

Kindergarten-2nd Grade

Information and Technology Literacy

Instructional Focus: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

I. Inquire

A. Learners display curiosity and initiative by:

Standard	Objective	Examples
I.A.1 Formulating questions about personal interest or a curricular topic.	Students will: K) Generate a list of “I wonder” questions for a provided topic as a whole group. 1st) Generate a list of “I wonder” questions for a provided topic in a small group. 2nd) Generate a list of “I wonder” questions for a provided topic in pairs.	“I wonder” questions: <ul style="list-style-type: none"> I wonder why zebras have stripes? (observations based on a visual or text read orally to students) I wonder what zebras eat? (pre-reading question) I wonder if zebras sound like horses? (connection to prior knowledge) <i>More on “wondering and noticing”</i> http://corelaboratewa.org/what-do-you-notice-what-do-you-wonder/
I.A.2 Recalling prior and background knowledge as context for new meaning.	Students will: K) Make relevant connections and predictions to material in multiple formats as a whole group. 1st) Make relevant connections and predictions to material in multiple formats in small group. 2nd) Make relevant connections and predictions to material in multiple formats in pairs.	Teach all three types of connections: text to text, text to self and text to world. <ul style="list-style-type: none"> I saw a zebra at the zoo. (text to self) There is a zebra in the book <u>Z is for Moose!</u> (text to text) The movie <i>Zootopia</i> has a zebra in it. (text to world) <i>More on teaching for connections:</i> https://www.roberson.k12.nc.us/cms/lib/NC01000307/Centricity/Domain/3916/Making%20Connections.pdf <i>Multiple formats include:</i> <ul style="list-style-type: none"> Audiobooks (listening skills) eBooks (using devices) Video (online or DVD) Various print materials (books, magazines, newspapers, etc.)

B. Learners engage with new knowledge by following a process that includes:

Standard	Objective	Examples
I.B.1 Using evidence to investigate questions.	Students will: K) Use “I notice” to collect evidence to answer provided questions as a whole group. 1st) Use “I notice” to collect evidence to answer provided questions in a small group.	“I notice” statements. <ul style="list-style-type: none"> I notice birds don’t always have feathers on their legs. (observing a visual) I notice the bird is frowning. He must be sad about the rain. (inferring meaning) I notice they keep saying “I see a ___ looking at me” (noticing patterns in texts)

	2nd) Use “I notice” to collect evidence to answer provided questions in pairs.	<i>(“I notice” statements may answer “I wonder” questions. “I notice” statements may be used as a beginning form of note taking.)</i>
I.B.3 Generating products that illustrate learning.	Students will: K) Create a simple drawing in response to a story read aloud. 1st) Create a simple drawing in response to a story read aloud. 2nd) Create a drawing with labels/captions in response to a story read aloud.	<ul style="list-style-type: none"> • Draw your favorite part of the story/text. (recall events) • Draw your connection to the story (text to self, text to text, text to world). • Draw what may happen if the story was changed (same characters, different plot; alternate endings, fractured fairy tales). • Draw what you predict will happen next. • Draw a picture and add a caption to describe your thinking (Tell me about your picture). • Draw a diagram and add labels to share your learning about a topic or character from the text (creating nonfiction elements; infographics).

C. Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

Standard	Objective	Examples
I.C.4 Sharing products with an authentic audience.	Students will: K) Present work/products/learning with partner. 1st) Present work/products/learning with small group. 2nd) Present work/products/learning with whole class.	Sharing students work: <ul style="list-style-type: none"> • Oral presentation to small group of peers. • Record short video clip of your learning and post online in closed/moderated space (Flipgrid, Voicethread, iMovie) • Hang work/products around the library and have students do a tour. • Create a class set of Google slide and invite each student to post their work/learning on one slide. <i>Flipgrid:</i> https://info.flipgrid.com/ <i>Voice Thread:</i> https://voicethread.com/ <i>iMovie (Apple devices):</i> https://www.apple.com/imovie/

Instructional Focus: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

II. Include

D. Learners exhibit empathy with and tolerance for diverse ideas by:

Standard	Objective	Examples
II.C.2 Contributing to discussions in which multiple viewpoints on a topic are expressed.	Students will: K) Contribute, vote or comment as a whole group to a group discussion or an online forum. 1st) Contribute, vote or comment as a whole group to a group discussion or an online forum.	Teacher lead examples: <ul style="list-style-type: none"> • Discussing and voting on a book award (Caldecott, Newbery, etc.). • Generate questions one may ask an author on their website. • Watch a book trailer and leave a comment in an online forum.

