



LIBRARY – GRADE 1

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: DECEMBER 14, 2023

COURSE OVERVIEW

Title:	Elementary Library
Grade Level:	Grade 1
Level:	N/A
Length:	45 minutes
Duration:	29 cycles
Frequency:	Once every 6-day cycle
Pre-Requisites:	None
Credit:	N/A
Description:	First grade library classes focus on helping students develop a love of reading. Many different types of literature are used for instruction. Students begin to develop independence in selecting appropriate books and will have their first research experience.

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Library Citizenship	<ul style="list-style-type: none"> • Book care • Check-out procedures • Library expectations 	4 Days
2	Location and Access	<ul style="list-style-type: none"> • Sections of the library • Book arrangement • Choosing a “just-right” book 	8 Days
3	Effective Reading and Listening	<ul style="list-style-type: none"> • Story elements • Main idea and details • Fact and opinion • Compare and contrast • Text connections • Author and illustrator studies 	7 Days
4	Information Sources	<ul style="list-style-type: none"> • Book parts 	2 Days
5	Digital Citizenship	<ul style="list-style-type: none"> • Care of technology • Internet safety 	1 Day
6	Research Process	<ul style="list-style-type: none"> • Research process • Research application 	2 Days
7	Literature Appreciation	<ul style="list-style-type: none"> • Author appreciation • Literary awards 	5 Days

DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY SKILLS/PRACTICE	DESCRIPTION
Inquire	Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.
Include	Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
Explore	Learners work effectively with others to broaden perspectives and work toward common goals.
Collaborate	Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.
Curate	Learners read, discover, and innovate with a growth mindset developed through experience and reflection.
Engage	Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

UNIT 1

Unit Title	Library Citizenship		
Unit Description	Students will understand the expectations and procedures of using a library, and participate ethically and productively as members of a library community.		
Unit Assessment	Common Unit Assessments		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do I check out a book? 2 Days	<input type="checkbox"/> How to check-in and check-out books. <input type="checkbox"/> Select nonfiction and fiction texts.	Vocabulary: circulation desk	AASL V.A Learners develop and satisfy personal curiosity by: <ol style="list-style-type: none"> 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.
How do I care for library materials? 2 Days	<input type="checkbox"/> Behave as a responsible library citizen. <input type="checkbox"/> Practice safe, ethical behavior.	Content: -prevent book damage and demonstrate responsibility for materials	AASL III.D.2 Learners actively participate with others in learning situations by recognizing learning as a social responsibility.

UNIT 2

Unit Title	Location and Access		
Unit Description	Students will apply skills to locate and access library materials.		
Unit Assessment	Common Unit Assessments		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What are the sections of the library, and where are they in my library?</p> <p>1 Day</p>	<input type="checkbox"/> Identify sections of the library and their location.	<p>Content: -arrangement of sections of the library: Everyone/Easy Fiction, Everyone/Easy Nonfiction, Magazines</p>	<p>AASL V.A Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.

<p>How do I find an Everyone/Easy fiction book on the library shelves?</p> <p>1 Day</p>	<p><input type="checkbox"/> Locate and understand the call number on a book.</p> <p><input type="checkbox"/> Arrange books in alphabetical order according to their call number.</p>	<p>Content: -books are arranged in alphabetical order by call number; the call number is located on the spine of the book</p> <p>Vocabulary: call number</p>	<p>AASL V.A Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.
<p>What is fiction?</p> <p>2 Days</p>	<p><input type="checkbox"/> Identify fictional elements in a text.</p>	<p>Vocabulary: fiction</p>	<p>AASL I.A.2 Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.</p>
<p>What is nonfiction?</p> <p>2 Days</p>	<p><input type="checkbox"/> Identify nonfiction text elements and differences between fiction and nonfiction texts.</p>	<p>Vocabulary: nonfiction</p>	<p>AASL I.A.2 Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.</p>
<p>How do I pick a book that is right for me?</p> <p>2 Days</p>	<p><input type="checkbox"/> Use literacy strategies to determine readability.</p>	<p>Vocabulary: Five-finger rule</p>	<p>AASL V.C.1 Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</p>

UNIT 3

Unit Title	Effective Reading and Listening		
Unit Description	Students will develop and utilize effective reading and listening strategies.		
Unit Assessment	Common Unit Assessments		
Essential Question	Learning Goals	Content and Vocabulary	Standards
Why is the setting important to the story? 1 Day	<input type="checkbox"/> Identify settings in the story and understand their impact.	Vocabulary: settings	AASL I.B.1 Learners engage with new knowledge by following a process that includes using evidence to investigate questions.
How do I describe the characters in the story? 1 Day	<input type="checkbox"/> Identify characters in the story and understand their impact.	Vocabulary: characters	AASL I.B.1 Learners engage with new knowledge by following a process that includes using evidence to investigate questions.
What happens in the beginning, middle, and end of the story? 1 Day	<input type="checkbox"/> Place key ideas in sequential order from text. <input type="checkbox"/> Identify events that occur in the beginning, middle and end of a story.		AASL I.B.1 Learners engage with new knowledge by following a process that includes using evidence to investigate questions.

