Media Center
Grade 3-5

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Godwin & Highland School Media Center/Library Curriculum
Kindergarten - 5th Grade
Prepared by Christine Carr, Highland School Librarian

In this document:

Third (3rd) Grade Library/Media Center Skills
Course description, Units of Study, Evidence of Learning, Resources & Modifications
By Christine Carr, Highland School Librarian, May 2018

Course Description

Third grade students will visit the library every week for 1 period to exchange books. They will participate in teacher planned lessons and activities weekly.   Sometimes they will participate in student lead activities and exploration. Technology access and use will increase substantially in third grade.

They will participate in or be provided with access to various school wide reading programs, such as but not limited to: Read Across America; Author Visits; One School, One Book; Book Swap and Summer Reading Programs.

Third grade technology resources will include: Chromebooks, computers, Smart Board, various databases including but not limited to: World Book, Discovery Education, Destiny Discover, EBSCO, Online Library Catalog, GAFE, Google Classroom usage, email usage and more.

Third grade students will have access to MakerSpace tools, programs, resources and manipulatives. There will be teacher led exploration and student centered exploration.

The third grade program includes story times and a variety of structured readers response activities. Students are encouraged to develop vocabulary to articulate their thoughts and feelings on shared literature.

3rd Grade	Scope and Sequence	Pacing
3rd Grade Unit 1	*Introduction and Orientation*	Beginning of year, as needed, spiraled over 5 classes
3rd Grade Unit 2	*Reading and Listening Comprehension*	Ongoing throughout the year, 10 classes
3rd Grade Unit 3	*Parts of a book and Use of Resources*	Ongoing throughout the year, spiraled over 10 classes
3rd Grade Unit 4	*Media Enrichment, Book Selection and Literature Appreciation*	Ongoing throughout the year, spiraled over 10 classes
3rd Grade Unit 5	*Reference and Research*	Ongoing throughout the year, spiraled over 10 classes
3rd Grade	*Evidence of Learning, Resources & Modifications*	

** Note: Scope and sequence is often interrupted, delayed or moved up due to the necessity to correlate/support the classroom curriculums, projects, book reports and assignments

Units of Study

3rd Unit 1 Title: Introduction and Orientation
Unit 1 Summary: The students will become familiar with the library media center. Including: the layout of the room, personnel and their roles, location of relevant areas, responsible behavior and check-out and return procedures.   The students will demonstrate good habits in handling print materials.
Unit 1 Standards: - AASL (National School Library Content Standards, 2017):   3A.1 Formulating questions about a personal interest or a curricular topic.   3A.2 Recalling prior and background knowledge as context for new meaning   3D.1 Actively contributing to group discussions   3D.2 Recognizing learning as a social responsibility   - Career Readiness, Life Literacies and Key Skills:

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- ○ 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Research the development process of a product and identify the role of failure as a part of the creative process
  - ○ 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process
- NJSLS Technology:
  - ○ 8.2.5.EC.1 Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- Interdisciplinary Connections NJSLS Language Arts:
  - ○ SL.3.1 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

Essential Questions:
- How can I become an effective user of the library?
- How can the library impact my personal reading growth?
- How will knowledge of the library's organization impact my ability to use the library independently?

Enduring Understandings:
- Understand the organization of the library
- Understand the proper care and return of library materials
- Understand the organization of the library and how the materials are connected to the OPAC
- The Dewey Decimal System provides a framework for the organization of nonfiction

Instructional Targets/Objectives in Unit 1

- Identify media center/library personnel (librarian and volunteers)
- Locate area(s) where appropriate books are found
- Follow proper check out and return procedures
- Follow proper place holder usage
- Demonstrate acceptable Media Center behavior
- Respond to Give Me Five signal
- Follow rules as indicated by librarian check out and return books properly at the circulation desk
- Demonstrate good habits when handling print materials
- Demonstrate good habits when handling computers, smart board, printers, mice, keyboards, etc.
- Locate the areas of the Media Center where fiction and nonfiction are found.
  - ○ Identify some genre labels
  - ○ Locate genres
  - ○ Locate graphic novels
  - ○ Locate green fiction (F&P leveled beginning chapter books collection)
  - ○ Locate Fairy Tales
  - ○ Locate Holiday books
  - ○ Locate encyclopedias
- Identify the location of biography books in the Media Center.
  - ○ Navigate multiple specialized biography collections within our school library
- Identify biographies as a type of nonfiction.
- Utilize the online library catalog to search for and then locate books within the collection
  - ○ Determine availability
  - ○ Determine location

3rd Unit 2 Title: *Reading and Listening Comprehension*

Unit 2 Summary: The student will demonstrate comprehension of stories. The student will demonstrate the ability to answer questions about information/stories read or told. The students will determine the main ideas and sequence of events in a story.

Unit 2 Standards:
- AASL (National School Library Content Standards, 2017):
  - ○ 1A.1 Formulating questions about a personal interest or a curricular topic
  - ○ 1A.2 Recalling prior and background knowledge as context for new meaning
  - ○ 3A.1 Demonstrating their desire to broaden and deepen understandings

- Career Readiness, Life Literacies and Key Skills
  - 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Research the development process of a product and identify the role of failure as a part of the creative process
  - 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process
- NJSLS Technology:
  - 8.2.5.EC.1 Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- Interdisciplinary Connections NJSLS Language Arts:
  - RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
  - RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
  - RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
  - RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area

Essential Questions:
- How can the library impact my personal reading growth?
- How can stories help me understand the world around me?
- How can I understand and appreciate all types of literature?

