CURRICULUM

FOR

LIBRARY MEDIA
GRADES K-6

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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Subject/Course Title: Library Media Grades 9-12 Date of Board Adoptions January 20, 2009 Revised – June 30, 2015 Revised – October 27, 2020

RAHWAY PUBLIC SCHOOLS CURRICULUM

Library Media – Grades K - 6

Pacing Guide

Grade/Unit	Title	Pacing
K - Unit 1	Library Orientation	5 weeks
K - Unit 2	Authors, Illustrators & Parts of a Book	5 weeks
K - Unit 3	Identify EZ reader fiction/non-fiction sections, Self-Browsing	5 weeks
K - Unit 4	Explore Fictional Story Elements	5 weeks
K- Unit 5	Biographies	5 weeks
K - Unit 6	Non-Fiction	5 weeks
K - Unit 7	Fairy/Folk Tales	5 weeks
K – Unit 8	Rhymes and Poetry	5 weeks
1 - Unit 1	Library Orientation	5 weeks
1 - Unit 2	Authors, Illustrators & Parts of a Book	5 weeks
1 - Unit 3	Identify EZ reader fiction/non-fiction sections, Self-Browsing	5 weeks
1 - Unit 4	Explore Fictional Story Elements	5 weeks
1 - Unit 5	Biographies	5 weeks
1 - Unit 6	Non-Fiction	5 weeks
1 - Unit 7	Fairy/Folk Tales	5 weeks
1 - Unit 8	Rhymes and Poetry	5 weeks
2 - Unit 1	Library Orientation and Organization	5 weeks
2 - Unit 2	Title, author, illustrator. Fiction call numbers and Fiction vs. nonfiction.	5 weeks
2 - Unit 3	Focus on Nonfiction	5 weeks
2 - Unit 4	Review of Library Skills	5 weeks
2 - Unit 5	Biographies	5 weeks
2 - Unit 6	Non-Fiction	5 weeks

2 - Unit 7	Fairy tales and Tall tales	5 weeks
2 - Unit 8	Nursery Rhymes and Poetry	5 weeks
3 - Unit 1	Library Introduction and Orientation	5 weeks
3 - Unit 2	Introduce Destiny, Nonfiction Call Numbers, and Locating Books by Call Numbers	5 weeks
3 - Unit 3	Author's Purpose	5 weeks
3 - Unit 4	Review Library Skills; Winter World Holidays	5 weeks
3 - Unit 5	Biographies	5 weeks
3 - Unit 6	Non-Fiction	5 weeks
3 - Unit 7	Fairy Tales and Folk Tales	5 weeks
3 - Unit 8	Poetry	5 weeks
4 - Unit 1	Library Introduction and Orientation	5 weeks
4 - Unit 2	Dewey Decimal System	5 weeks
4 - Unit 3	Genres	6 weeks
4 - Unit 4	Biographies	6 weeks
4 - Unit 5	Internet Safety	6 weeks
4 - Unit 6	Basic Internet Research	6 weeks
4 - Unit 7	Internet Based Research Project	6 weeks
5 - Unit 1	Library Orientation	5 weeks
5 - Unit 2	Dewey Decimal System, Genres, Author's Purpose	5 weeks
5 - Unit 3	Internet Safety and Basic Internet Research	5 weeks
5 - Unit 4	Research Project based on World Holidays	5 weeks
5 - Unit 5	African-American Biography Internet based research project	5 weeks
5 - Unit 6	Exploration of Important Events in African-American History and Culture	5 weeks
5 - Unit 7	Exploration of Women and their role in history	5 weeks
5 - Unit 8	Poetry	5 weeks
6 - Unit 1	Library Orientation	5 weeks
6 - Unit 2	Dewey Decimal System, Genres, Author's Purpose	5 weeks

6 - Unit 3	Internet Safety and Basic Internet Research	5 weeks
6 - Unit 4	Research Project based on World Holidays	5 weeks
6 - Unit 5	African-American Biography Internet based research project	5 weeks
6 - Unit 6	Exploration of Important Events in African-American History and Culture	5 weeks
6 - Unit 7	Exploration of Women and their role in history	5 weeks
6 - Unit 8	Poetry	5 weeks

