Standard	Information Value	DOK	Target	Vocabulary	Instructional Example
GK.1.1-2	Recognize information appropriate to a task (e.g., fiction, nonfiction),Explain and discuss various examples of fiction.	2	(orange)	Fiction, Non-Fiction, imagination vs. facts	Elephant and Piggie book vs. Non-fiction books on pigs and elephant
GK.1.3	Distinguish the roles of author and illustrator.	3	(green)	Author/Illustrator, Picture, Words	Show books where the author/illustator are different. Author/Illustrator Studies
GK.1.4	Identify characteristics of folklore (e.g., fairy tale, folk tale and tall tale).	3	(green)	Genre, Fairy tale, folk tale, tall tell, tradition, oral history, culture, characteristics	Monthly cultural awarness, units of study. STEM activities
GK.1.5	Identify elements of a story or illustration (e.g., characters, problem, setting, main idea and sequence of events).	3	(green)	Characters, problem, solution, main idea, sequence of events	Sequence events-recalling events of the story. Graphic oraganizer whole group. Discussions whole group.
GK.1.6T	Listen, view and interact with media of various types and lengths to gain information for pleasure and personal growth.	3	(green)	Books, Videos, Online Encylopida, pause, play, stop, search	Online encyclopedia, videos of different lengths, books of different lengths. Teaching how to play, pause and stop. Navigate the online encyclopedia.
GK.1.7	Recognize facts, opinions and points of view in various information sources.	3	(green)	Opinons, point of view, narrator, information sources	Listing facts learned in a non-fiction book, asking how they feel or how a character feels about a topic in a book, class discussion about information in the book read.
GK.1.10	Communicate reaction to books read individually or in a small group.	3	(green)	Communicate, Sentence stems, partner share,"Kagan"	Sentence stems with "I feel", " I likes"," This book made me think of..", "I remember when", " I agree/disagree with.."

Standard	Information as Exploration	DOK	Target	Vocabulary	Instructional Example
GK.2.1	Locate the library media center.	1	(blue)	Library, Books, Librarian, Checkout, Return, Renew	Showing students around the library, scavenger hunts, modeling
GK.2.2	Check out materials with assistance and return materials on time.	3	(green)	Renew, Return, Library Cards, Scan, reshelf, shelf markers, book care	Show how to find a book on the shelf, how to bring books to be scanned out, how to renew books, how to return books and when to return book.
GK.2.3	Understand the layout and basic organization of the library.	3	(green)	Book shelves, carpet, Everyone Section, Kinder section, Non-fiction	Showing students around the library, scavenger hunts, modeling
GK.2.4	Exhibit proper respect for and care of library materials, facilities and equipment.	3	(green)	Book care, technology, iPad, equipment, responisbility	Books about book care, Examples of ruined books, modeling how to hold iPads and clean up library.
GK.2.5	Identify and use parts of a book to gather information (e.g., title page, glossary, index).	3	(green)	Title, front cover, back cover, spine, author, illustrator, title page, scan code	Labeling book, Anchor Chart, Show and tell, modeling parts of the book, Showing in partners
GK.2.6-7	Explain fiction and non-fiction, Generally seek and evaluate information for personal interest.	3	(green)	Fiction, non-fction, facts, imagination, interest, hobby, opinion	Interest Survey for books, Four corners, games

Standard	Information Research as Inquiry	DOK	Target	Vocabulary	Instructional Example
GK.3.3-4	Follow steps of a basic problem-solving model in a group setting,Demonstrate knowledge and skills to draw conclusions by integrating prior knowledge with new information from materials viewed, read or heard.	3	(green)	Prior Knowledge, Whole Group, Know, What to know, Learned	KWL chart, graphic organizer, discussion.

Standard	Information Authority	DOK	Target	Vocabulary	Instructional Example
GK.4.1, 4.3	Locate and select information appropriate to a problem or question (e.g., fiction, nonfiction), Define and give examples of accurate information.	3	(green)	Infomatin, facts, imagination, problem, question, answer, problem, solution	Posing a questions and ask where you would find the answer, model posing a question and finding the answer. Searching as a whole group on the online encyclopedia to find an answer to the a question posed.
GK.4.2T, GK	Identify simple reference sources (e.g., encyclopedias, maps, bookmarked websites and local experts),Use and evaluate multiple formats to gain and present new information.	3	(green)	Reference, Books, Maps, reference sources	Searching a topic in an online encyclopedia, finding a place on the map.

