

Content: Library and Information Literacy

Big Idea: 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?

Library Information Concept: Identifying Text Features

Curriculum Standard

ELA Standards 1._._ (Band) CC.1.2.E	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Identify text features to locate key facts or information in text.	<ul style="list-style-type: none"> • 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? 	Observation	Print resources from library collection of nonfiction books with table of contents, diagrams, and labels as listed in <i>Destiny</i> resource lists

Big Idea: Effective readers use appropriate strategies to construct meaning (continued)

Library Information Concept: Evaluating Diverse Media

Curriculum Standard

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.2.G			
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Describe key ideas through illustrations and text.	<ul style="list-style-type: none"> • 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? 	Guided discussion following read-aloud of literary nonfiction exemplar texts	Print and digital resources from library collection including 2 books on same subject – one mostly wordless. For example : <i>Mama: a true story in which a baby hippo loses his mama during a tsunami, but finds a new home, and a new mama</i> by Jeanette Winter and <i>Best friends: the story of Owen and Mzee</i> by Roberta Edwards Digital resources: Bookflix (this resource is made available to us free of charge thru PowerLibrary)

Big Idea: Effective readers use appropriate strategies to construct meaning (continued)

**Library Information Concept: Evaluating Arguments
Curriculum Standard**

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.2.H			
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Identify details author uses to support points in text.	<ul style="list-style-type: none"> • 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? 	Guided discussion following read-aloud of literary nonfiction exemplar texts	Print and digital resources from library collection including 2 books on same subject – one mostly wordless. For example : <i>Mama: a true story in which a baby hippo loses his mama during a tsunami, but finds a new home, and a new mama</i> by Jeanette Winter and <i>Best friends: the story of Owen and Mzee</i> by Roberta Edwards Digital resources: Bookflix (this resource is made available to us free of charge thru PowerLibrary)

Big Idea: Effective readers use appropriate strategies to construct meaning (continued)

**Library Information Concept: Selecting Informational Texts and Literary NonFiction
Curriculum Standard**

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.2.L			
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Independently locate and select literary non-fiction on grade level.	<ul style="list-style-type: none"> • 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? 	Check out of materials that student is able to independently read	<i>Destiny</i> circulation statistics

Big Idea: Effective readers use appropriate strategies to construct meaning (continued)

**Library Information Concept: Explaining Different Types of Text
Curriculum Standard**

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.3.E			
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Explain differences between fiction and nonfiction texts	<ul style="list-style-type: none"> • 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? 	Guided discussion following read-alouds/viewing of 2 books on same topic: one fiction and one nonfiction	Print and digital resources from library collection including those in Bookflix (this resource is made available to us free of charge thru PowerLibrary). Bookflix pairs fiction and nonfiction books on the same topic.

Big Idea: Effective readers use appropriate strategies to construct meaning (continued)

**Library Information Concept: Identifying Literary Elements
Curriculum Standard**

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.3.H			
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Identify characters in stories read aloud or read alone	<ul style="list-style-type: none"> • 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? 	Guided discussion following read-aloud/viewing of fiction text.	Print resources from library collection. For example - <i>Owen</i> by Kevin Henkes in print and digital format thru Bookflix ; or <i>The Character in the Book</i> by Kaethe Zemach (print resource)

Big Idea: Effective readers use appropriate strategies to construct meaning (continued)

**Library Information Concept: Identifying Literary Elements
Curriculum Standard**

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.3.G			
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Identify characters, setting and events that occur in story and describe based on illustrations and details.	<ul style="list-style-type: none"> • 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? 	Story map	Print resources from library collection. For example - <i>Owen</i> by Kevin Henkes in print and digital format available thru Bookflix ; or <i>The Character in the Book</i> by Kaethe Zemach (print) <i>Write-on/Wipe-off graphic organizers that build early reading skills</i> - big book; <i>First graphic organizers: Reading</i>

Big Idea: Effective readers use appropriate strategies to construct meaning (continued)

**Library Information Concept: Selecting Literary Fiction
Curriculum Standard**

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.3.K			
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
<ul style="list-style-type: none"> • Independently, select grade-level-appropriate literature in variety of genres. • Apply strategies to create meaning from literature. • Read literature presented in any format to gain meaning by questioning, reflecting, responding, and evaluating. 	<ul style="list-style-type: none"> • 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? 	<p><i>Destiny</i> circulation statistics</p>	<p>Print resources from library collection <i>Destiny</i> circulation system</p>
<p>Vocabulary: bold, book, diagram, digital, electronic book, fiction, information, labels, nonfiction, picture book, print, table of contents, text, wordless</p>			

Big Idea: 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?