Enduring Understandings:
- Reading for pleasure or information has lifelong applications
- Understand the elements of literature
- Understand that literature can influence personal growth and development

Instructional Targets/Objectives in Unit 2

- Answer questions about information read or told
- Determine the main idea and sequence of events in a story
- Identify characters, setting, and plot of a story
- Interpret illustrations to gain information and predict story content
- Answer questions about fiction and nonfiction selections
- Distinguish between fact and fiction in literature
- Explain the main idea, or problem and solution, of a story
- Predict events or outcomes in a story
- Retell story events in sequence
- Deduce emotional reactions and motives in stories
- Paraphrase information read in nonfiction
- Explain the purpose for reading fiction and nonfiction selections
- Identify main ideas from information provided
- Compare and contrast settings, characters, and events
- Make, confirm, or revise predictions
- Compare and contrast fiction and nonfiction literature on the same subject

3rd Unit 3 Title: Parts of a book and Use of Resources

Unit 3 Summary: The student will know the parts of a book and identify appropriate library resources.   The student will identify and use appropriate library resources, based on reading level and purpose.

Unit 3 Standards:
- AASL (National School Library Content Standards, 2017):
  - 1C.1 Interacting with content presented by others
  - 3D.1 Actively contributing to group discussions

- ○ 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes
- ○ 5C.1 Expressing curiosity about a topic of personal interest or curricular relevance
- ● Career Readiness, Life Literacies and Key Skills
    - ○ 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Research the development process of a product and identify the role of failure as a part of the creative process
    - ○ 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process
- ● NJSLS Technology:
    - ○ 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- ● Interdisciplinary Connections NJSLS Language Arts:
    - ○ RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
    - ○ RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
    - ○ RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)
    - ○ RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

Essential Questions:
- ● What are the learning skills and strategies that students need to successfully find information?
- ● What are the parts of a book?
- ● What are the parts within a book?
- ● What purpose do various text features have?
- ● How can the parts of a book help me navigate and understand the information?

Enduring Understandings:
- ● Reading for information has lifelong applications
- ● Information from various resources must be analyzed and applied appropriately
- ● Books contain various formats, presentations, parts and each serves a purpose and/or conveys information

Instructional Targets/Objectives in Unit 3

- ● Locate easy books
- ● Identify the basic parts of a book
    - ○ Cover, front and back Pages Illustrations Spine, Title Page
    - ○ Publisher, Place of Publication
    - ○ Copyright page (verso page) and date
    - ○ Table of contents
    - ○ Glossary
    - ○ Index
- ● Locate title and author on the front cover
- ● Locate and use tables of contents, glossary, index
- ● Listen to stories presented in a variety of formats : oral storytelling, print, electronic and video
- ● Recognize that nonfiction books are arranged by subject areas
- ● Identify the public library as an additional source of information and materials.
- ● Locate nonfiction books by Dewey subject areas
- ● Demonstrate knowledge of the alphabetic arrangement of fiction titles by the author's last name/ series/or other
- ● Identify and use text features in non-fiction/information text
- ● Use a glossary and index proficiently
- ● Conduct an author, title and subject search for a book using the electronic card catalog
- ● Use the electronic catalog to identify the call number, author, title, publisher, copyright date, and the number of pages
- ● Locate an item in the Media Center using its call number

3rd Unit 4: Media Enrichment, Book Selection and Literature Appreciation

Unit 4 Summary: The student will describe what authors and illustrators do. The student will experience the works of various authors and illustrators. The student will recognize award books. The student will obtain information from various types of literature which include the following: fiction, non-fiction, biography, fairy tales, nursery rhymes, poetry. The student will navigate print and digital books/resources.

Unit 4 Standards:
- AASL (National School Library Content Standards, 2017):
  - 4A.2 Identifying possible sources of information
  - 3D.1 Actively contributing to group discussions
  - 3D.2 Recognizing learning as a social responsibility
- Career Readiness, Life Literacies and Key Skills
  - 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Research the development process of a product and identify the role of failure as a part of the creative process
  - 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process
- NJSLS Technology:
  - 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- Interdisciplinary Connections NJSLS Language Arts:
  - RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
  - RL.3.7 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)
  - RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity
  - RI.3.10 By the end of the year, read and comprehend literary nonfiction
  - RF.3.4 Read with sufficient accuracy and fluency to support comprehension
  - SL.3.2 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.
  - SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
  - RI.3.6 Distinguish their own point of view from that of the author of a text
  - RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
  - RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
  - 1.2.5Re7a Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.
  - 1.2.5.Cn11b Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.

Essential Questions:
- How can the library impact my personal reading growth?
- How can stories help me understand the world around me?
- How can I understand and appreciate all types of literature?

Enduring Understandings:
- Reading for pleasure or information has lifelong applications
- Understand the elements of literature
- Understand that literature can influence personal growth and development

Instructional Targets/Objectives in Unit 4

- Identify the roles of an author and an illustrator
- Experience works of some well known children's authors
- Recognize various award medals on the covers of books
  - I.e. Caldecott Medal, Newbery Medal, Geisel Award, Coretta Scott King

- Obtain information from various types of literature which include the following: fiction, non-fiction, biography, fairy tales, nursery rhymes, tall tales, fables, poetry
- Listen to a variety of stories, nursery rhymes and poems
- Participate in choral speaking and echo reading of short poems, rhymes, stories with repeated patterns
- Use pictures/illustrations as clues to events in the story
- Tell events in story which happened in beginning, middle, and end
- Recognize a fairy tale/fable/tall tale when one is read aloud
- Recognize that some nonfiction books are written about real people's lives
- Scan text for titles, pictures, section headings, to set purpose for reading and determine/predict whether material is fiction or nonfiction
- Recognize story elements: setting, characters feelings, traits, actions, main idea, problems and solutions
- Obtain information from stories about a variety of subjects which support the core content areas. Such stories can be fiction (picture books) or nonfiction
- Apply knowledge that print conveys a message
- Retell information from information read by librarian
- Relate stories to information they've learned in the classroom
- Use pictures as clues to events in the story
- Recognize that information in books can be about real things or made up things
- Recognize a book as fiction, nonfiction or biography after it is read

3rd Unit 5 Title: Reference and Research

Unit 5 Summary: The student will identify nonfiction books as sources of information to answer questions. The student will use alphabetical arrangement to locate a subject in a set of general encyclopedias. The student will recognize the importance of expressing information in one's own word and abiding by copyright
laws.

