

**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)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
CC.1.2.E			
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Use various text features and search tools to locate key facts or information in text efficiently in print and digital sources.	How do strategic readers create meaning from informational and literary text? <ul style="list-style-type: none"> <li>• What is this text really about?</li> <li>• How do readers know what to believe?</li> <li>• How does what readers read influence how they should read it?</li> <li>• How does a reader’s purpose influence how text should be read?</li> </ul>	Librarian-directed text feature scavenger hunt	Library resources with table of contents, diagrams, maps, index and labels as listed in <i>Destiny</i> resource lists. i-pads to access <i>PebbleGo</i> database

**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
Explain how graphic representations contribute to and clarify meaning of text.	How do strategic readers create meaning from informational and literary text? <ul style="list-style-type: none"> <li>• What is this text really about?</li> <li>• How do readers know what to believe?</li> <li>• How does what readers read influence how they should read it?</li> <li>• How does a reader's purpose influence how text should be read?</li> </ul>	Guided discussion follow text feature scavenger hunt	Library resources with table of contents, diagrams, maps, index and labels as listed in <i>Destiny</i> resource lists. i-pads to access <i>PebbleGo</i> database

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

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

<b>ELA Standards</b> <b>1._._ (Band)</b>	<b>Science Standards</b> <b>3._._ (Band)</b>	<b>SS &amp; H Standards</b> <b>8._._ (Band)</b>	<b>BCIT Standards</b> <b>15._._ (Band)</b>
CC.1.2.H			
<b>Student Competency</b>	<b>Specific Content / Essential Question</b>	<b>Assessment</b>	<b>Resources / Materials</b>
Describe text that supports author’s points.	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; <i>Bookflix</i> digital resources on topic consistent with science curriculum

**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. With support, use library index to locate non-fiction and informational texts.	How do strategic readers create meaning from informational and literary text? <ul style="list-style-type: none"> <li>• What is this text really about?</li> <li>• How do readers know what to believe?</li> <li>• How does what readers read influence how they should read it?</li> <li>• How does a reader's purpose influence how text should be read?</li> </ul>	Teacher created assessment following instruction on catalog searching <i>Destiny</i> circulation statistics	<i>Website: Mrs. Lodge's library – shelver game</i> <i>Destiny</i> catalog i-pads to access <i>Mrs. Lodge's library</i> website and <i>Destiny Goldisocks and the three libearians</i> by Jackie Sims Hopkins 5 finger rule poster posted on library wall

**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
<ul style="list-style-type: none"> <li>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.</li> <li>Explain plot in story (either in text or digital form) by using information from illustrations and words in text.</li> </ul>	<p>How do strategic readers create meaning from informational and literary text?</p> <ul style="list-style-type: none"> <li>What is this text really about?</li> <li>How do readers know what to believe?</li> <li>How does what readers read influence how they should read it?</li> <li>How does a reader’s purpose influence how text should be read?</li> </ul>	<p>Story map completion</p>	<p>Print and digital resources from library collection. For example, these titles by Wm. Steig: <i>Dr. DeSoto, Brave Irene, Sylvester and the Magic Pebble</i> (also available on <b>BookFlix</b>) <i>Write-on/Wipe-off graphic organizers that build early reading skills</i> – big book in library collection. <i>First graphic organizers: Reading</i></p>

**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"> <li>• Independently, select grade-level-appropriate literature in variety of genres.</li> <li>• Apply strategies to create meaning from literature.</li> <li>• Read literature presented in any format to gain meaning by questioning, reflecting, responding, and evaluating.</li> </ul>	<p>How do strategic readers create meaning from informational and literary text?</p> <ul style="list-style-type: none"> <li>• What is this text really about?</li> <li>• How do readers know what to believe?</li> <li>• How does what readers read influence how they should read it?</li> <li>• How does a reader's purpose influence how text should be read?</li> </ul>	<p>Circulation statistics; observation</p>	<p>Print and digital resources from library collection <i>Destiny</i> circulation system</p>
<p>Vocabulary: author, book, diagram, digital, electronic book, fiction, illustration, illustrator, index, information, labels, map, 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.1.4.1			
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
Support opinion with reasons.	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/viewing	Print and digital resources from library

**Library Information Concept: Evaluating Sources**

**Curriculum Standard**

ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
			15.4.L
Student Competency	Specific Content / Essential Question	Assessment	Resources / Materials
With help and support, use web browser to locate content-specific websites.	How do readers know what to believe in what they read, hear, and view? How does interaction with text	accessing <i>PebbleGo</i> through Safari	i-pads to access <i>PebbleGo</i> database

	provoke thinking and response?		
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**Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information (continued)**

**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	How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?	Insect graphic organizer	Teacher created graphic organizer; Print and digital resources on insects from library’s collection; i-pads to access <i>PebbleGo</i> database
Vocabulary: fact, Internet, opinion, research, topic, website			

**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)
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CC.1.5.B			
<b>Student Competency</b>	<b>Specific Content / Essential Question</b>	<b>Assessment</b>	<b>Resources / Materials</b>
Describe key ideas from text read aloud or presented orally or in another media format.	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 and digital resources from library’s collection – for example, seasonal selections such as <i>What happens in fall?</i> by Lisa Herrington (print) or <i>Animals in fall: preparing for winter</i> by Martha Rustad (digital book) i-pads to access digital books
Vocabulary: details, digital, electronic book, key idea			

**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			
<b>Student Competency</b>	<b>Specific Content / Essential Question</b>	<b>Assessment</b>	<b>Resources / Materials</b>
Add drawing or other visual display to presentation to clarify ideas, thoughts, and feelings.	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?	Insect graphic organizer; Labels on diagram of selected insect	Library’s collection of print and digital resources on insects; <i>PebbleGo</i> i-pads to access <i>PebbleGo</i> database
Vocabulary: diagram, graphic organizer, labels			

**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.	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?	Insect graphic organizer	Teacher-created graphic organizer; Print and digital resources from library’s collection on insects; 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 use this information to write answer to question.	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?	Insect KWL	Print and digital resources from library's collection on insects; i-pads to access <i>PebbleGo</i> database
Vocabulary: resource			

**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.	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?	Keynote presentation on student-selected insect	i-pads to access Keynote app
Vocabulary: app			

**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).	How do responsible citizens use information ethically? How do responsible citizens use information productively in a global society?	Observation of students handling i-pads following librarian directions	i-pads; <i>BrainPop Jr. – Internet safety</i> ; <i>Discovery Education - Internet</i>

**Library Information Concept: Demonstrating Technology Etiquette and Safety**

**Curriculum Standard**

ELA Standards 1._._ (Band)	Science StandardsC 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.	How do responsible citizens use information ethically? How do responsible citizens use information productively in a global society?	Guided discussion after viewing <i>BrainPop</i> video	<i>BrainPop Jr. - Internet safety</i>

**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.	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.	How do responsible citizens use information ethically? How do responsible citizens use information productively in a global society?	Guided discussion	i-pads
Vocabulary: citizen			