RAHWAY PUBLIC SCHOOLS CURRICULUM GRADE K

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1 - Library Orientation

Target Course/Grade Level: Kindergarten

Unit Summary: This unit is designed to help kindergarten students become familiar with the library. Students will be introduced to the library media specialist and get a basic overview of routines and rituals/procedures. Additional lessons will focus on proper book care. Students will also discuss what libraries and information

centers are and what kinds of materials can be found there.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Career Readiness, Life Literacies and Key Skills:

Civic Responsibility

Standard 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Risk Management and Insurance

Standard 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

American Association of School Librarians (AASL):

Standard:

- I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
- A. THINK Learners display curiosity and initiative by:
- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning.

Standard:

III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals

B. CREATE Learners adjust their awareness of the global learning community by:

1. Interacting with learners who reflect a range of perspectives.

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

1. Actively contributing to group discussions.

Unit Understandings:

Students will understand that...

- The librarian is a teacher and resource person
- They should demonstrate proper library behavior
- They should demonstrate care of library materials

Unit Essential Questions:

- What is the importance of the school media center?
- Why is it important to take care of library books?
- Why are libraries and information centers important?

Knowledge and Skills:

Students will know.....

- Taking care of library books helps them to last longer to be enjoyed by all students for many years.
- Libraries and information centers are places where people can read, learn and explore.

Students will be able to ...

 Students will be able to independently and with guidance recognize and apply proper procedures and behaviors in a library setting.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Suggested Readings:

- Library Mouse, by Daniel Kirk
- What Happened to Marion's Book, by Brook Berg
- If you Ever Want to Bring a Circus to the Library, Don't!, by Elise Parsley
- Bats at the Library, by Brian Lies
- Library Lion, by Michelle Knudsen
- Wild About Books, by Judy Sierra
- I Took My Frog to the Library, by Eric A. Kimmel
- Goldie Socks and the Three Libearians, by Jackie Mims Hopkins

Suggested Website(s):

- https://elementarylibrarian.com/library-procedures-guide-sanity/
- http://www.pppst.com/library.html
- https://www.readbrightly.com/picture-books-about-wild-libraries/
- https://www.scholastic.com/teachers/articles/teaching-content/value-classroom-rituals-routines/
- http://www.nea.org/tools/15377.htm

Videos

Library videos that include uploads from different formats.

- Projector
- Laptop
- Whiteboard/Television Monitor
- Document Camera

Content Area: Library

Unit Title: Unit 2 - Authors, Illustrators & Parts of a Book

Target Course/Grade Level: Kindergarten

Unit Summary: In this unit, students will be introduced to the concepts of author and illustrator. They will be able to remember what jobs authors and illustrators perform in creating a book. Students will become familiar with the different parts of a book. Lessons will focus on book parts such as: Author, spine and cover. Children will also begin to explore one or more authors' body of work such as Alyssa S. Capucilli, Laura Numeroff, Eric Carle, Bill Martin, and Mo Willems. They will be introduced to popular fictional reading series for their grade/reading level, which should result in a greater appreciation for fictional literature.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards: Anchor Standards: Reading

Craft and Structure

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Progress Indicators for Reading Informational Text

RI.K.5. Identify the front cover, back cover, and title page of a book

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)

Progress Indicators Reading Literature Text

RL.K.10. Actively engage in group reading activities with purpose and understanding

Anchor Standard(s): Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Progress Indicators for Speaking and Listening

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

American Association of School Librarians (AASL):

I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. THINK Learners display curiosity and initiative by:

- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning.

Standard:

III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals B. CREATE Learners adjust their awareness of the global learning community by:

1. Interacting with learners who reflect a range of perspectives.

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

1. Actively contributing to group discussions.

Career Readiness, Life Literacies and Key Skills:

Civic Responsibility

Standard 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Risk Management and Insurance

Standard 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Unit Understandings:

Students will understand that...

Books have basic parts and that there is a differentiation between the role of author and illustrator

Unit Essential Questions:

Why is it important to know the different parts of a book?

Knowledge and Skills:

Students will know.....