Unit 5 Standards:
- AASL (National School Library Content Standards, 2017):
  - 4B.1 Seeking a variety of sources
  - 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes
  - 5A.2 Reflecting and questioning assumptions and possible misconceptions
  - 5A.3 Engaging in inquiry-based processes for personal growth
  - 5C.1 Expressing curiosity about a topic of personal interest or curricular relevance
  - 6B.1 Ethically using and reproducing others' work
  - 6B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others
  - 6B.3 Including elements in personal-knowledge products that allow others to credit content appropriately
  - 4B.4 Organizing information by priority, topic, or other systematic scheme
- Career Readiness, Life Literacies and Key Skills:
  - 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Research the development process of a product and identify the role of failure as a part of the creative process
  - 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process
- NJSLS Technology:
  - 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- Interdisciplinary Connections NJSLS Language Arts:
  - W.3.7 Conduct short research projects that build knowledge about a topic
  - SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
  - RI.3.10 By the end of the year, read and comprehend literary nonfiction
  - W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly
  - W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
  - RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
  - RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

○ RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Essential Questions:
- What are the learning skills and strategies that students need to successfully find information?
- Where can students find relevant and authoritative information?
- What is the research process?
- How does the research process differ depending on my need (personal vs. school)?

Enduring Understandings:
- Reading for information has lifelong applications
- Information from various resources must be analyzed and applied appropriately
- Acquisition, evaluation, and use of materials should meet a specific need
- Information can be accessed through electronic sources

Instructional Targets/Objectives 5:

- Recognize nonfiction and easy nonfiction books as reference sources
- Answer questions about information found in nonfiction books
- Examine and use nonfiction books as a resource
- Recognize the internet as resource to locate information
- Recognize maps and globes as a resource
- Use maps and globes to answer geographical questions
- Access online databases for a variety of information purposes
- Identify search engines; Develop good search habits
- Use alphabetical arrangement to locate a subject in a set of general encyclopedias.
- Recognize the importance of expressing information in one's own word and abiding by copyright laws
- Paraphrase information found in resources

Fourth (4th) Grade Library/Media Center Skills
Course description, Units of Study, Evidence of Learning, Resources & Modifications
By Christine Carr, Highland School Librarian, May 2018

Course Description

Fourth grade students will visit the library every week for 1 period to exchange books. They will participate in teacher planned lessons and activities weekly.   Sometimes they will participate in student lead activities and exploration. Technology access and use will increase again in fourth grade. The unit for Reference and Research will focus largely on the access, navigation and usage of district funded Databases.

They will participate in or be provided with access to various school wide reading programs, such as but not limited to: Read Across America; Author Visits; One School, One Book; Book Swap and Summer Reading Programs.

Fourth grade technology resources will include: Chromebooks, computers, Smart Board, various databases including but not limited to: World Book, Discovery Education, Destiny Discover, EBSCO, Online Library Catalog, GAFE, Google Classroom usage, email usage and more.

Fourth grade students will have access to MakerSpace tools, programs, resources and manipulatives. There will be teacher led exploration and student centered exploration.

The fourth grade program includes story times and a variety of structured readers response activities. Students are encouraged to develop vocabulary to articulate their thoughts and feelings on shared literature.

4th Grade	Scope and Sequence	Pacing
4th Unit 1	Introduction and Orientation	Beginning of year, as needed, spiraled over 3 classes
4th Unit 2	Reading and Listening Comprehension	Ongoing throughout the year, 10 classes
4th Unit 3	Parts of a book and Use of Resources	Ongoing throughout the year, spiraled over 10 classes
4th Unit 4	Media Enrichment, Book Selection and Literature Appreciation	Ongoing throughout the year, spiraled over 10 classes
4th Unit 5	Reference and Research	Ongoing throughout the year, spiraled over 12 classes
4th Grade	Evidence of Learning, Resources & Modifications	

** Note: Scope and sequence is often interrupted, delayed or moved up due to the necessity to correlate/support the classroom curriculums, projects, book reports and assignments

Units of Study

4th Unit 1 Title: Introduction and Orientation
Unit 1 Summary: The students will become familiar with the library media center. Including: the layout of the room, personnel and their roles, location of relevant areas, responsible behavior and check-out and return procedures.   The students will demonstrate good habits in handling print materials.
Unit 1 Standards: • AASL (National School Library Content Standards, 2017): 　○ 3A.1 Formulating questions about a personal interest or a curricular topic 　○ 3A.2 Recalling prior and background knowledge as context for new meaning 　○ 3D.1 Actively contributing to group discussions 　○ 3D.2 Recognizing learning as a social responsibility • Career Readiness, Life Literacies and Key Skills: 　○ 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 　　Research the development process of a product and identify the role of failure as a part of the creative process

- ○ 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process
- NJSLS Technology:
  - ○ 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- Interdisciplinary Connections NJSLS Language Arts:
  - ○ SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

Essential Questions:
- How can I become an effective user of the library?
- How can the library impact my personal reading growth?
- How will knowledge of the library's organization impact my ability to use the library independently?

