



# **PLANNED INSTRUCTION**

## **A PLANNED COURSE FOR:**

Library & Information Literacy

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### **Curriculum Writing Committee:**

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**Grade Level:**     K    

**Date of Board Approval:**     June 2026

# Curriculum Map

**Overview:** 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:

- 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 text

#### 2. Marking Period Two -Overview with time range in 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

## Big Ideas:

### UNIT: Learners Explore

**Big Idea # 1: Learners read, discover and innovate with a growth mindset developed through experience and reflection.**

### Essential Questions:

- 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:**

- 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:**

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

**UNIT: Learners Inquire**

**Big Idea # 1: Learners build new knowledge by inquiring, reading, thinking critically, identifying problems and developing strategies for solving problems.**

**Essential Questions:**

- 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:**

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

**Competencies:**

- 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.

**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://abcsoliteracy.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: Learners Explore

Time Range in Days: 9 class periods

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

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.

### Objectives:

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 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: Learners Inquire**

**Time Range in Days: 9 days**

**Standard(s):**

PA Common Core Standards for English Language Arts  
AASL Standards for Learners

**Standards Addressed:**

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.

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. 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:** 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. 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. Repetition of core activities for review/reinforcement.