

Kindergarten Library Curriculum

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 do you use the parts of a book?
- How do you select and locate materials of interest?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1._._ (Band)	Frequency
Identifying Text Features	K	Identify parts of a book (e.g., title author) and parts of text (e.g., beginning, end, details).	CC.1.2.E (PreK-2)	18x
Evaluating Diverse Media	K	Describe relationships between illustrations and text.	CC.1.2.G (PreK-2)	18x
Selecting Informational Texts	K	Engage in reading activities related to nonfiction with purpose and understanding.	CC.1.2.L (PreK-2)	9x
Identifying Author and Illustrator Roles	K	Define roles of author and illustrator.	CC.1.3.D (PreK-K)	9x
	K	Locate author's and illustrator's names on book cover or title page.	CC.1.3.D (PreK-K)	9x
Explaining Different Types of Text	K	Compare and contrast differences between fiction and nonfiction.	CC.1.3.E (PreK-1)	9x
Identifying Literary Elements	K	Find connections between words and illustrations in book read aloud or read alone. Identify characters in familiar stories and what happens to these characters. Answer questions about characters and compare with characters from familiar stories.	CC.1.3.G (PreK-2)	6x
Selecting Literary Fiction	K	With assistance, select literature.	CC.1.3.K (PreK-2)	30x

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?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1.___ (Band)	Frequency
Describing Key Ideas and Details	K	Ask and answer questions about key details in text read aloud or presented orally.	CC.1.5.B (PreK-2)	18x
	K-2	Identify text-to-self connections, text-to-text connections, and text-to-world connections.	CC.1.5.B (PreK-2)	18x

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 present findings?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1.___ (Band)	Frequency
Research Process: Effective Inquiry	K-2	Participate in individual or shared research.	CC.1.4.V (PreK-K)	1x
Book & eReader Handling Skills	K	Demonstrate proper book handling skills and correct procedures for using ebooks (e.g., how to turn device on and off, turn pages, protect screen).	CC.1.1.A (PreK-2)	4x
	K	Demonstrate proper handling skills for print (e.g., how to open and hold properly, turn pages correctly, use bookmarks, and return materials to proper place).	CC.1.1.A (PreK-K)	6x

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 Concepts	Grade Level	Competencies What students should be able to do; key skills	BCIT Standards 15._._ (Band)	Frequency
Demonstrating Technology Safety	K-2	With prompting and support, answer questions about importance of safe, legal, and responsible use of technology: • Privacy • Internet exposes us to worldwide inter-connectedness	15.3.T (PreK-2)	6x
Behaving as a Digital Citizen	K-2	Demonstrate proper care of technology and equipment.	15.4.B (PreK-2)	6x