The Williamsville Central School District Library Curriculum is a combination of the New York State Common Core Standards for ELA and the American Association of School Librarians (AASL) Standards for the 21st Century Learner.

**Information literacy** has progressed from the simple definition of using reference resources to find information:

* Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century.
* The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.
* Learning is enhanced by opportunities to share and learn with others.
* Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.
* School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.

The following is a brief description of the curriculum for **First Grade**:

1. Library Citizenship:

* Respecting others
* Rules for discussion
* Responsibility and care of books

1. Library Terms:

* Understand differences between Fictional and Informational text

1. Conventions of Standard English:

* Identify multiple-meaning words based on background knowledge and context clues
* Be able to give an opinion
* Make inferences

1. Key Ideas & Details:

* Read, view and listen for information in order to ask and answer questions
* Identify main characters, main idea, key details and point of view
* Be able to make connections between two individuals, events, ideas or pieces of information
* Know how to retell stories

1. Craft & Structure:

* Identify parts of a book
* Name the author and illustrator
* Sequencing
* Identify headings, Table of Contents, Glossary and captions
* Respond to poetry

1. Integration of Knowledge and Ideas:

* Make predictions based on illustrations and text
* Understand similarities and differences in two informational texts
* Describe characters, settings or events

1. Research Skills:

* Use the writing process to create products that express new understanding
* Give an opinion based on facts or evidence
* Choose a topic and supply facts about the topic

1. Range of Reading:

* Read for pleasure and personal growth
* Make connections with own self, the world and previous readings

| **Declarative Knowledge**  ***Students will know and understand….*** | **Procedural Knowledge**  ***Students will be able to…*** | **Key Vocabulary** |
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| **LIBRARY CITIZENSHIP:**  CC.1.SL.1.a  Comprehension & Collaboration: Students will understand rules for discussions (e.g. listening to others, taking turns speaking). | Respect the differing interests and experiences of others. Students will show responsibility toward care of books and general use of library. Students will participate within an intellectual network of learners. | citizenship  respect  responsibility  cooperation |
| **LIBRARY CITIZENSHIP:**  CC.1.SL.3 / AASL 1.4.4  Comprehension & Collaboration: Students will understand when it is appropriate to seek help, get information or clarify something that is not understood. | Know it is appropriate to ask for help in finding materials. Students will demonstrate patience/independence in self-selection. | patient/patience  independent/independence  emergency |
| **LIBRARY TERMS**  CC.1.R.L.5  Craft & Structure  Students will understand major differences between informational text and literary text. | Explain differences between informational text (books that give information) and literary text (books that tell a story). | informational text  fiction |
| **CONVENTIONS OF STANDARD ENGLISH:**  CC.1.L.4  Vocabulary Acquisition & Use  Students need to know that words can have more than one meaning. | Determine or clarify the meaning of unknown and multiple-meaning words based on prior and background knowledge as context for new learning. | past  background  knowledge  \*vocabulary dependent on story chosen |
| **CONVENTIONS OF STANDARD ENGLISH**  CC.1.R.F.4.a  Students will read grade-level text with purpose and understanding. | Read, view, and listen for information presented in any format in order to make inferences and gather meaning.  (Write, draw, give an opinion or information) | opinion  fiction  information |
| **KEY IDEAS & DETAILS**  CC.1.R.I.1 / AASL 1.1.6  Students will understand what a key detail is and know how to find it in a text. | With prompting and support, ask and answer questions about key details in a text. | key detail |
| **KEY IDEAS & DETAILS**  CC.1.R.I.2 / AASL 1.1.7  Students will understand main idea/topic of a text. | With prompting and support, make sense of information by identifying main idea, point of view and key details. | main idea  point of view  key detail |
| **KEY IDEAS & DETAILS**  CC.1.R.I.3 / AASL 1.1.6  Students will understand the connections between two individuals, events, ideas or pieces of information in a text. | With prompting and support, make inferences and gather meaning by describing the connection between two individuals, events, ideas or pieces of information in a text. | connection  events  character/individual  information |
| **KEY IDEAS & DETAILS**  CC.1.R.L.2/CC.1.R.L.3/CC.1.W.3/AASL 4.1.3  Students will know how to retell stories, including key details, to describe characters, setting and sequence of events. | With prompting and support, respond to literature (e.g. writing, speaking, drawing or technology tools) by demonstrating understanding of the central message or lesson. | retell/recount  characters  settings  sequence of events |
| **CRAFT & STRUCTURE**  CC.1.R.I.5  Students will know and use various text features (e.g. headings, table of contents, glossary, captions). | With prompting and support, use text features in order to locate key facts or information in a text. | headings  table of contents  glossary  captions |
| **CRAFT & STRUCTURE**  CC.1.R.L.4  Students will understand how to identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | Respond to literature through creative expression in various formats. | poetry  senses  feelings |
| **INTEGRATION OF KNOWLEDGE**  CC.1.R.I.7  Students will understand how to use images/illustrations and details in an informational text to support its key idea. | With prompting and support, use images/illustrations and details in an informational text to describe its key idea. | informational text  key idea  image/illustration |
| **INTEGRATION OF KNOWLEDGE**  CC.1.R.L.7  Students will understand how to use images/illustrations and details in a story/literary text to describe characters, settings or events. | With prompting and support, use images/illustrations and details in a story/literary text to describe characters, setting or events. | fiction  characters  setting  event |
| **INTEGRATION OF KNOWLEDGE**  CC.1.R.I.8  Students will know how to find the key details that support the key idea in a specific text. | With prompting and support, use strategies (e.g. predictions, illustrations) to find key details in a text that support the key idea. | key idea  key details  prediction |
| **INTEGRATION OF KNOWLEDGE**  CC.1.R.I.9  Students will understand similarities and differences between two informational texts on the same topic. | Find the similarities and differences presented in two informational text on the same topic. | informational text  similarities  differences |
| **INTEGRATION OF KNOWLEDGE**  CC.1.R.L.9  Students will understand how to compare and contrast the adventures and experiences of characters in a literary text. | Compare and contrast the adventures and experiences of characters in literary texts. | fiction  compare  contrast  adventure  experience |
| **RESEARCH**  CC.1.SL.4 / AASL 2.1.6  Presentation of Knowledge & Ideas  Students will know and understand how to describe familiar people, places, things and events with relevant details. | Use the writing process, drawings or other visual displays to create products that express new understanding. | research  \*vocabulary relevant to text/topic |
| **RESEARCH**  CC.1.W.1 / AASL 4.1.3  Text Types & Purposes  Students will understand what an opinion is. Students will know how to give a reason to support the opinion about a topic or book. | With prompting and support, respond to literature in various formats. | opinion  fact/reason |
| **RESEARCH**  CC.1.W.2  Text Types & Purposes  Students will know how to use informational text. | With prompting and support, using informational text, name a topic and supply some facts about the topic. | informational text  topic  fact |
| **RANGE OF READING**  CC.1.R.I.10 / CC.1.R.L.10 / AASL 1.1.6  By the end of the year, students will know to read and select informational text (e.g. history, science) and literature (e.g. stories, poetry) with scaffolding as needed. | Read, widely and fluently, for pleasure and personal growth. Be able to make connections with own self, the world and previous reading. | T/T (text to text)  T/S (text to self)  T/W (text to world) |