Enduring Understandings:
- Understand the organization of the library
- Understand the proper care and return of library materials
- Understand the organization of the library and how the materials are connected to the OPAC
- The Dewey Decimal System provides a framework for the organization of nonfiction

Instructional Targets/Objectives in Unit 1

- Identify media center/library personnel (librarian and volunteers)
- Locate area(s) where easy fiction books are found
- Follow proper check out and return procedures
- Follow proper place holder usage
- Demonstrate acceptable Media Center behavior
- Respond to Give Me Five signal
- Follow rules cited by librarian Check out and return books properly at the circulation desk
- Demonstrate good habits when handling print materials
- Demonstrate good habits when handling computers, smart board, printers, mice, keyboards, etc.
- Locate the areas of the Media Center where fiction and nonfiction are found.
  - ○ Identify some genre labels
  - ○ Locate genres
  - ○ Locate graphic novels
  - ○ Locate Green Fiction (F&P leveled beginning chapter books collection)
  - ○ Locate regular fiction
  - ○ Locate Fairy Tales
  - ○ Locate Holiday books
  - ○ Locate encyclopedias
- Identify the location of biography books in the Media Center.
  - ○ Navigate multiple specialized biography collections within our school library
- Identify biographies as a type of nonfiction.
- Utilize the online library catalog to search for and then locate books within the collection
  - ○ Determine availability
  - ○ Determine location

4th Unit 2 Title: *Reading and Listening Comprehension*
Unit 2 Summary: The student will demonstrate comprehension of stories. The student will demonstrate the ability to answer questions about information/stories read or told. The students will determine the main ideas and sequence of events in a story.
Unit 2 Standards: ● AASL (National School Library Content Standards, 2017): 　○ 1A.1 Formulating questions about a personal interest or a curricular topic

- ○ 1A.2 Recalling prior and background knowledge as context for new meaning
- ○ 3A.1 Demonstrating their desire to broaden and deepen understandings
- Career Readiness, Life Literacies and Key Skills:
  - ○ 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Research the development process of a product and identify the role of failure as a part of the creative process
  - ○ 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process
- NJSLS Technology:
  - ○ 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- Interdisciplinary Connections NJSLS Language Arts:
  - ○ RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text
  - ○ RL.4.2 Determine the key details to identify theme in a story, drama, or poem and summarize the text
  - ○ RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature
  - ○ RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
  - ○ RF.4.4 Read with sufficient accuracy and fluency to support comprehension

Essential Questions:
- How can the library impact my personal reading growth?
- How can stories help me understand the world around me?
- How can I understand and appreciate all types of literature?

Enduring Understandings:
- Reading for pleasure or information has lifelong applications
- Understand the elements of literature
- Understand that literature can influence personal growth and development

Instructional Targets/Objectives in Unit 2

- Answer questions about information read or told
- Determine the main idea and sequence of events in a story
- Identify characters, setting, and plot of a story
- Interpret illustrations to gain information and predict story content
- Answer questions about fiction and nonfiction selections
- Distinguish between fact and fiction in literature
- Explain the main idea, or problem and solution, of a story
- Predict events or outcomes in a story
- Retell story events in sequence
- Deduce emotional reactions and motives in stories
- Paraphrase information read in nonfiction
- Explain the purpose for reading fiction and nonfiction selections
- Identify main ideas from information provided
- Compare and contrast settings, characters, and events
- Make, confirm, or revise predictions
- Compare and contrast fiction and nonfiction literature on the same subject
- Make inferences from reading
- Use information from the story to make inferences about a character's feelings, motives, or actions

4th Unit 3 Title: Parts of a book and Use of Resources

Unit 3 Summary: The student will know the parts of a book and identify appropriate library resources.   The student will identify and use appropriate library resources, based on reading level and purpose.

Unit 3 Standards:
- AASL (National School Library Content Standards, 2017):
  - 1C.1 Soliciting and responding to feedback from others
  - 3D.1 Actively contributing to group discussions.
  - 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes
  - 5C.1 Expressing curiosity about a topic of personal interest or curricular relevance
- Career Readiness, Life Literacies and Key Skills:
  - 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Research the development process of a product and identify the role of failure as a part of the creative process
  - 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process
- NJSLS Technology:
  - 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- Interdisciplinary Connections NJSLS Language Arts:
  - RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
  - RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
  - RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
  - RL.4.2 Determine the key details to identify theme in a story, drama, or poem and summarize the text

Essential Questions:
- What are the learning skills and strategies that students need to successfully find information?
- What are the parts of a book?
- What are the parts within a book?
- What purpose do various text features have?
- How can the parts of a book help me navigate and understand the information?

Enduring Understandings:
- Reading for information has lifelong applications
- Information from various resources must be analyzed and applied appropriately
- Books contain various formats, presentations, parts and each serves a purpose and/or conveys information

Instructional Targets/Objectives in Unit 3

- Identify the basic parts of a book
  - Cover, front and back pages, illustrations, spine, title page
  - Publisher, place of publication
  - Copyright page (verso page) and date
  - Table of contents
  - Glossary
  - Index
- Locate title and author on the front cover
- Locate and use tables of contents, glossary, index
- Listen to stories presented in a variety of formats: oral storytelling, print, electronic and video
- Recognize that nonfiction books are arranged by subject areas
- Identify the public library as an additional source of information and materials
- Locate nonfiction books by Dewey subject areas
- Demonstrate knowledge of the alphabetic arrangement of fiction titles by the author's last name/ series/or other
- Identify and use text features in non-fiction/information text
- Use a glossary and index proficiently
- Conduct an author, title and subject search for a book using the electronic card catalog
- Use the electronic catalog to identify the call number, author, title, publisher, copyright date, and the number of pages
- Locate an item in the Media Center using its call number
- Compare and contrast fiction, nonfiction, and historical fiction

● Recognize the purpose of a dedication of a book

4th Unit 4: Media Enrichment, Book Selection and Literature Appreciation

Unit 4 Summary: The student will describe what authors and illustrators do. The student will experience the works of various authors and illustrators. The student will recognize award books. The student will obtain information from various types of literature which include the following: fiction, non-fiction, biography, fairy tales, nursery rhymes, poetry. The student will navigate print and digital books/resources.

