



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
Unit 1 Library Skills Digital Citizenship Approximately Quarter 1	K-2.LM.LO.02 Demonstrate proper book care K-5.LM.LO.01 Recognize, with assistance, that the library is organized in a way to help in the selection of materials. K-5.LM.LO.02 Find a quality book (5 finger rule, just right books, book awards, etc) K-5.LM.LO.03 Gather information about a book by using its different parts (components of back and front cover, spine, barcode, call number). K-12.ISTE.SS.DC.2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	1.R.1.A.a,b,d,e (Show Me Readers Award) With assistance, develop and demonstrate reading skills in response to read-alouds by: <ul style="list-style-type: none"> 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>Unit 2</p> <p>Literacy Library Skills</p> <p>Approximately Quarter 2</p>	<p>1.R.1.C.a Determine the connection between: a. text to text (text ideas including similarities and differences in fiction and nonfiction)</p> <p>1.R.3.A.a Read, infer, and draw conclusions to: use text features to restate the main idea.</p> <p>1.R.3.B.a Read, infer, and draw conclusions to: a. distinguish between fiction and nonfiction</p>	<p>1.R.1.A.a,b,d,e (Show Me Readers Award) 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>Unit 3</p> <p>Library Skills Research / Inquiry Literacy Digital Citizenship</p> <p>Approximately Quarters 3 & 4</p>	<p>1.W.3.A.b-c. 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>1.R.4.A.a,b With assistance, develop an awareness of media literacy by: a. distinguishing purposes of media b. explaining techniques used in media.</p>	<p>1.R.1.A.a,b,d,e (Read Alouds) 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>Floating Unit</p> <p>Innovative Design</p> <p>Integrated within Other Units</p>	<p>K-12.ISTE.SS.ID Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p>	<p>K-12.ISTE.SS.ID.4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p> <p>K-12.ISTE.SS.ID.4b Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>

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