Pocono Mountain School District
Library Media Curriculum, Grades K-2

Concept:	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?				
PA Core Standard	**Grade Level**	**Topic**	**Knowledge/Skill**		**Assessment**
ELA 1.2.E	2	Identifying Text Features	Use various text features and search tools to locate key facts or information in text efficiently in print and digital sources.		Performance Tasks
ELA 1.2.E	1		Identify text features to locate key facts or information in text.		Teacher Designed Assessments
ELA 1.2.E	K		Identify parts of book (e.g., title, author) and parts of text (e.g., beginning, end, details).		Discussions
ELA 1.2.G	2	Evaluating Diverse Media	Explain how graphic representations contribute to and clarify meaning of text.		Discussions
ELA 1.2.G	1		Describe key ideas through illustrations and text.		
ELA 1.2.G	K		Describe relationships between illustrations and text.		
ELA 1.2.H	2	Evaluating Arguments	Describe text that supports author's points.		Performance Tasks
ELA 1.2.H	1		Identify details author uses to support points in text.		
ELA 1.2.H	K		With support, identify why author uses certain details to support points in text.		Discussions
ELA 1.2.L	2	Selecting Informational Texts and Literary Nonfiction	Independently locate and select literary nonfiction and information texts on grade level.		Observation
ELA 1.2.L	2		With support, use library index to locate nonfiction and informational texts.		Discussions
ELA 1.2.L	1		Independently locate and select literary non-fiction on grade level.		
ELA 1.2.L	K		Engage in group reading activities related to non-fiction with purpose and understanding.		

ELA 1.3.D	K	Identifying Author and Illustrator Roles	Define roles of author and illustrator.	Discussions
ELA 1.3.D	K		Locate author's and illustrator's names on book cover or title page.	Observation Performance Tasks
ELA 1.3.E	1	Explaining Different Types of Text	Explain differences between fiction and nonfiction texts.	Teacher Designed Assessments
ELA 1.3.E	K		Compare and contrast differences between fiction and nonfiction.	Graphic Organizers
ELA 1.3.E	K		Recognize common types of texts.	
ELA 1.3.G	2	Identifying Literary Elements	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.	Teacher Designed Assessments
ELA 1.3.G	2		Explain plot in story (either in text or digital form) by using information from illustrations and words in text.	Graphic Organizers
ELA 1.3.G	1		Identify characters, setting and events that occur in story and describe based on illustrations and details.	Group Tasks
ELA 1.3.H	1		Identify characters in stories read aloud or read alone.	Discussions
ELA 1.3.H	K-1		Identify similarities and differences among characters from different stories.	
ELA 1.3.G	K		Find connections between words and illustrations in book read aloud or read alone.	
ELA 1.3.H	K		Identify characters in familiar stories.	
ELA 1.3.K	1-2	Selecting Literary Fiction	Independently select grade-level-appropriate literature in variety of genres.	Observation
ELA 1.3.K	1-2		Apply strategies to create meaning from literature.	Discussions
ELA 1.3.K	1-2		Read literature presented in any format to gain meaning by questioning, reflecting, responding, and evaluating.	Teacher Designed Assessments
ELA 1.3.K	K		With assistance, select grade-level-appropriate literature.	
ELA 1.3.K	K		Use illustrations and familiar words to create meaning from text by questioning, reflecting, responding, and evaluating.	

Enrichment:	Evaluate pictures of wild animals for a report, create a genre pie, select informational text to learn about planets
Remediation:	Partner students and provide informational text for learning about a topic.
Resources:	Additional resources are available at www.psla.org, aasl.org and www.sldirectory.com.

Concept:	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?				
PA Core Standard	**Grade Level**	**Topic**	**Knowledge/Skill**		**Assessment**
ELA 1.4.I	K-1-2	Evaluating Sources	Support opinion with reasons.		Observation
BCIT 15.4.L	K-1-2		With help and support, use a web browser and search engines to locate content- specific websites and to access online databases.		
ELA 1.4.V	K-1-2	Research Process: Developing Research Topic and Question(s)	As part of grade-level appropriate research process, choose topic with guidance.		Group Discussions
ELA 1.4.V	K		Ask questions about topic.		
Enrichment:	Students will read about pet care and individually select a pet for the classroom.				
Remediation:	Students will work in small groups to learn about pet care and choose a pet for the classroom.				
Resources:	Additional resources are available at www.psla.org, aasl.org and www.sldirectory.com.				