Unit 4 Standards:
- AASL (National School Library Content Standards, 2017):
  - 4A.2 Identifying possible sources of information.
  - 3D.1 Actively contributing to group discussions
  - 3D.2 Recognizing learning as a social responsibility
- Career Readiness, Life Literacies and Key Skills:
  - 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Research the development process of a product and identify the role of failure as a part of the creative process
  - 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process
- NJSLS Technology:
  - 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- Interdisciplinary Connections NJSLS Language Arts:
  - RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
  - RL.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text
  - RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity
  - RF.4.4 Read with sufficient accuracy and fluency to support comprehension
  - SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats
  - SL.4.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
  - RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided
  - RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature
  - RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text

Essential Questions:
- How can the library impact my personal reading growth?
- How can stories help me understand the world around me?
- How can I understand and appreciate all types of literature?

Enduring Understandings:
- Reading for pleasure or information has lifelong applications
- Understand the elements of literature
- Understand that literature can influence personal growth and development

Instructional Targets/Objectives in Unit 4

- Identify the roles of an author and an illustrator
- Experience works of some well known children's authors

- Recognize various award medals on the covers of books
  - I.e. Caldecott Medal, Newbery Medal, Geisel Award, Coretta Scott King
- Obtain information from various types of literature which include the following: fiction, non-fiction, biography, fairy tales, nursery rhymes, tall tales, fables, poetry
- Listen to a variety of stories, nursery rhymes and poems
- Participate in choral speaking and echo reading of short poems, rhymes, stories with repeated patterns
- Use pictures/illustrations as clues to events in the story
- Tell events in story which happened in beginning, middle, and end
- Recognize a fairy tale/fable/tall tale when one is read aloud
- Recognize that some nonfiction books are written about real people's lives
- Scan text for titles, pictures, section headings, to set purpose for reading and determine/predict whether material is fiction or nonfiction
- Recognize story elements: setting, characters feelings, traits, actions, main idea, problems and solutions
- Obtain information from stories about a variety of subjects which support the core content areas. Such stories can be fiction (picture books) or nonfiction
- Apply knowledge that print conveys a message
- Retell information from information read by librarian
- Relate stories to information they've learned in the classroom
- Use pictures as clues to events in the story
- Recognize that information in books can be about real things or made up things
- Recognize a book as fiction, nonfiction or biography after it is read
- Explain why the author wrote the piece/author's purpose

4th Unit 5 Title: Reference and Research

Unit 5 Summary: The student will identify nonfiction books as sources of information to answer questions. The student will use alphabetical arrangement to locate a subject in a set of general encyclopedias. The student will recognize the importance of expressing information in one's own word and abiding by copyright
Laws. The student will synthesize information from a variety of sources.

Unit 5 Standards:
- AASL (National School Library Content Standards, 2017):
  - 4B.1 Seeking a variety of sources
  - 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes
  - 5A.2 Reflecting and questioning assumptions and possible misconceptions
  - 5A.3 Engaging in inquiry-based processes for personal growth
  - 5C.1 Expressing curiosity about a topic of personal interest or curricular relevance
  - 6B.1 Ethically using and reproducing others' work
  - 6B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others.
  - 6B.3 Including elements in personal-knowledge products that allow others to credit content appropriately
  - 4B.4 Organizing information by priority, topic, or other systematic scheme.
- Career Readiness, Life Literacies and Key Skills:
  - 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Research the development process of a product and identify the role of failure as a part of the creative process
  - 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process
- NJSLS Technology:
  - 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- Interdisciplinary Connections NJSLS Language Arts:
  - W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
  - SL.4.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
  - RI.4.10 By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text complexity or above, with scaffolding as needed
  - W.4.2A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- ○ W.4.2.B Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic
- ○ W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- ○ RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text
- ○ RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text
- ○ RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
- ○ 1.2.5.Crla: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
- ○ 1.2.5.Crlb: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
- ○ 1.2.5.Crlc: Connect media artwork to personal experiences and the work of others.

Essential Questions:
- What are the learning skills and strategies that students need to successfully find information?
- Where can students find relevant and authoritative information?
- What is the research process?
- How does the research process differ depending on my need (personal vs. school)?

Enduring Understandings:
- Reading for information has lifelong applications
- Information from various resources must be analyzed and applied appropriately
- Acquisition, evaluation, and use of materials should meet a specific need
- Information can be accessed through electronic sources

Instructional Targets/Objectives 5:

- Recognize nonfiction and easy nonfiction books as reference sources
- Answer questions about information found in nonfiction books
- Examine and use nonfiction books as a resource
- Recognize the internet as resource to locate information
- Recognize maps and globes as a resource
- Use maps and globes to answer geographical questions
- Access online databases for a variety of information purposes
- Identify search engines
  - ○ Develop good search habits
- Use alphabetical arrangement to locate a subject in a set of general encyclopedias
- Recognize the importance of expressing information in one's own word and abiding by copyright laws
- Paraphrase information found in resources
- Use dictionary to gather information about words
- Use thesaurus to locate synonyms
- Express in own words information obtained from reference sources.
- Formulate research questions based on topic

Fifth (5th) Grade Library/Media Center Skills
Course description, Units of Study, Evidence of Learning, Resources & Modifications
By Christine Carr, Highland School Librarian, May 2018

Course Description

FIfth grade students will visit the library every week for 1 period to exchange books. They will participate in teacher planned lessons and activities weekly.   Sometimes they will participate in student lead activities and exploration. Technology access and use will increase again in fifth grade. The unit for Reference and Research will focus largely on the access, navigation and usage of district funded Databases AND the citation of resources in research and the creation of a bibliography following current MLA standards.

They will participate in or be provided with access to various school wide reading programs, such as but not limited to: Read Across America; Author Visits; Book Swap; Summer Reading Programs and Battle of the Books.