- The role of author and illustrator
- The location of the spine, the front and back cover, the endpapers, and the title page of a book
- Where to locate the fictional section of the library

Students will be able to...

- Students will be able to identify the basic parts of a book
- Students will be able to enjoy seasonal books while reviewing the concepts of author and illustrator and the parts of a book
- Students will be able to locate popular grade level fictional book series in the library

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

Teacher Observation

- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Suggested books such as:

- Brown Bear, Brown Bear, What do you See?, and other stories written by Bill Martin and Eric
- Elephant and Piggie series, and other books by Mo Willems

- Fly Guy Series, by Ted Arnold
- Clifford, The Big Red Dog, and other stories by Norman Bridwell
- Biscuit, and other stories by Alyssa S. Capucilli
- If You Give a Mouse a Cookie, and other books by Laura Numeroff
- Olivia, and other stories by Ian Falconer
- The Day the Crayons Quit, and other stories by Drew Daywalt
- I Can Read Book Series
- Ada Twist, Scientist, by Andrea Beaty
- One Day in the Eucalyptus, Eucalyptus Tree, by Daniel Bernstrom
- The Snowy Day, by Ezra Jack Keats

Websites:

- www.storylineonline.net
- https://www.readbrightly.com/topics/brightly-storytime/
- https://thecolorfulapple.com/2020/03/picture-book-read-aloud-videos/
- https://www.readbrightly.com/picture-books-about-wild-libraries/
- https://www.drewdaywalt.com/
- https://eric-carle.com/
- https://www.icanread.com/characters/biscuit/
- http://www.mowillems.com/
- https://pbskids.org/clifford/
- http://www.ala.org/rt/emiert/cskbookawards

- Projector
- Laptop
- Whiteboard/Television
- Document Camera

Content Area: Library

Unit Title: Unit 3 - Identify EZ reader fiction/non-fiction sections, Self-Browsing

Target Course/Grade Level: Kindergarten

Unit Summary: Students will review how to locate fictional easy readers in the library. They will learn that fictional stories are arranged on the shelves by the author's last name, and that nonfiction books are arranged by their topics and call numbers. At the end of this unit they should be able to differentiate the easy nonfiction section from the easy fictional section of the library. Children will continue to self-browse for books that they would like to borrow based on their personal interest. An array of fiction and nonfiction stories will be read throughout the unit.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Anchor Standards: Reading

Progress Indicators for Reading Foundation Skills

- R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the
- R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.

Progress Indicators Reading Literature Text

- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Progress Indicators for Reading Informational Text

Key Ideas and Details

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

Craft and Structure

- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

American Association of School Librarians (AASL):

Standard:

I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. THINK Learners display curiosity and initiative by:

1. Formulating questions about a personal interest or a curricular topic.

2. Recalling prior and background knowledge as context for new meaning.

Standard:

III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals B. CREATE Learners adjust their awareness of the global learning community by:

1. Interacting with learners who reflect a range of perspectives.

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

1. Actively contributing to group discussions.

Career Readiness, Life Literacies and Key Skills:

Civic Responsibility

Standard 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Risk Management and Insurance

Standard 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Unit Understandings:

Students will understand that...

- It is important to keep things in order in the library so that materials can be easily found
- Fiction is a story that the author creates, while nonfiction contains information and facts

Unit Essential Questions:

- Why is it important to keep things in order in the information center?
- How are the fictional easy readers/picture books arranged in the media center?
- How are nonfiction EZ readers arranged in the library?
- Why is it important to know the difference between fiction and nonfiction?

Knowledge and Skills:

Students will know.....

To look to spine label for proper placement of book

Fictional books are make believe and nonfiction books have real information

Students will be able to...