<p>How do details support the main idea?</p> <p>1 Day</p>	<input type="checkbox"/> Identify the main idea of a text and recall supporting details.	<p>Vocabulary: main idea</p>	<p>AASL I.C.1 Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others.</p>
<p>What is the difference between a fact and an opinion?</p> <p>1 Day</p>	<input type="checkbox"/> Begin to differentiate fact from opinion.	<p>Vocabulary: fact, opinion</p>	<p>AASL II.A.2 Learners contribute a balanced perspective when participating in a learning community by adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</p>
<p>How are the parts of a story alike? How are the parts of a story different?</p> <p>1 Day</p>	<input type="checkbox"/> Compare and contrast various elements of a text.	<p>Vocabulary: compare, contrast</p>	<p>AASL I.C.1 Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others.</p>
<p>How do I connect to the story?</p> <p>1 Day</p>	<input type="checkbox"/> Recall information from past experiences or information provided to answer questions.	<p>Content: -text to self, text to world, text to text</p>	<p>AASL I.C.1 Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others.</p>

UNIT 4

Unit Title	Information Sources		
Unit Description	Students will use text features to locate information in print sources.		
Unit Assessment	Common Unit Assessments		
Essential Question	Learning Goals	Content and Vocabulary	Standards
What are the parts of a book? 2 Days	<input type="checkbox"/> Identify the various parts of a book.	Content: -title, author, illustrator, front cover, back cover, spine, title page, call number	AASL IV.A.2 Learners act on an information need by identifying possible sources of information.

UNIT 5

Unit Title	Digital Citizenship		
Unit Description	Students will practice positive digital citizenship by making responsible, safe and respectful choices.		
Unit Assessment	Common Unit Assessments		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What are some ways we take care of our technology and stay safe online?</p> <p>1 Day</p>	<input type="checkbox"/> Understand online etiquette and safety.	<p>Content: -identify kind and safe online behaviors, i.e., ask adults for permission to go online, only speak to people you know, stick to places you know</p>	<p>AASL VI.A.2 Learners follow ethical and legal guidelines for gathering and using information by understanding the ethical use of information, technology, and media.</p>

UNIT 6

Unit Title	Research Process		
Unit Description	Students will learn and practice the basic steps to the research process, which can be applied across the elementary curriculum. Students will formulate a question, gather the necessary information, and create their written product.		
Unit Assessment	Common Unit Assessments		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do I gather information? 1 Day	<input type="checkbox"/> Choose a topic to research. <input type="checkbox"/> Gather information using text features from various print and digital sources. <input type="checkbox"/> Develop a research topic, apply note-taking strategies.		AASL I.A.1 Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
How do I share information? 1 Day	<input type="checkbox"/> With support, produce and present a written research product.		AASL I.B.3 Learners engage with new knowledge by following a process that includes generating products that illustrate learning.

UNIT 7

Unit Title	Literature Appreciation		
Unit Description	Students pursue personal growth and enjoyment of reading.		
Unit Assessment	N/A		
Essential Question	Learning Goals	Content and Vocabulary	Standards
Who are some popular authors? 2 Days (ongoing)	<input type="checkbox"/> Know popular authors, illustrators, and books. <input type="checkbox"/> Evaluate books based on interest.	Vocabulary: author, illustrator	AASL V.A Learners develop and satisfy personal curiosity by: <ol style="list-style-type: none"> 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.

<p>What is the Caldecott Medal?</p> <p>2 Days</p>	<p><input type="checkbox"/> Recognize and learn about award-winning illustrators and books.</p>	<p>Vocabulary: Caldecott Medal</p>	<p>AASL V.A Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.
<p>What is the Pennsylvania Young Readers Choice Award?</p> <p>2 Days (ongoing)</p>	<p><input type="checkbox"/> Know the criteria for participation in the Pennsylvania Young Reader's Choice Award program.</p>	<p>Vocabulary: PA Young Reader's Choice Award</p>	<p>AASL V.A Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.

<p>How do I grow as a reader over the summer?</p> <p>1 Day</p>	<p><input type="checkbox"/> Know how to access and check out books over the summer.</p>		<p>AASL V.A</p> <p>Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.
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ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print and/or audio materials
- Outlines and/or study sheets
- Manipulative learning materials
- Alternatives to writing (voice to text/calculator)