Fifth grade technology resources will include: Chromebooks, computers, Smart Board, various databases including but not limited to: World Book, Discovery Education, Destiny Discover, EBSCO, Online Library Catalog, GAFE, Google Classroom usage, email usage and more.

FIfth grade students will have access to MakerSpace tools, programs, resources and manipulatives. There will be teacher led exploration and student centered exploration.

Study hall: Fifth grade students will also have the option to utilize the library and its resources during the recess portion of their lunch period. This includes Library MakerSpace resources, computers and print and electronic resources. This time can be social and productive permitting time for homework, studying, assignments and group projects.

The fifth grade program includes occasionally story times and a variety of structured readers response activities. Students are encouraged to develop vocabulary to articulate their thoughts and feelings on shared literature.

5th Grade	Scope and Sequence	Pacing
5th Unit 1	Introduction and Orientation	Beginning of year, as needed, spiraled over 3 classes
5th Unit 2	Reading and Listening Comprehension	Ongoing throughout the year, 10 classes
5th Unit 3	Parts of a book and Use of Resources	Ongoing throughout the year, spiraled over 10 classes
5th Unit 4	Media Enrichment, Book Selection and Literature Appreciation	Ongoing throughout the year, spiraled over 10 classes
5th Unit 5	Reference and Research	Ongoing throughout the year, spiraled over 12 classes
5th Grade	Evidence of Learning, Resources & Modifications	

** Note: Scope and sequence is often interrupted, delayed or moved up due to the necessity to correlate/support the classroom curriculums, projects, book reports and assignments

Units of Study

5th Unit 1 Title: Introduction and Orientation
Unit 1 Summary: The students will become familiar with the library media center. Including: the layout of the room, personnel and their roles, location of relevant areas, responsible behavior and check-out and return procedures. The students will demonstrate good habits in handling print materials.
Unit 1A Objective: The student will become familiar with the library media center
Unit 1 Standards:

- AASL (National School Library Content Standards, 2017):
  - 3A.1 Formulating questions about a personal interest or a curricular topic
  - 3A.2 Recalling prior and background knowledge as context for new meaning
  - 3D.1 Actively contributing to group discussions
  - 3D.2 Recognizing learning as a social responsibility
- Career Readiness, Life Literacies and Key Skills:
  - 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Research the development process of a product and identify the role of failure as a part of the creative process
  - 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process
- NJSLS Technology:
  - 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- Interdisciplinary Connections NJSLS Language Arts:
  - SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly

Essential Questions:
- How can I become an effective user of the library?
- How can the library impact my personal reading growth?
- How will knowledge of the library's organization impact my ability to use the library independently?

Enduring Understandings:
- Understand the organization of the library
- Understand the proper care and return of library materials
- Understand the organization of the library and how the materials are connected to the OPAC
- The Dewey Decimal System provides a framework for the organization of nonfiction

Instructional Targets/Objectives in Unit 1

- Identify media center/library personnel (librarian and volunteers)
- Locate area(s) where easy fiction books are found
- Follow proper check out and return procedures
- Follow proper place holder usage
- Demonstrate acceptable Media Center behavior
- Respond to Give Me Five signal
- Follow rules cited by librarian Check out and return books properly at the circulation desk
- Demonstrate good habits when handling print materials
- Demonstrate good habits when handling computers, smart board, printers, mice, keyboards, etc.
- Locate the areas of the Media Center where fiction and nonfiction are found.
  - Identify genre labels
  - Locate all genres, locate graphic novels
  - Locate green fiction (F&P leveled beginning chapter books collection)
  - Locate Fairy Tales
  - Locate Holiday books
  - Locate encyclopedias
- Identify the location of biography books in the Media Center
  - Navigate multiple specialized biography collections within our school library
- Identify biographies as a type of nonfiction
- Utilize the online library catalog to search for and then locate books within the collection
  - Determine availability; Determine location

5th Unit 2 Title: Reading and Listening Comprehension

Unit 2 Summary: The student will demonstrate comprehension of stories. The student will demonstrate the ability to answer questions about information/stories read or told. The students will determine the main ideas and sequence of events in a story.

Unit 2 Standards:
- AASL (National School Library Content Standards, 2017):
  - 1A.1 Formulating questions about a personal interest or a curricular topic
  - 1A.2 Recalling prior and background knowledge as context for new meaning
  - 3A.1 Demonstrating their desire to broaden and deepen understandings.
- Career Readiness, Life Literacies and Key Skills:
  - 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Research the development process of a product and identify the role of failure as a part of the creative process
  - 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process
- NJSLS Technology:
  - 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information
- Interdisciplinary Connections NJSLS Language Arts:
  - RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
  - RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text
  - RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
  - RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
  - RF.5.4 Read with sufficient accuracy and fluency to support comprehension

Essential Questions:
- How can the library impact my personal reading growth?
- How can stories help me understand the world around me?
- How can I understand and appreciate all types of literature?

Enduring Understandings:
- Reading for pleasure or information has lifelong applications
- Understand the elements of literature
- Understand that literature can influence personal growth and development

Instructional Targets/Objectives in Unit 2

- Answer questions about information read or told
- Determine the main idea and sequence of events in a story
- Identify characters, setting, and plot of a story
- Interpret illustrations to gain information and predict story content
- Answer questions about fiction and nonfiction selections
- Distinguish between fact and fiction in literature
- Explain the main idea, or problem and solution, of a story
- Predict events or outcomes in a story
- Retell story events in sequence
- Deduce emotional reactions and motives in stories
- Paraphrase information read in nonfiction
- Explain the purpose for reading fiction and nonfiction selections
- Identify main ideas from information provided
- Compare and contrast settings, characters, and events
- Make, confirm, or revise predictions
- Compare and contrast fiction and nonfiction literature on the same subject
- Make inferences from reading
- Use information from the story to make inferences about a character's feelings, motives, or actions
- Describe the development of plot, and explain how conflicts are resolved
- Describe how the author's choice of vocabulary and style contribute to the quality and enjoyment of selections

5th Unit 3 Title: *Parts of a book and Use of Resources*

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Unit 3 Summary: The student will know the parts of a book and identify appropriate library resources. The student will identify and use appropriate library resources, based on reading level and purpose.