	<p>2nd) Contribute, vote or comment to a group discussion or teacher moderated online forum.</p>	<ul style="list-style-type: none"> • Discuss how to make a respectful comment when you disagree. • Create a bank of sentence starters for positive comments. • Use Storybird (online teacher moderated) to have student's express viewpoint (comment). • Use a teacher created Google Slide where students comment on a provided topic. • Low-tech: Have students write their comments/viewpoint on a copied book cover (smiley face/frowny face or written response).
--	---	---

Instructional Focus: Work effectively with others to broaden perspectives and work toward common goals.

III. Collaborate

A. Learners identify collaborative opportunities by:

Standard	Objective	Examples
<p>III.A.2 Developing new understandings through engagement in a learning group</p>	<p>Students will: K) Work cooperatively with an older student. 1st) Work cooperatively with a small group of peers. 2nd) Work cooperatively with a variety of aged peers.</p>	<p>Learning group:</p> <ul style="list-style-type: none"> • Invite older students to read with younger students as reading buddies. • Model cooperative problem solving using a STEM challenge. • Organize a mock battle using a battle of the books book or any book (read together and compete to answer questions about the book). <p><i>Reading Buddies:</i> http://thatfunreadingteacher.com/benefits-reading-buddies-program/ <i>K-2 Battle of the Books:</i> https://www.akla.org/akasl/bb/bbhome.html</p>

B. Learners participate in personal, social, and intellectual networks by:

Standard	Objective	Examples
<p>B1 Using a variety of communication tools and resources.</p>	<p>Students will: K) Work as a whole group to comment online for a specific website or video conference. 1st) Work as a whole group to comment online for a specific website or video conference. 2nd) Work as a small group to comment online for a specific website or video conference.</p>	<p>Teacher lead communication:</p> <ul style="list-style-type: none"> • Comment on an online story (i.e. StoryBird). • Email an author a message about their book. • Skype an author and ask questions (1 question per small group). <p><i>StoryBird-moderated online writing tool:</i> https://storybird.com/ <i>Do's and Don'ts of writing an author:</i> https://www.levittownpl.org/blog/the-dos-and-donts-of-writing-to-your-favorite-author</p>

Online list of authors willing to Skype:
<http://skypeanauthor.wikifoundry.com/>

D. Learners actively participate with others in learning situations by:

Standard	Objective	Examples
III.D.1 Actively contributing to group discussions.	Students will: K) Use turn taking strategies for sharing ideas, opinions, knowledge with peers in a small group. 1st) Use turn taking strategies for sharing ideas/opinions and provide positive feedback in a small group. 2nd) Use turn taking strategies for sharing ideas/opinions and provide positive feedback in a small group.	Teaching kids how to contribute: <ul style="list-style-type: none"> • “It’s great to have different idea” (diverse perspectives). • Active listening: eye contact, body language, turn taking, asking questions • Practice making respectful response • Use Kagan structures. <i>Kagan Cooperative Learning structures:</i> https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning

Instructional Focus: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

IV. Curate


A. Learners act on an information need by:

Standard	Objective	Examples
IV.A.1 Determining the need to gather information.	Students will: K) Recognize the need to use sources to answer questions with a specified topic. 1st) Identify the need to use sources to answer questions with a specified topic. 2nd) Determine the need to use sources to answer questions with a specified topic.	Introduce students to a variety of information sources and where to find them: <ul style="list-style-type: none"> • Book/printed material • Website/digital source • Video (online, DVD, tv) • Person (interview) • Maps/diagrams/ infographics/tables/timeline
IV.A.2 Identifying possible sources of information.	Students will: K) Identify print, online and other primary sources for a specified topic. 1st) Identify print, online and other primary sources for a specified topic. 2nd) Identify print, online and other primary sources for a specified topic.	Introduce students to the features of each information source: <ul style="list-style-type: none"> • Book/printed material • Website/digital source • Video (online, DVD, tv) • Person (interview) • Maps/diagrams/ infographics/tables/timeline <i>“How fast is a cheetah?”</i> generate a list of ideas on where to look. Talk about the features of each source as they are suggested.