- Identify where to find the call number of an easy reader/picture book on the spine of the text
- Distinguish the easy nonfiction section from the easy fiction section in the library
- Evaluate the difference between books that are made up stories and books that contain true facts

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Suggested books such as:

- Ada Twist, Scientist, by Andrea Beaty
- One Day in the Eucalyptus, Eucalyptus Tree, by Daniel Bernstrom
- Charlie and Lola, and other books by Lauren Child

- Los Mariachis, by Rita Rosa Ruesga
- My Brother Charlie, by Holly Robinson Peete
- Elephant and Piggie Books, and other books by Mo Willems
- McDuff, and other books by Rosemary Wells
- ABC, I Love Me, by Miriam Muhammad
- Hair Love, by Matthew A. Cherry
- Baby Animals Moving, by Suzi Észterhas
- Bird Build A Nest, by Martin Jenkins
- Robins, by Robin Nelson and other books from the First Step Nonfiction Series
- This or That? Frogs or Toads, by Susan Holt Kralovansky
- This or That? Whale or Fish, by Susan Holt Kralovansky
- Bearded Dragon, by Lyn Sirota (Pebbles Plus Series)

Websites:

- www.starfall.com
- http://www.learningplanet.com/act/abcorder.asp
- https://thecolorfulapple.com/2020/03/picture-book-read-aloud-videos/
- https://www.scholastic.com/parents/books-and-reading/book-lists-and-recommendations/book-lists-and-recommendations/book-lists-and-recommendations/book-lists-and-recommendations/book-lists-and-recommendations/book-lists-and-recommendations/book-lists-and-recommendations/book-lists-and-recommendations/book-lists-and-recommendations/book-lists-and-recommendations/book-lists-and-recommendations/book-lists-and-recommendations-for-ages-3-5.html
- https://kids.denverlibrary.org/booklist/k-3/great-nonfiction-books-kindergarteners
- https://www.weareteachers.com/first-grade-books/

- Projector
- Laptop
- Whiteboard/Television
- Document Camera

Content Area: Library

Unit Title: Unit 4 - Explore Fictional Story Elements

Target Course/Grade Level: Kindergarten

Unit Summary The children will learn how to identify the story elements of a fictional text. Students will identify elements such as the main characters, setting, plot, and theme of a fictional story. The genres of fantasy and realistic fiction will be explored.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Progress Indicators for Reading Foundation Skills

R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RF.K.1. Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page.

D. Recognize and name all upper- and lowercase letters of the alphabet.

Progress indicators Reading Literature Text

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.K.10. Actively engage in group reading activities with purpose and understanding.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Career Readiness, Life Literacies and Key Skills:

Civic Responsibility

Standard 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Risk Management and Insurance

Standard 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

American Association of School Librarians (AASL):

I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

- A. THINK Learners display curiosity and initiative by:
- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning.

- III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals
- B. CREATE Learners adjust their awareness of the global learning community by:
- 1. Interacting with learners who reflect a range of perspectives.
- D. GROW Learners actively participate with others in learning situations by:
- 1. Actively contributing to group discussions.

Unit Understandings:

Students will understand that...

- Fictional stories are make believe
- Fictional stories can be realistic or fantasy
- Fictional books have story elements

Unit Essential Questions:

How can you tell if a book is fictional?

Knowledge and Skills:

Students will know.....

How to determine if a book is fictional

Students will be able to ...

- Identify some story elements of a fictional text
- Define what it means when a text is fictional

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Suggested books such as:

- Dragons Love Tacos by Adam Rubin
- Cloudy With a chance of Meatballs by Judi and Ron Barrett
- Harold and the Purple Crayon by Crockett Johnson
- If you Give a Mouse a Cookie by Laura Numeroff
- The Polar Express by Van Allsburg
- Once Upon A World: The Little Mermaid by Hannah Eliot
- Franklin's Flying Bookshop by Jen Campbell
- Owl Moon by Jane Yolen
- No David! by David Shannon
- My Brother Charlie, by Holly Robinson Peete
- Peter's Chair, by Ezra Jack Keats
- The Day You Begin, by Jacqueline Woodson
- When Grandma Gives You Lemon A Tree, by Jamie B. Deenihan

Websites:

