



# JC Schools 1st Grade Library Media Yearly Standards

## Overarching Standards

### K-12.AASL.A-D

- A. Think-** Inquire, think critically, and gain knowledge
- B. Create-** Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge
- C. Share-** Share knowledge and participate ethically and productively as members of our democratic society
- D. Grow-** Pursue personal and aesthetic growth

Units	Priority Standards	Supporting Standards
<p><b>Unit 1</b></p> <p><b>Library Skills</b> <b>Digital</b> <b>Citizenship</b></p> <p>Approximately Quarter 1</p>	<p><b>K-2.LM.LO.02</b> Demonstrate proper book care</p> <p><b>K-5.LM.LO.01</b> Recognize, with assistance, that the library is organized in a way to help in the selection of materials.</p> <p><b>K-5.LM.LO.02</b> Find a quality book (5 finger rule, just right books, book awards, etc)</p> <p><b>K-5.LM.LO.03</b> Gather information about a book by using its different parts (components of back and front cover, spine, barcode, call number).</p> <p><b>K-12.ISTE.SS.DC.2a</b> Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p>	<p><b>1.R.1.A.a,b,d,e (Show Me Readers Award)</b> With assistance, develop and demonstrate reading skills in response to read-alouds by:</p> <ul style="list-style-type: none"> <li>a. predicting what might happen next in a text based on the cover, title, and illustrations</li> <li>b. asking and responding to relevant questions</li> <li>d. retelling main idea in sequence including key details</li> <li>e. recognizing beginning, middle, and end</li> </ul>

<p><b>Unit 2</b></p> <p><b>Literacy Library Skills</b></p> <p>Approximately Quarter 2</p>	<p><b>1.R.1.C.a</b> Determine the connection between: a. text to text (text ideas including similarities and differences in fiction and nonfiction)</p> <p><b>1.R.3.A.a</b> Read, infer, and draw conclusions to: use text features to restate the main idea.</p> <p><b>1.R.3.B.a</b> Read, infer, and draw conclusions to: a. distinguish between fiction and nonfiction</p>	<p><b>1.R.1.A.a,b,d,e (Show Me Readers Award)</b> With assistance, develop and demonstrate reading skills in response to read-alouds by: a. predicting what might happen next in a text based on the cover, title, and illustrations b. asking and responding to relevant questions d. retelling main idea in sequence including key details e. recognizing beginning, middle, and end</p>
<p><b>Unit 3</b></p> <p><b>Library Skills Research / Inquiry Literacy Digital Citizenship</b></p> <p>Approximately Quarters 3 &amp; 4</p>	<p><b>1.W.3.A.b-c.</b> With assistance, apply research process to: b. decide what sources of information might be relevant to answer these questions c. gather personal and natural evidence from available sources as well as from interviews with local experts</p> <p><b>1.R.4.A.a,b</b> With assistance, develop an awareness of media literacy by: a. distinguishing purposes of media b. explaining techniques used in media.</p>	<p><b>1.R.1.A.a,b,d,e (Read Alouds)</b> With assistance, develop and demonstrate reading skills in response to read-alouds by: c. predicting what might happen next in a text based on the cover, title, and illustrations d. asking and responding to relevant questions d. retelling main idea in sequence including key details e. recognizing beginning, middle, and end</p>
<p><b>Floating Unit</b></p> <p><b>Innovative Design</b></p> <p>Integrated within Other Units</p>	<p><b>K-12.ISTE.SS.ID</b> Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p>	<p><b>K-12.ISTE.SS.ID.4a</b> Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p> <p><b>K-12.ISTE.SS.ID.4b</b> Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>

		<p><b>K-12.ISTE.SS.ID.4c</b> Students develop, test and refine prototypes as part of a cyclical design process.</p> <p><b>K-12.ISTE.SS.ID.4d</b> Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.</p>
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