PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Library & Information Literacy

Curriculum Writing Committee:

Heather Haupt

Grade Level: K

Date of Board Approval: _____

Course Weighting: Course Name

Gradebook Category - should reflect PLC agreed upon gradebook categories	% or points

Curriculum Map

Overview: This course is designed to ensure that students become information literate. Instruction is provided to foster competence in finding, evaluating and using information in a variety of formats. This program also seeks to stimulate an interest in reading for both pleasure and information.

Our school libraries create inviting, dynamic, 21st century learning environments and services that support information literacy and life-long learning. Students should experience the power and variety of collective resources to become critical thinkers, enthusiastic readers, skillful researchers and ethical users and creators of ideas and information. Our goal is to provide instruction in competent information usage while promoting an interest in and understanding of various resources, ethical usage of ideas and information literacy skills.

Goals:

Marking Period 1 (9 class periods)

1. **Marking Period One -Overview with time range in days:**
   Book, eReader, & Technology Handling Skills -3 days
   Identifying Text Features – 1 day
   Selecting Literary Fiction – 2 day
   Internet Safety – 1 day
   Describing Key Ideas and Details – 2 days

- Basic library skills/expectations - 3 days
  - Personalizing lifelong learning
  - Developing self-awareness and self-management
- Parts of a Book - 3 days
  - Identifying and using text features
- Fiction and Nonfiction - 3 days

- Selecting and reading literary fiction, nonfiction and informational texts

Marking Period One –Goals:

Understanding of:

- Proper book and electronic book reader handling
- Proper use of new technology hardware and software
- Parts of a book
- Selecting literary fiction
- Proper technology etiquette
- Proper care of technology and equipment
- Key details

2. **Marking Period Two -Overview with time range in days:**

Research Process – 2 days

Evaluating Diverse Media – 1 day

Evaluating Arguments – 1 day

Selecting Informational Text & Literary Non-Fiction – 2 days

Identifying Author and Illustrator Roles – 2 days

Explaining Different Types of Text – 1 day

Identifying Literary Elements – 2 days

- Listening and Comprehension Skills - 3 days
  - Listening for enjoyment and meaning
- Authors/Illustrators - 3 days
  - Recall information from experiences to answer a question, with guidance and support
- Early Information Skills - 3 days
  - Talking about characters, settings or favorite parts
  - Making simple predictions

Marking Period Two -Goals:

Understanding of:

- Relationships between illustrations and text
- Author point of view
- Fiction and non-fiction
- Author and Illustrator roles
- Author details
- Character, setting, and events in a story

Big Ideas:

UNIT: Basic Library Skills, Manners, and Safety
Learners Explore

Big Idea # 1: Effective research requires the use of varied resources to gain or expand knowledge.

Learners read, discover and innovate with a growth mindset developed through experience and reflection.

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?

- How do learners develop and satisfy personal curiosity?
- How do learners read widely and deeply in multiple formats and create for a variety of purposes?
- How do learners persevere to solve problems through inquiry, implementation and reflection?
- How do learners organize and synthesize information from various sources?

Concepts:

- Describing Key Idea and Details
- Selecting and reading literary fiction, nonfiction and informational texts
- Using and presenting information in different media formats
- Personalizing lifelong learning
- Developing self-awareness and self-management

Competencies:

- Ask and answer questions about key details in text read aloud or presented orally.

- Select grade-level appropriate literature, with assistance.
- Describe relationships between illustrations and text.
- Demonstrate awareness of self and one's own preferences.

UNIT: Effective Readers Learners Inquire

Big Idea # 1: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Learners build new knowledge by inquiring, reading, thinking critically, identifying problems and developing strategies for solving problems.

Essential Questions:

- What do good listeners do?
- How do active listeners make sense?
- How do active listeners know what to believe in what they hear?
- How do learners display curiosity and initiative?
- How do learners engage with and create meaning from information and text?
- How do learners participate in an inquiry-based process?

Concepts:

- Describing Key Ideas and Details
- Identifying and Using Text Features
- Applying Strategies to Create Meaning in Literary Fiction
- Summarizing Main Idea and Details

Competencies:

- Ask and answer questions about key details intext read aloud or presented orally.
- Identify parts of a book e.g., title, author and parts of text e.g., beginning, end, details.
- Use illustrations and familiar words to create meaning from text by questioning, reflecting, responding and evaluating.
- Ask and answer questions about key details in the text read aloud or presented orally.

Big Idea # 2: 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?

Concepts:

- Evaluating Diverse Media
- Evaluating Arguments
- Selecting Informational Texts & Literary Non-Fiction
- Identifying Author and Illustrator Roles
- Explaining Different Types of Text
- Identifying Literary Elements

Competencies:

- Describe relationships between illustrations and text.
- With support, identify why the author uses certain details to support points in text.
- Engage in reading activities related to non-fiction with purpose and understanding.
- Define roles of author and illustrator.
- Compare and contrast differences between fiction and non-fiction.
- Find connections between words and illustrations in books read aloud or read alone.
- Identify characters in familiar stories.
- Identify similarities and differences among characters from different stories.

