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 **Kindergarten**:

1. Library Citizenship:
* Respecting others
* Rules for discussion
* Responsibility and care of books
1. Conventions of Standard English:
* Identify the 5Ws (who, what, when, where, why)
* Comprehend new vocabulary
* Make inferences.
1. Key Ideas & Details:
* Read, view and listen for information in order to ask and answer questions
* Identify main characters and point of view
1. Craft & Structure:
* Be able to make text-to-self and text-to-world connections
* Identify parts of a book
* Name the author and illustrator
* Sequencing
1. Integration of Knowledge and Ideas:
* Make predictions based on illustrations and text
* Understand similarities and differences between two texts
1. Range of Reading:
* Read for pleasure and personal growth

| **Declarative Knowledge*****Students will know and understand….*** | **Procedural Knowledge*****Students will be able to…*** | **Key Vocabulary** |
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| **LIBRARY CITIZENSHIP:**CC.K.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. | citizenshiprespectresponsibilitycooperation |
| **LIBRARY CITIZENSHIP:**CC.K.SL.3 / AASL 1.4.4Comprehension & 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/patienceindependent/independenceemergency |
| **CONVENTIONS OF STANDARD ENGLISH:**CC.K.L.1.dStudents will understand question words (interrogatives) (e.g. who, what, where, when, why). | Identify the 5 W’s in a literary text. | whowhatwhenwherewhy |
| **CONVENTIONS OF STANDARD ENGLISH:**CC.K.L.4Vocabulary Acquisition & UseStudents 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. | pastbackgroundknowledge\*vocabulary dependent on story chosen |
| **CONVENTIONS OF STANDARD ENGLISH:**CC.K.R.F.4Students will choose emergent-reader 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) | opinionfictioninformation |
| **KEY IDEAS & DETAILS**CC.K.R.I.1With prompting and support, students will understand key details in a text. | Read, view, and listen for information presented in any format (ie: textual, visual, media, digital) in order to ask and answer questions about key details in a text. | key ideakey detail |
| **KEY IDEAS & DETAILS**CC.K.R.I.2Students will understand point of view in retelling key details of a text. | With prompting and support, make sense of information by identifying main idea and point of view. | main ideapoint of view |
| **KEY IDEAS & DETAILS**CC.K.R.I.3Students will understand the connection between two individuals. | With prompting and support, make inferences and gather meaning about individuals, events and ideas in a text. | individualcharacterevent |
| **KEY IDEAS & DETAILS**CC.K.R.L.3Students will understand characters, settings, and major events in a story. | Respond to literature by identifying character, setting and major event in a story. | charactersettingmajor event |
| **CRAFT & STRUCTURE**CC.K.R.I.4Students will know how to identify unknown words in a text. | With prompting and support, use background knowledge as context for new learning.Text to Self, Text to World connections | pastbackgroundknowledge\*vocabulary dependent on story chosen |
| **CRAFT & STRUCTURE**CC.K.R.I.5Students will know the parts of a book, including the front cover, back cover, title page and spine. | Identify the front cover, back cover, title page and spine of a book. | front coverback covertitle pagespine |
| **CRAFT & STRUCTURE**CC.K.R.I.6Students will understand who is the author and who is the illustrator of a book. | With prompting and support, name the author and illustrator. | authorillustrator |
| **CRAFT & STRUCTURE**CC.K.R.L.5Students will understand and recognize common types of text (e.g. storybooks/poems) | With prompting and support, respond to literature by creating either a poem, lyrics to a song, a dramatization to a story or a piece of artwork. | creativepoetry/poemacting |
| **CRAFT & STRUCTURE**CC.K.W.3Students need to understand sequencing in order to tell about the events in a story. | With prompting and support, use a combination of drawing and dictating to tell about the events in the order in which they occurred in a story. | sequencing |
| **INTEGRATION OF KNOWLEDGE & IDEAS**CC.K.R.I.7Students will understand the relationship between illustrations and text. | With prompting and support, read, view and listen in order to make inferences, gather meaning and make predictions based on the relationship between illustrations and text. | predictionillustrationtext/words |
| **INTEGRATION OF KNOWLEDGE & IDEAS**CC.K.R.I.9Students will understand basic similarities and differences between two texts on same subject. | With prompting and support, read, view and listen to make sense of information based on similarities/differences between two texts. | similar/similaritiesdifferent/differences |
| **INTEGRATION OF KNOWLEDGE & IDEAS**CC.K.R.L.9Students will need to know how to compare and contrast, where they focus on characters/ adventures/experiences in familiar stories. | With prompting and support, respond to literature by comparing and contrasting expressions of ideas in various formats. | comparecontrast |
| **RESEARCH**CC.K.SL.4 / AASL 2.1.6Presentation of Knowledge & IdeasStudents will know how to describe familiar people, places, things and events. | Use the writing process, drawings or other visual displays to create products that express new understanding. | research\*vocabulary relevant to the text |
| **RESEARCH**CC.K.W.1 Text Types & PurposesStudents will understand what an opinion piece is based on a literary text. | Respond to literature in various formats (e.g. writing/speaking skills/drawing). | opinion |
| **RESEARCH**CC.K.W.2Text Types & PurposesStudents will understand the purpose of informational texts. | Demonstrate drawing/writing/speaking skills to supply information about a topic to communicate new understandings effectively. | informational textfact |
| **RESEARCH**CC.K.W.7Research to Build & Present KnowledgeStudents will participate in shared research (e.g. explore a number of books by a favorite author and express opinions about them). | Collaborate with others to exchange ideas and demonstrate teamwork. | author study |
| **RESEARCH**CC.K.W.8Research to Build & Present KnowledgeStudents will know ways to gather information from provided sources or from prior background knowledge. | With prompting and support, connect ideas to own interests and previous knowledge and experience. They will make connections to the real world. | connectionssources |
| **RANGE OF READING**CC.K.R.L.10Students will know how to actively engage in group reading activities with purpose and understanding. | Read widely for pleasure and personal growth and be able to make connections with own self and the world. | self-select |