Concept:	Active listeners construct meaning from what they hear by questioning, reflecting, responding, and evaluating.				
Essential Questions:					
	What do good listeners do?				
	How do active listeners construct meaning?				
	How do active listeners know what to believe in what they hear?				
PA Core Standard	**Grade Level**	**Topic**	**Knowledge/Skill**		**Assessment**
ELA 1.5.B	2	Describing Key Ideas and Details	Describe key ideas from text read aloud or presented orally or in another media format.		Discussions
ELA 1.5.B	1		Confirm understanding of text read aloud or presented orally by asking and answering questions about key details.		Performance Tasks
ELA 1.5.B	K		Ask and answer questions about key details in text read aloud or presented orally.		
Enrichment:	After listening to a multimedia animal presentation, students work in small groups to type one to three facts about the animal.				
Remediation:	Provide additional wait time and clarification for oral prompts as needed.				
Resources:	Additional resources are available at www.psla.org, aasl.org and www.sldirectory.com.				

Concept:	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 active listeners construct meaning?				
PA Core Standard	**Grade Level**	**Topic**	**Knowledge/Skill**		**Assessment**
ELA 1.5.F	1-2	Preparing Multimedia Presentations	With guidance and support, add a drawing or other visual display to a digital presentation to clarify ideas, thoughts, and feelings.		Observation
Enrichment:	Prepare a brief digital presentation about fire prevention.				
Remediation:	Allow students to work with a partner and alter project requirements as necessary.				
Resources:	Additional resources are available at www.psla.org, aasl.org and www.sldirectory.com.				

Concept:	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?			
PA Core Standard	**Grade Level**	**Topic**	**Knowledge/Skill**	**Assessment**
ELA 1.4.V	K-1-2	Research Process: Effective Inquiry	Participate in individual or shared research.	Teacher Designed Assessments
ELA 1.4.W	2	Recalling Information	Recall information from past experience or information provided to answer question and use this information to write answer to question.	Discussions
ELA 1.4.W	1		Recall information from past experience or information provided to answer question and, with help, use this information to write answer to question.	
ELA 1.4.W	K		With help, recall information from past experience or information provided to answer question.	
ELA 1.1A	K	Book and eReader Handling Skills	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).	Observation
ELA 1.1A	K		Demonstrate proper handling skills for print (e.g., how to open and hold properly, turn pages correctly, use bookmarks, and return materials to proper place).	
Enrichment:	Students will brainstorm and work collaboratively to determine what items should be sold in the school store.			
Remediation:	Assist groups as needed and/or provide a list of items for students to choose from.			
Resources:	Additional resources are available at www.psla.org, aasl.org and www.sldirectory.com.			

Concept:	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?				
PA Core Standard	**Grade Level**	**Topic**	**Knowledge/Skill**		**Assessment**
ELA 1.4.U	1-2	Producing and Publishing with Technology	With guidance and support, use digital tools to produce and publish writing in collaboration with peers.		Assessment of Partner Projects
ELA 1.4.U	K		With guidance and support, explore digital tools to produce and publish writing in collaboration with peers.		
Enrichment:	Students use a simple digital program to share information about their favorite zoo animal.				
Remediation:	Review the initial presentation, pause periodically, and assist students as they put information into their own words.				
Resources:	Additional resources are available at www.psla.org, aasl.org and www.sldirectory.com.				

Concept:	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?				
PA Core Standard	**Grade Level**	**Topic**	**Knowledge/Skill**		**Assessment**
BCIT 15.3.M	K-1-2	Demonstrating Technology Etiquette and Safety	With prompting and support, demonstrate proper etiquette while using and handling technology (e.g., technology basic care).		Observation
BCIT 15.3.T	K-1-2		With prompting and support, answer questions about importance of safe, legal and responsible use of technology.		
BCIT 15.4.B	K-1-2	Behaving as a Digital Citizen	Demonstrate proper care of technology and equipment.		Observation
BCIT 15.4.K	K-1-2	Using Digital Media	With help and support, identify similarities and differences among text, graphics, audio, animation, and video.		Graphic Organizers
Enrichment:	Students work in groups to create a poster demonstrating proper technology etiquette and safety.				
Remediation:	Provide positive reinforcement as students are observed demonstrating this skill.				
Resources:	Additional resources are available at www.psla.org, aasl.org and www.sldirectory.com.				