Textbook and Supplemental Resources:

- **Supplemental Resources:**

Unit: Learners Explore - Access to the library collection, a selection of grade-level appropriate fiction and nonfiction books, read-aloud videos, examples of previously damaged books; websites for parts of a book, including: https://4kinderteachers.com/parts-of-a-book/ and https://abcsofliteracy.com/parts-of-a-book-poster-worksheet/

Unit: Learners Inquire - Access to the library collection, a selection of grade-level appropriate books by famous authors, such as Dr. Seuss, Mo Willems, Eric Carle, etc.; various video read-alouds (Bookflix, Tumblebooks, Teachertube, Youtube, Storyline Online)

Curriculum Plan

Unit 1: Basic Library Skills, Manners & Safety **Time Range in Days: 9 class periods**
Learners Explore

- **Standards:**
  PA Common Core Standards for English Language Arts
  Business, Computer and Information Technology Standards

  PA Academic Standards - English Language Arts
  AASL Standards for Learners
  ISTE Standards for Students

  Standards Addressed: CC.1.1A, CC.1.2.E, CC.1.3.K, 15.3.M, 15.3.T, 15.4.B, 15.4.K

  Standards Addressed:

  PA CC ELA-
  1.3.K.K - Actively engage in group reading activities with purpose and understanding.
  1.2.K.G - Answers questions to describe the relationship between illustrations and the text in which they appear.

  AASL -
  V.A.1 - Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

  ISTE -
  3d Students build knowledge by exploring real-world issues and gain experience in applying their learning in authentic settings.

Overview: Students will learn skills to enhance their library experience.

Focus Question(s):

1. How do you properly care for books?
2. What is the proper way of locating books in a library?
3. What is acceptable behavior and manners to be used in the library?
4. How do you be safe online?

Goals: Students will learn the layout of the library and proper library and technology behavior and etiquette.

Objectives:

1. Students will be able to locate and show where to find a specific book. (DOK 1 and DOK 2)
2. Students will be able to critique proper library manners. (DOK 4)
3. Students will be able to apply school rules in the library. (DOK 4)
4. Students will be able to distinguish appropriate library behavior from inappropriate library behavior. (DOK 2)
5. Students will be able to tell the difference between proper and improper book care. (DOK 1)
6. Students will be able to relate to using the internet and technology safely. (DOK 2)
7. Students will be able to use basic functions of a computer and web browser. (DOK 1)
8. Students will be able to use basic functions of new technology (i.e. Z-space, Google Cardboard, etc.). (DOK 1)

1. Students will successfully demonstrate basic library skills and expectations (book care, checkout procedures, library manners, etc.) (DOK 1)
2. Students will be able to distinguish between Fiction and Nonfiction. (DOK 2)
3. Students will be able to locate fiction and nonfiction books in the library. (DOK 1)
4. Students will correctly locate/identify and describe the purpose of the various parts of a book. (DOK 1 & 2)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on proper book care:
    a. Removing and replacing books on the shelf
    b. Possible ways books can be damaged
    c. Return policy
2. Direct discussion with students on appropriate behavior in the school and the library.
3. Discussion of being polite to others in the library.
4. Discussion of respecting the materials and equipment in the library.
5. Direct instruction on the three main risks of using technology. (inappropriate contact, content, and conduct)
6. Students will watch "Faux Paw's Adventures on the Internet" video followed by teacher-led discussion on the concepts presented in the video.
7. Direct instruction on various parts of the computer and its uses. (cursor, desktop, various keys on the keyboard, how to navigate the computer, mouse)
8. Direct instruction on the basic use of a web browser and searching with keywords.
9. Direct instruction on the use of an iPad. (on/off, apps, volume, closing apps, etc)

5. Direct instruction on fiction and nonfiction - characteristics of each, book formats, location in the library and examples of each. Librarian can read excerpts from selected titles and students can discuss how they can determine if a book is fiction or nonfiction.

6. Direct instruction on the parts of a book - key points should include:

- Cover: the outside of the book that protects pages and often has the title and pictures.
- Title: the name of the book found on the cover and sometimes the spine.
- Author: the person who wrote the words in the book.
- Illustrator: the person who created the pictures (if the book has pictures).
- Spine: the thin edge where the pages are held together; it often shows the title when the book is on a shelf.
- Pages: the sheets inside the book where the words and pictures appear.

7. Direct instruction of how to properly care for technology (Chromebooks) - how to carry, proper charging procedure, avoiding food and drinks while using, etc.