<p>IV.A.3 Making critical choices about information sources to use.</p>	<p>Students will: K) Choose the best source of information for a topic or question as a whole group. 1st) Choose the best source of information for a topic or question as a small group. 2nd) Choose the best source of information for a topic or question independently.</p>	<p>Model and practice choosing the best source for a given topic/question:</p> <ul style="list-style-type: none"> • Book/printed material • Website/digital source • Video (online, DVD, tv) • Person (interview) • Maps/diagrams/ infographics/tables/timeline <p><i>“How much does a giraffe weigh?” “Why is a map not a good place to look for information about how much a giraffe weighs?” “Can we use different sources to get an answer?”</i></p>
--	---	---

B. Learners gather information appropriate to the task by:

Standard	Objective	Examples
<p>IV.B.1 Seeking a variety of sources.</p>	<p>Students will: K) Locate and use print, online and other primary sources for a specified topic as a whole group. 1st) Locate and use print, online and other primary sources for a specified topic as a whole group. 2nd) Locate and use print, online and other primary sources for a specified topic as a whole group.</p>	<p>Using information from:</p> <ul style="list-style-type: none"> • Book/printed material • Website/digital source • Video (online, DVD, tv) • Person (interview) • Maps/diagrams/ infographics/tables/timeline <p><i>“If you wanted to learn more about giraffes, where would you look for information?”</i> (nonfiction giraffe book, science based website-not blog, videos on National Geographic for Kids or online encyclopedia, visit a zoo and talk to a zoo keeper, map that shows where giraffes live, diagrams/infographics in nonfiction books)</p>
	<p>Students will: K) Recognize nonfiction text features. 1st) Understand basic example of nonfiction text features. 2nd) Use and/or read nonfiction text features with support.</p>	<p>Non-fiction text features:</p> <ul style="list-style-type: none"> • Table of contents, index, glossary • Headings, subheadings, bold print • Infographics, cut outs, timeline • Captions, illustrations, diagram • Map, graph, table, chart <p><i>Lesson idea:</i> Use Kagan nonfiction text feature cards to sort and match feature with the name. Review features each time you read a nonfiction book to students.</p>

<p>IV.B.3 Systematically questioning and assessing the validity and accuracy of information.</p>	<p>Students will: 2nd) Understand that not everything online is credible or true.</p>	<p>Explore:</p> <ul style="list-style-type: none"> • Fact vs opinion (The apple is red. The apple is beautiful.) • Author’s purpose (inform, entertain, persuade/deceive) • Evaluate a fake website <p><i>Pacific Tree Octopus (fake website):</i> https://zapatopi.net/treeoctopus/ Show this to students and ask them what they think about it (true or not true). Point out it has photos, video, sightings, etc. <i>Links to fake websites and lessons about assessing websites:</i> http://www.schrockguide.net/critical-evaluation.html</p>																																													
<p>IV.B.4 Organizing information by priority, topic, or other systematic scheme.</p>	<p>Students will: K) Differentiate between fiction vs. nonfiction. 1st) Differentiate between fiction vs nonfiction, and assemble books in ABC order. 2nd) Systematically organize fiction vs nonfiction, ABC order, and Dewey decimal with support.</p>	<p>Lesson examples:</p> <ul style="list-style-type: none"> • Sort books into two piles (fiction and nonfiction) • Describe to a partner why a book is fiction or nonfiction. • Make a display and refer to it each time you read a book (fiction or nonfiction). • Order cards or books into ABC order. • Recognize non-fiction Dewey categories. <p>http://www.crazyforfirstgrade.com/2017/08/teaching-nonfiction-text-features-free.html</p>  <table border="1"> <thead> <tr> <th>Fiction</th> <th>vs.</th> <th>Nonfiction</th> </tr> </thead> <tbody> <tr> <td>Literature</td> <td></td> <td>Informational</td> </tr> <tr> <td>made up</td> <td>↔</td> <td>true facts</td> </tr> <tr> <td>read in order</td> <td>↔</td> <td>read in any order</td> </tr> <tr> <td>entertains readers</td> <td>↔</td> <td>teaches readers</td> </tr> <tr> <td>illustrations</td> <td>↔</td> <td>photographs</td> </tr> <tr> <td>characters setting</td> <td></td> <td>text features</td> </tr> <tr> <td>problems solutions</td> <td></td> <td>table of contents</td> </tr> <tr> <td>tells a story</td> <td></td> <td>photographs</td> </tr> <tr> <td>animals can talk</td> <td></td> <td>heading</td> </tr> <tr> <td>beginning, middle, ending</td> <td></td> <td>charts, diagrams</td> </tr> <tr> <td></td> <td></td> <td>labels</td> </tr> <tr> <td></td> <td></td> <td>captions</td> </tr> <tr> <td></td> <td></td> <td>index</td> </tr> <tr> <td></td> <td></td> <td>glossary</td> </tr> </tbody> </table>	Fiction	vs.	Nonfiction	Literature		Informational	made up	↔	true facts	read in order	↔	read in any order	entertains readers	↔	teaches readers	illustrations	↔	photographs	characters setting		text features	problems solutions		table of contents	tells a story		photographs	animals can talk		heading	beginning, middle, ending		charts, diagrams			labels			captions			index			glossary
Fiction	vs.	Nonfiction																																													
Literature		Informational																																													
made up	↔	true facts																																													
read in order	↔	read in any order																																													
entertains readers	↔	teaches readers																																													
illustrations	↔	photographs																																													
characters setting		text features																																													
problems solutions		table of contents																																													
tells a story		photographs																																													
animals can talk		heading																																													
beginning, middle, ending		charts, diagrams																																													
		labels																																													
		captions																																													
		index																																													
		glossary																																													