Standard	Information Format			Vocabulary	Instructional Example
GK.5.1, 5.3,	Understand and demonstrate knowledge of the steps of a basic research model,With guidance, take notes to gather relevant information from a variety of sources,Demonstrate in a group setting the knowledge and basic skills to organize information, Create and share information that contributes to the success of the group (e.g., share appropriate text, share appropriate pictures),Create and share information that contributes to the success of the group (e.g., share appropriate text, share appropriate pictures).	3		Research, information, topic, facts, organize, text, illustations, citing sources	Basic whole group research on an animal using World Book Online. Students cans contribute facts/pictures of what they learned in the process of researching.
GK.5.6T	Illustrate, communicate and publish ideas and original stories using digital tools and media resources.	3		Illustrate, digital tools, publish	Whole groups activity where a story is written and illustrate together.
GK.5.8T	Understand and use internet safety rules.	3		Digital Safety, citizenship,bystander, upstander, bullying, information, sharing.	Using common sense media, brain pop, Be Internet Awesome and conversations.

Standard	Information as Conversation			Vocabulary	Instructional Example
GK.6.2-3	Recognize the importance of accurately expressing information in the student's own words,Describe other's ideas accurately and completely.	3		Opinons, describe, Own words.	Partner up and retell a story using the information they learned. Think, pair, share
GK.6.4	Understand the basic concept of intellectual freedom.	3		Book Choice, own opinions, intellectual freedom=own opinions	Modeling, talking about books that were just read, reccomending books.

Standard	Technology -Digital Identity and Citizenship			Vocabulary	Instructional Example
GK.I.1	Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	3		See G2.5.8	See G2.5.8
GK.I.2	Cultivate and manage theiir digital identity and reputation and are aware of the permanance of their actions in the digital world.	3		See G2.5.8	See G2.5.8

Standard	Information Value	DOK	Target	Vocabulary	Instructional Example
GK.1.1-2	Recognize information appropriate to a task (e.g., fiction, nonfiction),Explain and discuss various examples of fiction.	1		Fiction, Non-Fiction, imagination vs. facts	Read aloud and conversation about fiction/non-fiction. Movement activity where students move to show if it's fiction/non-fiction
GK.1.3	Distinguish the roles of author and illustrator.	1		Author/Illustrator, Picture, Words	Book example and discussion. Have student illustrate a prompt and have students write for a picture prompt.
GK.1.4	Identify characteristics of folklore (e.g., fairy tale, folk tale and tall tale).	2		Genre, Fairy tale, folk tale, tall tell, tradition, oral history, culture, characteristics	Monthly cultural awareness, units of study. STEM activities
GK.1.5	Identify elements of a story or illustration (e.g., characters, problem, setting, main idea and sequence of events).	2		Characters, problem, solution, main idea, sequence of events	Sequence events-recalling events of the story. Graphic oraganizer whole group. Discussions whole group.
GK.1.6T	Listen, view and interact with media of various types and lengths to gain information for pleasure and personal growth.	2		Books, Videos, Online Encyclopedia, pause, play, stop, search	Online encyclopedia, videos of different lengths, books of different lengths. Navigate the online encyclopedia. Wonderbooks.
GK.1.7	Recognize facts, opinions and points of view in various information sources.	2		Opinons, point of view, narrator, information sources	Listing facts learned in a non-fiction book, asking how they feel or how a character feels about a topic in a book, class discussion about information in the
GK.1.10	Communicate reaction to books read individually or in a small group.	2		Communicate, Sentence stems, partner share,"Kagan"	With sentence stems, students will discuss using Kagan strategies.

Standard	Information as Exploration	DOK	Target	Vocabulary	Instructional Example
GK.2.1	Locate the library media center.	3		Library, Books, Librarian, Checkout, Return, Renew	Draw a map of library.
GK.2.2	Check out materials with assistance and return materials on time.	2		Renew, Return, Library Cards, Scan, reshelf, shelf markers, book care	Show how to find a book on the shelf, how to bring books to be scanned out, how to renew books, how to return books and when to return book.
GK.2.3	Understand the layout and basic organization of the library.	2		Book shelves, carpet, Everyone Section, Kinder section, Non-fiction	Showing students around the library, scavenger hunts, modeling
GK.2.4	Exhibit proper respect for and care of library materials, facilities and equipment.	2		Book care, technology, iPad, equipment, responbility	Books about book care, Examples of ruined books, modeling how to hold iPads and clean up library.
GK.2.5	Identify and use parts of a book to gather information (e.g., title page, glossary, index).	2		Title, front cover, back cover, spine, author, illustrator, title page, scan code	Labeling book, Anchor Chart, Show and tell, modeling parts of the book, Showing in partners
GK.2.6-7	Explain fiction and non-fiction, Generally seek and evaluate information for personal interest.	3		Fiction, non-fiction, facts, imagination, interest, hobby, opinion	T-charts with book covers, describe our thoughts on fiction/non-fiction

Standard	Information Research as Inquiry	DOK	Target	Vocabulary	Instructional Example
GK.3.3-4	Follow steps of a basic problem-solving model in a group setting,Demonstrate knowledge and skills to draw conclusions by integrating prior knowledge with new information from materials viewed, read or heard.	2		Prior Knowledge, Whole Group, Know, What to know, Learned	KWL chart, graphic organizer, discussion.