Assessments:

Diagnostic: observation and questions to determine prior knowledge

Formative: questions and answers during direct instruction; partner turn and talk activity to point out parts of a book; quick checks (thumbs up or down) to see if students can identify book parts; teacher observation of library skills/expectations; fiction vs. nonfiction sorting activity

Summative: verbal questions from librarian; a one-page worksheet where they label a picture of a closed book and an open book (cover, spine, title, author, illustrator, pages). Then each student will orally tell the teacher or a partner one part of the book and what it does.

Extensions:

1. As a group, list unacceptable library behavior.
2. Family Reading Task: Send home a simple note asking families to read one book and with their child point out and name at least two parts of the book (cover, title, author, illustrator, pages, spine). Students return a short sticker or check box indicating they completed the task.

Correctives:

1. Teacher reminder to individuals on correct manners and book care.
2. Picture cues for emergent readers.

Curriculum Plan

Unit: Effective Readers Learners Inquire **Time Range in Days: 9 days**

Standard(s):
PA Common Core Standards for English Language Arts
AASL Standards for Learners

Standards Addressed:
CC.1.5.B, CC.1.2.G, CC.1.2.H, CC.1.2.L, CC. 1.3.D, CC.1.3.E, CC.1.3.G, CC.1.3.H

PA CC ELA -
1.2.K.E - Identify parts of a book (title, author) and parts of a text (beginning, end, details).
1.3.K.K - Actively engage in group reading activities with purpose and understanding.
1.5.K.B - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

AASL -
I.B.2 Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.
IV.A.2 Learners act on an information need by identifying possible sources of information.
V.A.1 Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.
I.A.2 Learners display curiosity and initiative by recalling prior and background knowledge as a context for new meaning.
I.B.1 Learners engage with new knowledge by following a process that includes using evidence to investigate questions.
I.C.1 Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others.

Overview: Students will learn about a variety of genres and various authors.

Focus Question(s):
1. What are the differences between fiction and non-fiction?
2. What is the difference between an author and an illustrator?
3. What are the characters of a story?

Goals: Students will develop an appreciation of various authors and a variety of genres.

Objectives:

1. Students will be able to differentiate between fiction and non-fiction. (DOK 3)
2. Students will be able to compare the writing styles of various authors. (DOK 3)
3. Students will be able to recognize different authors appropriate for their grade level. (DOK 1)
4. Students will be able to investigate and analyze works of various authors and illustrators. (DOK 3 and DOK 4)
5. Students will be able to compare stories to classroom concepts. (DOK 2)

    1. Students will be able to attend to a speaker/reader for short periods (listen to a story). (DOK 1)
    2. Students will demonstrate active listening behaviors, such as facing the speaker, making eye contact and staying quiet while others talk. (DOK 1)
    3. Students will respond appropriately to simple questions or prompts after listening. (DOK 1)
    4. Students will be able to retell key details from a story read aloud using words, drawings or actions. (DOK 1)
    5. Students will be able to answer basic comprehension questions (who, what, where) about a story. (DOK 2)
    6. Students will make simple predictions about what will happen next in a story. (DOK 2)
    7. Students will be able to connect personal experiences to listening content. (DOK 2)
    8. Students will recognize the names of selected famous authors and/or illustrators - Dr. Seuss, Mo Willems, Eric Carle, etc. (DOK 1)
    9. Students will be able to identify an author and illustrator and explain their roles in creating a book. (DOK 1)
    10. Students will be able to compare two books by the same author or illustrator (characters, colors, themes, etc.) (DOK 2)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction of the difference between fiction and non-fiction. Examples of various titles and the classification of fiction or non-fiction with the class.
2. Emphasis and review the physical arrangement of fiction and non-fiction by the difference in call number.
3. Read titles by authors in a variety of formats (online, audio, and traditional text).
4. Teacher-led discussion of concepts and topics studied in the classroom and relate them to the stories discussed in the library.

    1. Librarian will share/read aloud selected, grade-appropriate books, followed by discussion and activities to assess understanding.

2. Read alouds of favorite authors and illustrators, followed by discussion of their writing or artistic style. Librarian can share multiple books by the same author and students can look/listen for common features.

3. Librarian can promote a selected author or illustrator each month and his/her works.

4. Librarian can model "think-aloud" procedures while sharing a book, to help students understand how to make predictions.

Assessments:

Diagnostic: Observation and question/answers of prior knowledge; "thumbs up, thumbs down" to assess student understanding

Formative: teacher observation, student check out; "turn and talk" chats with a partner to share what they remember/enjoy about a story; draw and tell (students draw their favorite part); retelling with props

Summative: students locating books according to spine label, student paragraph on author. Sentence starters "This book was about…" that can be answered orally; Sequence Walk - place picture cards around the room/library and have students move in order of events

Extensions:

1. Make a class game of locating fiction or non-fiction books by a topic.
2. Students will write a paragraph about their favorite author.

1. Students will act out the events of a story presented to them.

2. Students will independently "read" or check out additional books by selected authors/illustrators.

Correctives:

1. Students can work in pairs to view and find information on various books.

1. Repetition of core activities for review/reinforcement.