students will be able to explain that nonfiction gives readers real facts. (DOK 1)
4. Students will recognize common features of nonfiction books (photos, facts, labels, etc.) (DOK 1)
5. Students will be able to choose an appropriate book based on purpose (for fun or to learn facts). (DOK 2)
6. Students will recognize that poetry is a type of writing. (DOK 1)
7. Students will recognize that poems may use rhyming words. (DOK 1)

8. Students will be able to clap, tap, or move to the rhythm of a poem. (DOK 1)
9. Students will be able to share feelings or pictures a poem creates in their mind. (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction of the difference between fiction and non-fiction. Examples of various titles and the classification of fiction or non-fiction with the class.
2. Emphasis and review the physical arrangement of fiction and non-fiction by the difference in call number.
3. Librarian will share examples of age-appropriate poems and help students identify rhyme and rhythm. Students will share their responses to poems through movement and drawing.

Assessments:

Diagnostic: Observation and question/answers of prior knowledge

Formative: teacher observation, student check out; student prompts such as "This book is fiction because…" or "This book is nonfiction because…"

Summative: Sorting activity for fiction/nonfiction; poetry posters (student drawing and one-sentence response)

Extensions:

1. Make a class game of locating fiction or non-fiction books by a topic.
2. As a whole group activity, students can write an original poem (focus on rhyme and rhythm), with prompts and support.

Correctives:

1. Librarian can provide a "think aloud" (looking at illustrations and text) to model how to distinguish between fiction and nonfiction.

Curriculum Plan

Unit: Learners Engage **Time Range in Days: 3 days**

Standard(s):

AASL Standards for Learners
ISTE Standards for Students

Standards Addressed:

AASL -
VI.A.1 Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information, technology and media to learning.
VI.A.2 Learners follow ethical and legal guidelines for gathering and using information by understanding the ethical use of information, technology and media.

ISTE -
2b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions or when using networked devices.

Objectives:

1. Students will be able to recognize that not everything they encounter online is safe or true. (DOK 1)
2. Students will be able to explain that personal information should not be shared online. (DOK 2)
3. Students will be able to recognize situations where they need to tell a trusted adult. (DOK 2)
4. Students will recognize that there are online rules just like there are rules at school. (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on online safety rules, using Common Sense Education Digital Citizenship curriculum, NetSmartz Kids and/or Safety Smart (Timon & Pumbaa) video.
2. Librarian-led discussions about sharing personal information, cyberbullying and safe online interactions, along with appropriate student responses.

Assessments:

Diagnostic: questioning/discussion of students technology/online habits and uses
Formative: student drawings of internet safety rules; class discussion
Summative: "safe" or "unsafe" sorting activity with short scenarios

Extensions: Students can pretend to be “Digital Detectives” and look for clues in a teacher-made scenario to determine if the situation is safe or not. (A pop-up saying you’ve won a prize, someone asking for your full name, etc.)

Correctives: role-playing activities/scenarios to reinforce correct responses to online dangers