**Appendix – Grade 1**

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| Common Core Standards - ELA | AASL Standards |
| CC.1.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. | 1.1.2 Use prior and background knowledge as context for new learning. |
| CC.1.R.F.4.a Read grade-level text with purpose and understanding. | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. |
| CC.1.R.I.1 Key Ideas and Details: Ask and answer questions about key details in a text. | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. |
| CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text. | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
| CC.1.R.I.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text. | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
| CC.1.R.I.5 Craft and Structure: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. |
| CC.1.R.I.7 Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas. | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.1.R.I.8 Integration of Knowledge and Ideas: Identify the reasons an author gives to support points in a text. | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. |
| CC.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
| CC.1.R.I.10 Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1. | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. |
| CC.1.R.L.2 Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson. | 3.1.3 Use writing and speaking skills to communicate new understandings effectively.  4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.1.R.L.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details. | 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.1.R.L.4 Craft and Structure: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.1.R.L.5 Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | 4.3.2 Recognize that resources are created for a variety of purposes. |
| CC.1.R.L.7 Integration of Knowledge and Ideas: Use illustrations and details in a story to describe its characters, setting, or events. | 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.1.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the adventures and experiences of characters in stories. | 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.1.R.L.10 Range of Reading and Level of Text Complexity: With prompting and support, read prose and poetry of appropriate complexity for grade 1. | 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading. |
| CC.1.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | 1.3.4 Contribute to the exchange of ideas within the learning community.  2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.  3.1.2 Participate and collaborate as members of a social and intellectual network of learners.  3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.  3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints. |
| CC.1.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | 1.1.3 Develop and refine a range of questions to frame search for new understanding.  1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  1.4.4 Seek appropriate help when needed.  2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. |
| CC.1.SL.4 Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. |
| CC.1.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.  2.2.4 Demonstrate personal productivity by completing products to express learning.  4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.  2.2.4 Demonstrate personal productivity by completing products to express learning.  3.1.3 Use writing and speaking skills to communicate new understandings effectively. |
| CC.1.W.3 Text Types and Purposes: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.  2.2.4 Demonstrate personal productivity by completing products to express learning. |
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