Library Information Concept: Evaluating Sources

Curriculum Standard

ELA Standards 1. . . (Band)	Science Standards 3. . . (Band)	SS & H Standards 8. . . (Band)	BCIT Standards 15. . . (Band)
CC.1.4.I			
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Support opinion with reasons	<ul style="list-style-type: none"> • How do readers know what to believe in what they read, hear, and view? • How does interaction with text provoke thinking and response? 	Guided discussion following read-aloud about mammals	Print and digital resources from library collection featuring mammals

Library Information Concept: Research Process: Developing Research Topic and Question(s)

Curriculum Standard

ELA Standards 1. . . (Band)	Science Standards 3. . . (Band)	SS & H Standards 8. . . (Band)	BCIT Standards 15. . . (Band)
CC.1.4.V			
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
As part of a grade-level-appropriate research process, choose topic with guidance	<ul style="list-style-type: none"> • How do readers know what to believe in what they read, hear, and view? • How does interaction with text provoke thinking and response? 	Animal riddle wheel completion	Teacher-created graphic organizer; riddle wheel template; <i>PebbleGo</i> ; print and digital resources from library collection featuring mammals

Vocabulary: fact, opinion, research, riddle, topic			

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Essential Questions:

- What do good listeners do?
- How do active listeners make meaning?
- How do active listeners know what to believe in what they hear?

Library Information Concept: Describing Key Ideas and Details

Curriculum Standard

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.5.B			
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Confirm understanding of text read aloud or presented orally by asking and answering questions about key details.	<ul style="list-style-type: none"> • What do good listeners do? • How do active listeners make meaning? • How do active listeners know what to believe in what they hear? 	Guided discussion following read-aloud and/or viewing	Print resources from library collection - for example, seasonal selections such as <i>A Turkey for Thanksgiving</i> by Eve Bunting; <i>Valentine Bears</i> by Eve Bunting; <i>Bookflix</i> resources – for example, <i>In the Month of Kislev</i> by Nina Jaffe
Vocabulary: details			

Big Idea: 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 speakers employ language and utilize resources to effectively communicate a message?

Library Information Concept: Preparing Multimedia Presentations

Curriculum Standard

ELA Standards 1. . . (Band)	Science Standards 3. . . (Band)	SS & H Standards 8. . . (Band)	BCIT Standards 15. . . (Band)
CC.1.5.F			
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Add drawing or other visual display to presentation to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • How do task, purpose, and audience influence how speakers craft and deliver a message? • How do speakers employ language and utilize resources to effectively communicate a message? 	Venn diagram	Print and digital resources on bears (black, grizzly, polar) from library collection <i>Write-on/Wipe-off graphic organizers that build early reading skills - big book;</i> <i>First graphic organizers: Reading</i>
Vocabulary: compare, contrast, Venn diagram			

Big Idea: 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?

Library Information Concept: Research Process: Effective Inquiry

Curriculum Standard

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.4.V			
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Participate in individual or shared research.	<ul style="list-style-type: none"> • 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? 	Completion of teacher-created graphic organizer	Teacher-created fact recording graphic organizer Print and digital resources from library collection on bears (black, grizzly, polar) <i>Write-on/Wipe-off graphic organizers that build early reading skills - big book;</i> <i>First graphic organizers: Reading ;</i> i-pads to access <i>PebbleGo</i> database

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge (continued)

Library Information Concept: Recalling Information

Curriculum Standard

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.4.W			
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Recall information from past experience or information provided to answer question and, with help, use this information to write answer to question.	<ul style="list-style-type: none"> • 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? 	KWL chart	Library collection of print and digital resources including <i>Bookflix</i> and <i>PebbleGo</i> on bears (black, brown, polar) i-pads to access <i>PebbleGo</i> database
Vocabulary: resources			

Big Idea: 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?

Library Information Concept: Producing and Publishing with Technology

Curriculum Standard

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.4.U			
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
With guidance and support, use digital tools to produce and publish writing in collaboration with peers.	<ul style="list-style-type: none"> • 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? 	Observation	i-pads to access Sock Puppets app
Vocabulary: app, tablet computer			

Big Idea: 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?

Library Information Concept: Demonstrating Technology Etiquette and Safety

Curriculum Standard

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
			15.3.M
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
With prompting and support, demonstrate proper etiquette while using and handling technology (e.g., technology basic care).	<ul style="list-style-type: none"> How do responsible citizens use information ethically? How do responsible citizens use information productively in a global society? 	Observation	i-pads

Library Information Concept: Demonstrating Technology Etiquette and Safety

Curriculum Standard

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
			15.3.T
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
With prompting and support, answer questions about importance of safe, legal and responsible use of technology.	<ul style="list-style-type: none"> How do responsible citizens use information ethically? How do responsible citizens use information productively in a global society? 	Guided discussion	Brain Pop – Internet Safety (free resource); Discovery Education

Big Idea: Responsible citizens use information ethically and productively in a global society (continued)

Library Information Concept: Behaving as a Digital Citizen

Curriculum Standard

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
			15.4.B
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Demonstrate proper care of technology and equipment.	<ul style="list-style-type: none"> How do responsible citizens use information ethically? How do responsible citizens use information productively in a global society? 	Observation	i-pads

Library Information Concept: Using Digital Media

Curriculum Standard

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
			15.4.K
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
With help and support, identify similarities and differences among text, graphics, audio, animation, and video.	<ul style="list-style-type: none"> How do responsible citizens use information ethically? How do responsible citizens use information productively in a global society? 	Guided discussion	i-pads to access <i>PebbleGo</i> database
Vocabulary: citizen			