Unit 3 Standards:
- AASL (National School Library Content Standards, 2017):
  - 1C.1 Interacting with content presented by others
  - 3D.1 Actively contributing to group discussions
  - 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.
  - 5C.1 Expressing curiosity about a topic of personal interest or curricular relevance
- Career Readiness, Life Literacies and Key Skills:
  - 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Research the development process of a product and identify the role of failure as a part of the creative process
  - 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process
- NJSLS Technology:
  - 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- Interdisciplinary Connections NJSLS Language Arts:
  - RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
  - RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
  - RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
  - RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text

Essential Questions:
- What are the learning skills and strategies that students need to successfully find information?
- What are the parts of a book?
- What are the parts within a book?
- What purpose do various text features have?
- How can the parts of a book help me navigate and understand the information?

Enduring Understandings:
- Reading for information has lifelong applications
- Information from various resources must be analyzed and applied appropriately
- Books contain various formats, presentations, parts and each serves a purpose and/or conveys information

Instructional Targets/Objectives in Unit 3

- Locate easy books
- Identify the basic parts of a book
  - Cover, front and back Pages Illustrations Spine, Title Page
  - Publisher, Place of Publication
  - Copyright page (verso page) and date
  - Table of contents
  - Glossary
  - Index
- Locate title and author on the front cover
- Locate and use tables of contents, glossary, index
- Listen to stories presented in a variety of formats : oral storytelling, print, electronic and video
- Recognize that nonfiction books are arranged by subject areas
- Identify the public library as an additional source of information and materials
- Locate nonfiction books by Dewey subject areas
- Demonstrate knowledge of the alphabetic arrangement of fiction titles by the author's last name/ series/or other
- Identify and use text features in non-fiction/information text
- Use a glossary and index proficiently
- Conduct an author, title and subject search for a book using the electronic card catalog

- Use the electronic catalog to identify the call number, author, title, publisher, copyright date, and the number of pages
- Locate an item in the Media Center using its call number
- Compare and contrast fiction, nonfiction, and historical fiction
- Recognize the purpose of a dedication of a book
- Place books on a certain subject in the proper Dewey classification
- Use call numbers through all decimal places in sequential order

5th Unit 4: Media Enrichment, Book Selection and Literature Appreciation

Unit 4 Summary: The student will describe what authors and illustrators do. The student will experience the works of various authors and illustrators. The student will recognize award books. The student will obtain information from various types of literature which include the following: fiction, non-fiction, biography, fairy tales, nursery rhymes, poetry. The student will navigate print and digital books/resources.

Unit 4 Standards:
- AASL (National School Library Content Standards, 2017):
  - 4A.2 Identifying possible sources of information
  - 4B.1 Collecting information representing diverse perspectives
  - 4B.4 Organizing information by priority, topic, or other systematic scheme
  - 3D.1 Actively contributing to group discussions
  - 3D.2 Recognizing learning as a social responsibility
- Career Readiness, Life Literacies and Key Skills:
  - 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Research the development process of a product and identify the role of failure as a part of the creative process
  - 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process
- NJSLS Technology:
  - 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- Interdisciplinary Connections NJSLS Language Arts:
  - RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
  - RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)
  - RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity
  - RF.5.4 Read with sufficient accuracy and fluency to support comprehension
  - SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally)
  - SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation
  - RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
  - RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
  - RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
  - RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described

Essential Questions:
- How can the library impact my personal reading growth?
- How can stories help me understand the world around me?
- How can I understand and appreciate all types of literature?

Enduring Understandings:
- Reading for pleasure or information has lifelong applications
- Understand the elements of literature
- Understand that literature can influence personal growth and development

Instructional Targets/Objectives in Unit 4

- Identify the roles of an author and an illustrator
- Experience works of some well known children's authors
- Recognize various award medals on the covers of books
  - I.e. Caldecott Medal, Newbery Medal, Geisel Award, Coretta Scott King
- Obtain information from various types of literature which include the following: fiction, non-fiction, biography, fairy tales, nursery rhymes, tall tales, fables, poetry
- Listen to a variety of stories, nursery rhymes and poems
- Participate in choral speaking and echo reading of short poems, rhymes, stories with repeated patterns.
- Use pictures/illustrations as clues to events in the story
- Tell events in story which happened in beginning, middle, and end
- Recognize a fairy tale/fable/tall tale when one is read aloud
- Recognize that some nonfiction books are written about real people's lives
- Scan text for titles, pictures, section headings, to set purpose for reading and determine/predict whether material is fiction or nonfiction
- Recognize story elements: setting, characters feelings, traits, actions, main idea, problems and solutions
- Obtain information from stories about a variety of subjects which support the core content areas. Such stories can be fiction (picture books) or nonfiction
- Apply knowledge that print conveys a message
- Retell information from information read by librarian
- Relate stories to information they've learned in the classroom
- Use pictures as clues to events in the story
- Recognize that information in books can be about real things or made up things
- Recognize a book as fiction, nonfiction or biography after it is read
- Explain why the author wrote the piece
  - Author's purpose

5th Unit 5 Title: Reference and Research

Unit 5 Summary: The student will identify nonfiction books as sources of information to answer questions. The student will use alphabetical arrangement to locate a subject in a set of general encyclopedias. The student will recognize the importance of expressing information in one's own word and abiding by copyright Laws. The student will synthesize information from a variety of sources.

