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 **Third Grade**:

1. Library Citizenship:
* Respecting the differing interests and experiences of others
* Rules for discussion
* Responsibility and care of books
1. Search Skills:
* Use the Destiny Online Catalog to search title, author, series and keyword
* Locate items on shelves using call numbers
* Retrieve information from WCSD Online Databases
1. Key Ideas & Details:
* Identify main and supporting ideas and point of view in a text
* Develop and refine a range of questions referring to the text
* Gather diverse sources such as historical text, scientific text, and technical text
* Gather information presented in any format (textual, visual, media and digital)
* Determine the central lesson within various genres
1. Integration of Knowledge and Ideas:
* Gather information from maps, charts, diagrams and other illustrations
* Find, compare and contrast two informational texts on the same topic
* Compare and contrast themes, plots, settings written by the same author
* Describe the mood of a character or setting
1. Research Skills:
* Follow an inquiry-based process to create products that express new understanding
* Give an opinion using linking words such as “because of” and “therefore”
* Choose a topic and supply facts about the topic
* Use the writing process, audio-visual resources, and speaking skills to present finished products
* Display initiative and engagement in research process
* Develop critical thinking skills
* Find, evaluate and select appropriate resources to answer questions
* Create a Works Cited list and understand copyright
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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| **CITIZENSHIP**CC.3.SL.1 / CC.3.SL.1cComprehension & Collaboration: Students will understand rules for discussion and library etiquette. Students will know when to ask questions to check understanding, stay on topic, and link their comments to the remarks of others. | 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. | Review: library etiquette & responsibility |
| **SEARCH SKILLS**CC.3.R.I.5Craft & StructureStudents will know how to locate information relevant to a given topic effectively. | Locate information relevant to a given topic using keywords, sidebars, hyperlinks. | online catalog/Destinykey wordsidebarshyperlinks |
| **SEARCH SKILLS**Students will know how to effectively use district online databases to perform search strategies and information retrieval.  | Retrieve information from online databases. | online databases |
| **LOCATION SKILLS**Students will know how to effectively locate library items on the shelves using call numbers. | Locate items on the shelves using call numbers. | call number |
| **KEY IDEAS & DETAILS**AASL 1.1.7Students will understand and make sense of information gathered from diverse sources by identifying main and supporting ideas and point of view/bias. | Identify main and supporting ideas and point of view/bias in a text. | main ideasupporting ideapoint of viewbias |
| **KEY IDEAS & DETAILS**CC.3.R.I.1 / AASL 1.1.3Students will know how to ask and answer questions to demonstrate understanding of a text. | Develop and refine a range of questions referring to the text as a basis for the answers. | \*vocabulary relevant to text |
| **KEY IDEAS & DETAILS**CC.3.R.I.3 / AASL 1.1.7Students will know how to identify events procedures, ideas or concepts in a historical, scientific or technical text based on the text. | Gather diverse sources and make sense of information by identifying main and supporting ideas, conflicting information, point of view/bias. | main ideasupporting ideabias/ point of viewhistorical textscientific texttechnical text |
| **KEY IDEAS & DETAILS**CC.3.R.L.1 / AASL 1.1.6Students will know how to read, view and listen for information. They will know how to ask and answer questions to demonstrate understanding of the text. | Use information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. | inferences |
| **KEY IDEAS & DETAILS**CC.3.R.L.2Students will know the differences between the literary genres, including fables, folktales and myths from diverse cultures. | Respond to literature by determining the central lesson or moral within various genres. | genresfablesfolktalesmythology |
| **INTEGRATION OF KNOWLEDGE**CC.3.R.I.7 / AASL 1.1.6Students will know how to use information gained from illustrations and interrogative words. | Make inferences and gather meaning from illustrations (e.g. maps, photographs) and interrogatives (5 Ws: who, what, when, where, why) | mapschartsdiagramskey events |
| **INTEGRATION OF KNOWLEDGE**CC.3.R.I.9Students will understand how to compare and contrast the most important points presented by two informational texts on the same topic. | Find the most important points presented in two informational texts on the same topic. Students will then compare and contrast them. | informational textcomparecontrast |
| **INTEGRATION OF KNOWLEDGE**CC.3.R.L.9Students will know how to compare and contrast the themes, plots, settings of stories written by the same author (e.g. books in a series). | Compare and contrast themes, plots, settings in stories written by the same author. | author study |
| **INTEGRATION OF KNOWLEDGE**CC.3.R.L.7 / AASL 4.1.3Students will understand how specific aspects of illustrations contribute to what is conveyed by the text. | Respond to literature by describing how illustrations create mood and emphasize aspects of a character or setting. | mood |
| **RESEARCH**CC.3.SL.1.d /AASL 1.1.1Comprehension & CollaborationStudents will know how to follow an inquiry-based research process in seeking knowledge in curricular subjects and make real-world connections. | Follow an inquiry-based process, use prior and background knowledge as context for new learning. | inquiry-based research process |
| **RESEARCH**CC.3.SL.2 / AASL 1.1.7Comprehension & CollaborationStudents will understand and make sense of information gathered from diverse sources by identifying main and supporting ideas, and point of view or bias. | Identify main and supporting ideas, and point of view/bias in the text. | main ideasupporting ideapoint of viewbias |