Standard	Information Authority			Vocabulary	Instructional Example
GK.4.1, 4.3	Locate and select information appropriate to a problem or question (e.g., fiction, nonfiction), Define and give examples of accurate information.	2		Infomation, facts, imagination, problem, question, answer, problem, solution	Posing a questions and ask where you would find the answer, model posing a question and finding the answer. Searching as a whole group on the online encyclopedia to find an answer to the a question posed.
GK.4.2T, GK.5.2T	Identify simple reference sources (e.g., encyclopedias, maps, bookmarked websites and local experts),Use and evaluate multiple formats to gain and present new information.			Reference, Books, Maps, reference sources	Searching a topic in an online encylopedia, finding a place on the map.

Standard	Information Format			Vocabulary	Instructional Example
GK.5.1, 5.3, 5.4	Understand and demonstrate knowledge of the steps of a basic research model,With guidance, take notes to gather relevant information from a variety of sources,Demonstrate in a group setting the knowledge and basic skills to organize information, Create and share information that contributes to the success of the group (e.g., share appropriate text, share appropriate pictures),Create and share information that contributes to the success of the group (e.g., share appropriate text, share appropriate pictures).	2		Research, information, topic, facts, organize, text, illustations, citing sources	Basic whole group research on an person using World Book Online. Students cans contribute facts/pictures of what they learned in the process of researching.
G1.5.6T	Illustrate, communicate and publish ideas and original stories using digital tools and media resources.	2		Illustrate, digital tools, publish	Group project using poplett to take a picture and then put words to the picture.
G1.5.8T	Understand and use internet safety rules.	2		Digital Safety, citizenship,bystander, upstander, bullying, information, sharing.	Using common sense media, brain pop, Be Internet Awesome and conversations.

Standard	Information as Conversation			Vocabulary	Instructional Example
GK.6.2-3	Recognize the importance of accurately expressing information in the student's own words,Describe other's ideas accurately and completely.	2		Opinons, describe, Own words.	Partner up and retell a story using the information they learned. Think, pair, share
GK.6.4	Understand the basic concept of intellectual freedom.	2		Book Choice, own opinions, intellectual freedom=own opinions	Modeling, talking about books that were just read, reccomending books.

Standard	Technology -Digital Identity and Citizenship			Vocabulary	Instructional Example
G1.I.1	Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	3		See G2.5.8	See G2.5.8
G1.I.2	Cultivate and manage theiir digital identity and reputation and are aware of the permanance of their actions in the digital world.	3		See G2.5.8	See G2.5.8