**APPENDIX – Kindergarten**

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| Common Core Standards – ELA | AASL Standards |
| CC.K.L.1.d Conventions of Standard English: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). | 1.1.3 Develop and refine a range of questions to frame search for new understanding. |
| CC.K.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. | 1.1.2 Use prior and background knowledge as context for new learning. |
| CC.K.R.F.4 Read emergent-reader texts 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.K.R.I.1 Key Ideas and Details: With prompting and support, 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.K.R.I.2 Key Ideas and Details: With prompting and support, 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. |

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| CC.K.R.I.3 Key Ideas and Details: With prompting and support, 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.K.R.I.4 Craft and Structure: With prompting and support, ask and answer questions about unknown words in a text. | 1.1.2 Use prior and background knowledge as context for new learning.1.1.3 Develop and refine a range of questions to frame search for new understanding. |
| CC.K.R.I.5 Craft and Structure: Identify the front cover, back cover, and title page of a book. |  |
| CC.K.R.I.6 Craft and Structure: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.K.R.I.7 Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | 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.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, 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.K.R.I.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding. | 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.3.3.5 Contribute to the exchange of ideas within and beyond the learning community. |
| CC.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story. | 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.K.R.L.5 Craft and Structure: Recognize common types of texts (e.g., storybooks, poems). | 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.4.3.2 Recognize that resources are created for a variety of purposes. |
| CC.K.R.L.9 Integration of Knowledge and Ideas: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding. | 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.3.3.5 Contribute to the exchange of ideas within and beyond the learning community. |
| CC.K.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | 1.4.4 Seek appropriate help when needed.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.K.SL.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | 1.1.3 Develop and refine a range of questions to frame search for new understanding.1.1.9 Collaborate with others to broaden and deepen understanding.1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.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.K.SL.4 Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. |
| CC.K.W.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). | 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.4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.K.W.2 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | 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.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.4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.K.W.3 Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | 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.K.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | 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.1.1.9 Collaborate with others to broaden and deepen understanding.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.3.2.3 Demonstrate teamwork by working productively with others. |
| CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 1.1.2 Use prior and background knowledge as context for new learning.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.2.3.1 Connect understanding to the real world.4.1.5 Connect ideas to own interests and previous knowledge and experience. |