Instructional Focus: Discover and innovate in a growth mind-set developed through experience and reflection.

V. Explore

A. Learners develop and satisfy personal curiosity by:

Standards	Objective	Examples
<p>V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.</p>	<p>Students will: K) Explore a variety of formats (printed books, eBooks, audiobooks, etc.). 1st) Explore a variety of formats (printed books, eBooks, audiobooks, etc.) and select just right books (reading level and/or interest level). 1st) Write simple sentences describing their thinking, findings and/or expressing ideas from their reading. 2nd) Explore a variety of formats (printed books, eBooks, audiobooks, etc.) and select just right books (reading level and/or interest level). 2nd) Write simple sentences describing their thinking, findings and/or expressing ideas from their reading.</p>	<div data-bbox="1175 365 1417 548" data-label="Image"> </div> <p><i>Five Finger Rule</i> https://www.scholastic.com/parents/books-and-reading/reading-resources/book-selection-tips/choose-books-right-reading-levels.html</p> <ul style="list-style-type: none"> • Write a story retelling. • Write a caption for an image. • Respond to a prompt from a story.
<p>V.A.3 Engaging in inquiry-based processes for personal growth.</p>	<p>Students will: 2nd) Complete basic research, using a self-chosen topic and an outline for research process with support.</p>	<ul style="list-style-type: none"> • Provide a research outline/ • <i>Try the Super 3 process</i> http://big6-store.squarespace.com/posters/super3-cat-posters-set-of-3 • Use student’s “I wonder” questions as the base for simple research.

B. Learners construct new knowledge by:

Standards	Objective	Examples
<p>V.B.2 Persisting through self-directed pursuits by tinkering and making</p>	<p>Students will: K) Persisting on task during stations, centers or makerspace activities. 1st) Persisting on task during stations, centers or makerspace activities. 2nd) Persisting on task during stations, centers or makerspace activities.</p>	<p>STEAM stations:</p> <ul style="list-style-type: none"> • Toothpick and marshmallow/clay structures • Pattern blocks (triangle, square, hexagon, trapezoid, etc.) • Cup stacking with paper squares • Leprechaun trap (moving parts) • Slides (for marble) • Bridge/house/boat building • Three little pig houses • Exploring ramps and friction <p><i>MakerSpace tinkering:</i></p>

		<ul style="list-style-type: none"> • Experimenting with materials (traits: strength, flexibility, floating, etc.). • Solving problems by making products (stand to hold documents upright, book stand, mouse trap, etc.).
--	--	---

C. Learners engage with the learning community by:

Standards	Objective	Examples
V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance.	Students will: K) Choose a book, a station/center, and topic based on personal interest or relevance to a provided topic. 1st) Describe why they chose a book, a station/center, and topic based on personal interest or relevance to a provided topic. 2nd) Describe why they chose book, a station/center, and topic based on personal interest or relevance to a provided topic.	Student prompts: <ul style="list-style-type: none"> • “Tell me what you like about your topic?” • “Why did you choose that book?” • “What do you like/find challenging/interesting about this stations?” • “What do you wonder about?”