| **RESEARCH**AASL 1.2.1Students will understand the importance of posing questions and investigating the answers in order to go beyond the collection of superficial facts. | Display initiative and engagement in research activities. Students will be able to identify the reasons and evidence provided to support particular points. (CC.3.SL.3) | investigateevidence |
| **RESEARCH**CC.3.SL.4/ CC.3.SL.5/ AASL 2.1.6, 3.1.3Students will know how to use the writing process, speaking skills, media and visual literacy and/or technology skills to create products that express new understanding.  | Tell or recount a story/ create audio recording/ add drawing or other visual displays to clarify ideas, thoughts and feelings. | writing processspeaking skillsaudio/visual recordings |
| **RESEARCH**CC.3.W.1aText Types & PurposesStudents will understand what an opinion piece is based on a literary text. Students will know how to support an opinion. | Write or state an opinion about a topic or book using linking words (e.g. because, therefore, since, for example). | opinionlinking words |
| **RESEARCH**AASL 2.1.1Students will know how to follow an inquiry-based research process by applying critical thinking skills in order to construct new understanding and draw conclusions. | Develop an inquiry-based research project by using critical thinking skills, namely analysis, synthesis, evaluation and organization.  | Review: inquiry-based research processCritical thinking skills:* analysis
* synthesis
* evaluation
* organization
 |
| **RESEARCH**AASL 1.2.3Students will understand how to demonstrate creativity by using multiple formats. | Organize and display knowledge effectively (e.g. the writing process, speaking skills, visual display and technology tools). | effectivepresentation |
| **RESEARCH**CC.3.W.8Students will know how to take relevant notes from print and digital sources and sort evidence into provided categories. Students will understand how to create a list of sources (works cited). | Find, evaluate and select appropriate sources to answer questions. Students will respect copyright/intellectual property and follow ethical and legal guidelines in collecting information. | sourcesnote takingcopyrightWorks Cited |
| **RANGE OF READING**CC.3.R.I.10 / CC.3.R.L.10By the end of the year, students will read and comprehend literature, including stories, dramas and poetry, and informational text, including history, social studies, science, and technical texts, 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 3**

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| Common Core Standards - ELA | AASL Standards |
| CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 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. |
|  | 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
| CC.3.R.I.3 Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. |
| CC.3.R.I.5 Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |  |
| CC.3.R.I.7 Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | 1.1.4 Find, evaluate, and select appropriate sources to answer questions.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.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic. | 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.3.R.I.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. |  |
| CC.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 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.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the 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.4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.3.R.L.7 Integration of Knowledge and Ideas: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.3.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | 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.3.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. | 4.1.1 Read, view, and listen for pleasure and personal growth.4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading. |
| CC.3.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. | 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.3.SL.1.c Comprehension and Collaboration: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | 1.1.3 Develop and refine a range of questions to frame search for new understanding. |
| CC.3.SL.1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion. | 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.1.1.2 Use prior and background knowledge as context for new learning. |
| CC.3.SL.2 Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | 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. |
|  | 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. |
| CC.3.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | 3.1.3 Use writing and speaking skills to communicate new understandings effectively. |
|  | 1.2.3 Demonstrate creativity by using multiple resources and formats. |
| CC.3.SL.5 Presentation of Knowledge and Ideas: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.3.1.3 Use writing and speaking skills to communicate new understandings effectively.3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. |
|  | 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. |
| CC.3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | 2.1.2 Organize knowledge so that it is useful.3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.3.1.3 Use writing and speaking skills to communicate new understandings effectively. |
| CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.1.1.2 Use prior and background knowledge as context for new learning.1.1.4 Find, evaluate, and select appropriate sources to answer questions.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.2.1.2 Organize knowledge so that it is useful.2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.2.1.4 Use technology and other information tools to analyze and organize information.2.4.1 Determine how to act on information (accept, reject, modify). |