Standard	Information Value	DOK	Target	Vocabulary	Instructional Example
GK.1.1-2	Recognize information appropriate to a task (e.g., fiction, nonfiction),Explain and discuss various examples of fiction.	3		Fiction, Non-Fiction, imagination vs. facts	Sorting tub of fiction/non-fiction books for students to sort and discuss how they know it's fiction/non-fiction.
GK.1.3	Distinguish the roles of author and illustrator.	3		Author/Illustrator, Picture, Words	Have students pair up with one being the author and the other illustrator. Then switch papers and illustrate/author the other's page. Class book project.
GK.1.4	Identify characteristics of folklore (e.g., fairy tale, folk tale and tall tale).	1		Genre, Fairy tale, folk tale, tall tail, tradition, oral history, culture, characteristics	Reader's theater of a classic/cultural fairy tale, folk tale, etc.
GK.1.5	Identify elements of a story or illustration (e.g., characters, problem, setting, main idea and sequence of events).	1		Characters, problem, solution, main idea, sequence of events	Group project with all students completing a portion of a story element grid to be put together to tell the whole story. (MD has details)
GK.1.6T	Listen, view and interact with media of various types and lengths to gain information for pleasure and personal growth.	1		Books, Videos, Online Encyclopedia, pause, play, stop, search	Without assistance: Online encyclopedia, videos of different lengths, books of different lengths. Navigate the online encyclopedia. Wonderbooks.
GK.1.7	Recognize facts, opinions and points of view in various information sources.	1		Opinons, point of view, narrator, information sources	"Debate/defend your opinion on differnt topics (Caldecott, Books, websites, "Favorites")
GK.1.10	Communicate reaction to books read individually or in a small group.	1		Communicate, Sentence stems, partner share,"Kagan"	Students will discuss books using Kagan strategies.
Standard	Information as Exploration			Vocabulary	Instructional Example
GK.2.1	Locate the library media center.	3		Library, Books, Librarian, Checkout, Return, Renew	Video tour of the library
GK.2.2	Check out materials with assistance and return materials on time.	1		Renew, Return, Library Cards, Scan, reshelf, shelf markers, book care	Create videos of how to check out a book, use shelf markers, take care of books.
GK.2.3	Understand the layout and basic organization of the library.	1		Book shelves, carpet, Everyone Section, Kinder section, Non-fiction	Creat a map of the library with a key.
GK.2.4	Exhibit proper respect for and care of library materials, facilities and equipment.	1		Book care, technology, iPad, equipment, responsibility	Books about book care, Examples of ruined books, modeling how to hold iPads and clean up library.
GK.2.5	Identify and use parts of a book to gather information (e.g., title page, glossary, index).	1		Title, front cover, back cover, spine, author, illustrator, title page, scan code	Put sticky notes on a book or their choice labeling the part of the book
GK.2.6-7	Explain fiction and non-fiction, Generally seek and evaluate information for personal interest.	1		Fiction, non-fiction, facts, imagination, interest, hobby, opinion	Conversation with the librarian about what book your checking out and if it's fiction or non-fiction. How do you know?
Standard	Information Research as Inquiry			Vocabulary	
GK.3.3-4	Follow steps of a basic problem-solving model in a group setting,Demonstrate knowledge and skills to draw conclusions by integrating prior knowledge with new information from materials viewed, read or heard.	1		Prior Knowledge, Whole Group, Know, What to know, Learned	KWL-K as a whole group. Students come up with their own W and use World Book Online to find the L.

Standard	Information Authority			Vocabulary	Instructional Example
GK.4.1, 4.3	Locate and select information appropriate to a problem or question (e.g., fiction, nonfiction), Define and give examples of accurate information.		1	Infomation, facts, imagination, problem, question, answer, problem, solution	Posing a questions like "How do kids in other counties get to school?" Have students use World Book online or any other print resource to find the answer.
GK.4.2T, GK.5.2T	Identify simple reference sources (e.g., encyclopedias, maps, bookmarked websites and local experts),Use and evaluate multiple formats to gain and present new information.		1	Reference, Books, Maps, reference sources	Without assistance: Searching a topic in an online encyclopedia, finding a place on the map.

Standard	Information Format			Vocabulary	Instructional Example
GK.5.1, 5.3, 5.4	Understand and demonstrate knowledge of the steps of a basic research model,With guidance, take notes to gather relevant information from a variety of sources,Demonstrate in a group setting the knowledge and basic skills to organize information, Create and share information that contributes to the success of the group (e.g., share appropriate text, share appropriate pictures),Create and share information that contributes to the success of the group (e.g., share appropriate text, share appropriate pictures).		1	Research, information, topic, facts, organize, text, illustations, citing sources	Basic whole group research on an place (city/country). Students cans contribute facts/pictures of what they learned in the process of researching.
G1.5.6T	Illustrate, communicate and publish ideas and original stories using digital tools and media resources.		1	Illustrate, digital tools, publish	2-3 small group research on an topic using World Book Online. Students cans contribute facts/pictures of what they learned in the process of researching to media of their choice.
G1.5.8T	Understand and use internet safety rules.		1	Digital Safety, citizenship,bystander, upstander, bullying, information, sharing.	Using common sense media, brain pop, Be Internet Awesome and conversations.

Standard	Information as Conversation			Vocabulary	Instructional Example
GK.6.2-3	Recognize the importance of accurately expressing information in the student's own words,Describe other's ideas accurately and completely.		1	Opinons, describe, Own words.	Independently retell a story using the information they learned. Share with a partner.
GK.6.4	Understand the basic concept of intellectual freedom.		1	Book Choice, own opinions, intellectual freedom=own opinions	Students will independently discuss books they they have enjoyed either in spoken or written form as a book review.

Standard	Technology -Digital Identity and Citizenship			Vocabulary	Instructional Example
G1.I.1	Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.		1	See G2.5.8	See G2.5.8
G1.I.2	Cultivate and manage theiir digital identity and reputation and are aware of the permanance of their actions in the digital world.		1	See G2.5.8	See G2.5.8