Unit 5 Standards:
- AASL (National School Library Content Standards, 2017):
  - 4B.1 Collecting information representing diverse perspectives
  - 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes
  - 5A.2 Reflecting and questioning assumptions and possible misconceptions
  - 5A.3 Engaging in inquiry-based processes for personal growth
  - 5C.1 Expressing curiosity about a topic of personal interest or curricular relevance
  - 6B.1 Ethically using and reproducing others' work
  - 6B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others
  - 6B.3 Including elements in personal-knowledge products that allow others to credit content appropriately
  - 4B.1 Seeking a variety of sources.
  - 4B.4 Organizing information by priority, topic, or other systematic scheme
- Career Readiness, Life Literacies and Key Skills:
  - 9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Research the development process of a product and identify the role of failure as a part of the creative process
  - 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process
- NJSLS Technology:
  - 9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- Interdisciplinary Connections NJSLS Language Arts:

- ○ W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic
- ○ SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- ○ RI.5.10 By the end of the year, read and comprehend literary nonfiction at grade level text complexity or above, with scaffolding as needed.
- ○ RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text
- ○ RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
- ○ RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area

Essential Questions:
- ● What are the learning skills and strategies that students need to successfully find information?
- ● Where can students find relevant and authoritative information?
- ● What is the research process?
- ● How does the research process differ depending on my need (personal vs. school)?

Enduring Understandings:
- ● Reading for information has lifelong applications
- ● Information from various resources must be analyzed and applied appropriately
- ● Acquisition, evaluation, and use of materials should meet a specific need
- ● Information can be accessed through electronic sources

Instructional Targets/Objectives 5:

- ● Recognize nonfiction and easy nonfiction books as reference sources
- ● Answer questions about information found in nonfiction books
- ● Examine and use nonfiction books as a resource
- ● Recognize the internet as resource to locate information
- ● Recognize maps and globes as a resource
- ● Use maps and globes to answer geographical questions
- ● Access online databases for a variety of information purposes
- ● Identify search engines
  - ○ Develop good search habits
- ● Use alphabetical arrangement to locate a subject in a set of general encyclopedias
- ● Recognize the importance of expressing information in one's own word and abiding by copyright laws
- ● Paraphrase information found in resources
- ● Use dictionary to gather information about words
- ● Use thesaurus to locate synonyms
- ● Express in own words information obtained from reference sources
- ● Formulate research questions based on topic
- ● Identify and use text features in non-fiction/information text
- ● Use text organizers:
  - ○ Type
  - ○ Headings and subheadings
  - ○ Graphics, charts, diagrams, etc.
- ● Use atlas effectively
- ● Restate information gathered from reference sources in own words
- ● Identify sources used giving author, title, publisher, publication city, and date
- ● Compose a bibliography of sources used for research purposes
- ● Use maps, charts and graphs in order to answer related questions
- ● Interpret maps, charts and graphs in order to answer questions
- ● Label maps/diagrams correctly

Evidence of Learning

Formative Assessments:

- Teacher observation data
- Teacher created quizzes/tests
- Student feedback (responses to questions/discussions)
- Gradebook
- Exit tickets
- Teach created rubrics
- Flipgrid videos
- Maker projects
- Students ability to return borrowed materials

Summative Assessments:

- Student participation (conduct and effort)
- Teacher created quizzes/tests
- Teacher created rubrics

Alternative Assessments:

- Oral presentation/report or written/typed
- Typed/computer work or handwritten
- Book report
- Research report
- Portfolios
- Project work/documentation
- Posters
- Slideshow
- Comic strip
- Wanted posters
- Newscast/podcast
- Timelines
- Trivia Games
- Experiments

Resources

- Teacher created resources aligned to lesson plans
- Books
- Smart Board
- Chromebook
- Computers
- MakerSpace materials
- Fixed scheduling
- Online Library Catalog/Circulation software
- District funded databases
  - Follett Shelf, Newsela, World Book Online, EBSCO/NoveList K-8, Proquest
- Google account, GAFE

Modifications

Special Education Students/504

- Allow errors
- Rephrase questions, directions, and explanations

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- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications
- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

At-Risk Students

- Provide extended time to complete tasks
- Consult with guidance counselor and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word

Enrichment/Gifted and Talented Students

- Provide extension activities; access to high level reading area in the library
- Build on students' intrinsic motivations

Interdisciplinary

- Communicate with grade level teachers whenever possible to connect library learning with classroom curriculum
- Collaborate and plan with other specialists whenever possible to expand learning outside the library classroom. Including: music, art, health and guidance

HIP/SHIP

- Maintain and wear FM amplification microphone
- Use portable speaker when needed
- Provide word/picture ques, written instructions/directions

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
- Small group/large group instruction - Individual instruction - Smart Board presentations/demonstrations - Videos - Printed handouts - Large format books - Teacher led discussion - Student led discussion - Oral storytelling - Read alouds from books/text - Audio book - Posters - KWL charts - Lecture - Print & digital resources	- Slideshows - Printed handouts - Google Accounts - Email communication - Google Classroom - Google Drive documents - Teacher created worksheets, tests, quizzes - Google Forms quizzes - Google sheets data collection - Art - Makperspace exploration - Posters - Written assignments - Teacher goals/needs - Student goals/needs - Intrinsic motivation	- Makerspace exploration - Plickers (web) - Flipgrid (web) - Nearpod (web) - GAFE (web) - Symbaloo (web) - District website - Paper documents and forms - Google Classroom (web) - Email (web) - Reading incentive programs - Reading/question logs - Pink cat Games (web) - Lego builds - Art projects - Newsela (web) - Print & digital resources

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4. **New Jersey Student Learning Standards - Language Arts** http://www.state.nj.us/education/cccs/frameworks/ela/

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