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 **Fourth 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 independently to search title, author, series and keyword
* Locate items on shelves using call numbers
* Retrieve information from WCSD Online Databases
* Evaluate website and download information in an ethical manner

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
* Identify conflicting information
* Summarize and determine the theme in a text
* Self-select appropriate literature from different genres
* Describe differences between a first-hand and second-hand account of the same event
* Gather diverse sources such as historical text, scientific text, and technical text
* Gather information presented in any format (textual, visual, media and digital)

1. Integration of Knowledge and Ideas:

* Gather information from maps, charts, diagrams, timelines and animations from appropriate webpages and other illustrations
* Effectively use Table of Contents, Index, Captions and Glossary
* Understand bias
* Find, compare and contrast two informational texts on the same topic
* Use note taking and graphic organizers
* Continue reading of mythology and folklore

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
* Organize knowledge so that it is useful
* 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.4.SL.1.a  Comprehension & Collaboration: Students will understand rules for discussion and library etiquette. | 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**  Students will know how to effectively use the online library catalog when searching for title, author, keyword, series, and when managing their own account. | Navigate the online library catalog independently. | online catalog/Destiny Search terms: title, author, keyword, subject, series |
| **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 |
| **SEARCH SKILLS**  Students will know how to effectively evaluate websites as a part of the research process in an ethical manner. | Evaluate websites and download information in an ethical manner. | evaluate  websites  ethics |
| **LOCATION SKILLS**  Students will know how to effectively locate library items on the shelves using the Dewey Decimal System and call numbers. | Locate items on the shelves using the Dewey Decimal System and call numbers. | Dewey Decimal System  call number |
| **KEY IDEAS & DETAILS**  CC.4.R.I.1  Students will know and understand how to refer to details and examples in a text and draw inferences from the text. | Develop a range of questions for new understanding. Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. Conduct an inquiry-based research process. | inferences  inquiry-based research process |
| **KEY IDEAS & DETAILS**  CC.4.R.I.3  Students 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 idea  supporting idea  bias/ point of view  historical text  scientific text  technical text |
| **KEY IDEAS & DETAILS**  CC.4.R.L.2  Students will understand what a theme is, in order to determine the theme of a story, drama or poem from the details in the text. | Gather meaning and make inferences in order to summarize and determine the theme in a text. | theme  summarize |
| **KEY IDEAS & DETAILS**  **AASL 4.1.3**  Students will understand the differences between the literary genres (e.g. fiction, biography, historical fiction, etc.) | Students will be able to self-select appropriate literature from the different genres. | genres |
| **CRAFT & STRUCTURE**  CC.4.R.I.6  Students will understand what a firsthand account and what a secondhand account is, in order to compare and contrast the same event or topic in the information provided. | Describe the differences between a firsthand and secondhand account of the same event. Students will use both divergent and convergent thinking to formulate alternative conclusions. | firsthand account/narrative  secondhand account/narrative  divergent  convergent  alternative |
| **INTEGRATION OF KNOWLEDGE**  CC.4.R.I.7  Students will understand how to interpret information presented visually, orally or quantitatively to help explain the text in which it appears. | Find, select and evaluate appropriate sources presented visually, orally or quantitatively (e.g. charts, graphs, diagrams, timelines, animations or appropriate webpages) in order to make inferences and gather meaning. | Review: chart, graph, diagram, timeline  \*Appropriate sources dependent on project |
| **INTEGRATION OF KNOWLEDGE**  Students will know how to locate information in a book through the Table of Contents, Index, Captions and Glossary. | Effectively use the Table of Contents, Index, Captions and Glossary in a book or reference material | Table of Contents  Index  Captions  Glossary |
| **INTEGRATION OF KNOWLEDGE**  CC.4.R.I.9  Students will know the importance of selecting multiple sources on the same topic in order to write/speak effectively about the subject. | Gather sources, make sense of information (e.g. main and supporting ideas, bias) and how to organize that knowledge in order to communicate new understandings effectively. | Review: main idea, point of view/bias, note taking, reliable sources, graphic organizers |
| **INTEGRATION OF KNOWLEDGE**  CC.4.R.L.9  Students will know how to determine similar themes, topics and patterns of events (e.g. the quest) in stories, mythology and traditional literature from different cultures. | Respond to literature and creative expressions of ideas in various formats and genres. | Mythology  Folklore –  folktales, tall tales, traditional fairytales |
| **RESEARCH**  CC.4.W.7  Research to Build & Present Knowledge:  Students will know how to conduct short research projects that build knowledge through investigation of different topics. | Follow an inquiry-based process in seeking knowledge and making connections to the real world. | research process |
| **RESEARCH**  AASL 1.2.1  Students 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.4.SL.3) | investigate  evidence |
| **RESEARCH**  CC.4.SL.4  Presentation of Knowledge & Ideas:  Students will know how to report on a topic or text in an organized manner. | Use writing and speaking skills to communicate new understandings effectively. They will use appropriate facts and relevant details to support main ideas or themes. | communicate  appropriate/relevant  facts |
| **RESEARCH**  AASL 1.2.3  Students 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). | effective  presentation |
| **RESEARCH**  CC.4.W.1.a / CC.4.W.1.d / CC.4.W.2  Text Type & Purposes:  Students will know how to introduce a topic or text clearly, state an opinion or facts, and provide a concluding statement. | Organize knowledge so that it is useful. | research process |
| **RESEARCH**  CC.4.W.8  Students will know how to take relevant notes from print and digital sources and 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. | sources  note taking  copyright  Works Cited |
| **RANGE OF READING**  CC.4.R.I.10 / CC.4.R.L.10  Students will read and comprehend informational text (e.g. history, science) and literature (e.g. stories, dramas and 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. | Review: T/T (text to text), T/S (text to self), T/W (text to world) |

**Appendix – Grade 4**

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| Common Core Standards - ELA | AASL Standards |
| CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 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.  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.4.R.I.3 Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | 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.4.R.I.6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. |
| CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | 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.  2.2.1 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.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | 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.  2.1.2 Organize knowledge so that it is useful.  3.1.3 Use writing and speaking skills to communicate new understandings effectively. |
| CC.4.R.I.10 Range of Reading and Complexity of Text: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as necessary at the high end of the range. |  |
| CC.4.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize 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. |
| CC.4.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | 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.  4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.4.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, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 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.4.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. |
|  | 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. |
| CC.4.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak 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.4.W.1.a Text Types and Purposes: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. | 2.1.2 Organize knowledge so that it is useful. |
| CC.4.W.1.d Text Types and Purposes: Provide a concluding statement or section related to the opinion presented. | 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.4.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | 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.  2.1.2 Organize knowledge so that it is useful. |
| CC.4.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic. | 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.  1.1.6 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.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | 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.  1.3.1 Respect copyright/intellectual property rights of creators and producers.  1.3.3 Follow ethical and legal guidelines in gathering and using information.  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). |