Instructional Focus: Demonstrate safe, legal and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

VI. Engage

A. Learners follow ethical and legal guidelines for gathering and using information by:

Standards	Objective	Examples
VI.A.1 Responsibility applying information, technology and media to learning.	Students will: K) Recognize and adhere to borrowing and care procedures for materials, devices and equipment. 1st) Describe and adhere to borrowing and care procedures for materials, devices and equipment. 2nd) Describe and adhere to borrowing and care procedures for materials, devices and equipment.	<ul style="list-style-type: none"> • Returning library books on time. • Avoiding damaging behaviors: dog earring pages, caring for the spine, turning pages from the corner, protecting item from food/water/pets/babies, rain/snow, outside dirt • Protecting from loss and damage. • Not loaning library items to others. • Item examples: library book, audio book, play away <p><i>Resources:</i></p> <ul style="list-style-type: none"> • <u>What Happened to Marian’s Book</u> by Brooke Berg • <u>Shelf Elf</u> by Jackie Mims Hopkins • <u>Splat the Cat and the Late Library Book</u> by Rob Scotton • <u>Read it Don’t Eat it</u> by Ian Schoenherr

B. Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:

Standards	Objective	Examples
VI.B.1 Ethically using and reproducing others' work.	Students will: 2nd) Recognize ownership of ideas and fair use.	<ul style="list-style-type: none"> Use phrases students can understand: plagiarism is “lying, cheating and stealing” (lying- saying it is your work, cheating- taking credit for it, stealing- using it without asking). <p><i>Resources:</i></p> <ul style="list-style-type: none"> <u>When Marion copied</u> by Brooke Berg <u>Pirates of Plagiarism</u> by Lisa Downey
VI.B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others.	Students will: K) Cite sources of ideas, music, video, photos in whole group. 1st) Cite sources of ideas, music, video, photos with support. 2nd) Cite sources of ideas, music, video, photos using a bibliography template.	<ul style="list-style-type: none"> K)-Teacher will model title, author, website citing in whole group activity 1st)-Adding source to “I notice” drawing/writing or note taking activity (i.e. copy title and author from the cover of the book). 2nd)-Use a template or form to cite sources (title/site, author). <p><i>Resources:</i></p> <p><i>Sample citations:</i></p> <p>http://www.schrockguide.net/uploads/3/9/2/2/392267/workscited_1_6.pdf</p>

D. Learners engage with information to extend personal learning by:

Standards	Objective	Examples
VI.D.3 Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.	Students will: K) Recognize the importance of privacy and safety online. 1st) Identify information to keep private while online. 2nd) Recognize personal safety online and create a project to exhibit responsible online behavior.	<p>Keep private:</p> <ul style="list-style-type: none"> Name (or names of family) Address Phone number School name/address Photos Birthday <p><i>Exit strategy:</i></p> <ul style="list-style-type: none"> Student finds questionable material online, turn off monitor and report to an adult. <p><i>Cyberbullying:</i></p> <ul style="list-style-type: none"> Respectful online behavior <p><i>Resources:</i></p> <ul style="list-style-type: none"> Netsmartz Kids: http://www.netsmartzkids.org/ Brain Pop Jr. (access through SLED): BrainPopJr: Online Internet Safety http://bit.ly/1J9CHaI

		<ul style="list-style-type: none">• <i>Common Sense Media:</i> https://www.commonsense.org/education/digital-citizenship• <i>Cyberwise:</i> http://www.cyberwise.org/digital-citizenship-games• <i>Digizen:</i> http://www.digizen.org/kids/• <i>Child Net DigiDuck:</i> https://www.childnet.com/resources/digiducks-big-decision• <i>Child Net Smartie Penguin:</i> https://www.childnet.com/resources/smartie-the-penguin• <i>Media Smarts:</i> http://mediasmarts.ca/• <i>Alaska Digital Citizen:</i> https://education.alaska.gov/digital-citizenship
--	--	---