- https://www.weareteachers.com/first-grade-books/
- https://bookriot.com/best-fantasy-books-for-kids/
- https://www.readingrockets.org/booklists/12-books-holiday-season
- http://www.ala.org/rt/emiert/cskbookawards
- https://thecolorfulapple.com/2020/03/picture-book-read-aloud-videos/
- https://www.scholastic.com/parents/books-and-reading/book-lists-and-recommendations/book-lists---reco mmendations-for-ages-3-5.html
- http://www.ala.org/rt/emiert/cskbookawards
- http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal
- https://www.pragmaticmom.com/2015/09/top-10-hispanic-american-heritage-books-kids/

https://bookriot.com/realistic-fiction-books/

- Projector
 Laptop
 Whiteboard/Television Monitor
- Document Camera

Content Area: Library

Unit Title: Unit 5 - Biographies

Target Course/Grade Level: Kindergarten

Unit Summary: Students will learn that biographies are nonfiction text that gives facts about a person's life. They will also learn that biographies are written by someone different from the subject/topic of the book. Students will begin to learn that the basic elements of a biography includes the date and place of birth, the date of expire, the education, the work experience, and the major achievements of the subject.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

Anchor Standards: Reading

Craft and Structure

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Progress Indicators for Reading Informational Text

RI.K.5. Identify the front cover, back cover, and title page of a book

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)

Progress Indicators Reading Literature Text

RL.K.10. Actively engage in group reading activities with purpose and understanding

Anchor Standard(s): Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Progress Indicators for Speaking and Listening

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Career Readiness, Life Literacies and Key Skills:

Civic Responsibility

Standard 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

American Association of School Librarians (AASL):

I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. THINK Learners display curiosity and initiative by:

- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning.

III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals B. CREATE Learners adjust their awareness of the global learning community by:

1. Interacting with learners who reflect a range of perspectives.

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

1. Actively contributing to group discussions.

Unit Understandings:

Students will understand that...

- Biographies are books that give facts about a real person's life
- Biographies tell why a person is famous or important
- Biographies are real stories that are written by someone different from the topic/theme

Unit Essential Questions:

• What is a biography? What are some of the main elements of a biography?

Knowledge and Skills:

Students will know...

How to identify a book as a biography

Students will be able to...

- Explain that a biography is a book about a real person's life that is written by someone else
- Identify some of the important elements of a biography such as the date and birth place of the subject, the education level of the subject, and details about what makes the person special or famous

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Suggested books such as:

- Malala's Magic Pencil, by Malala Yousafzai
- Rookies Biographies Series
- Ordinary People Change the World Series
- The Story of Ruby Bridges, by Robert Coles
- A picture book of Amelia Earhart, by David Adler
- Preaching to the Chickens: The Story of Young John Lewis, by Jabari Asim
- Turning Pages: My Life Story, by Lulu Delacre
- Six Dots: A Story of Young Louis Braille, by Jen Bryant
- The Oldest Student: How Mary Walker Learned to Read, by Rita L. Hubbard
- Dinner at Aunt Connie's House, by Faith Ringgold

- You Should Meet Series, by Thea Feldman and Laurie Calkhoven
- The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin, by Julia Finley Mosca

Websites

- www.starfall.com
- http://www.learningplanet.com/act/abcorder.asp
- http://www.ala.org/rt/emiert/cskbookawards
- https://thecolorfulapple.com/2020/03/picture-book-read-aloud-videos/
- https://www.scholastic.com/parents/books-and-reading/book-lists-and-recommendations/book-lists---reco mmendations-for-ages-3-5.html
- https://scholasticlibrary.digital.scholastic.com/subject/beginning-readers/rookie-biographies.html
- https://www.readbrightly.com/illustrated-biographies-that-introduce-kids-to-diverse-heroes/
- https://www.scholastic.com/teachers/lists/teaching-content/biographies-for-grades-k-2/
- https://www.simonandschuster.com/series/You-Should-Meet
- https://www.readworks.org/lessons/gradek/genre-studies-biography
- https://www.ducksters.com/biography/
- https://www.aliciahutchinson.com/73-biographies-for-kids/
- https://www.ordinarypeoplechangetheworld.com/

- Projector
- Laptop
- Whiteboard/Television
- Document Camera

Content Area: Library

Unit Title: Unit 6 - Non-Fiction

Target Course/Grade Level: Kindergarten

Unit Summary: Students will learn how to identify non-fiction text. They will learn that non-fiction text gives facts about a topic. Children will also examine the elements of a nonfiction text. They will begin to identify various text features such as the table of contents, illustrations, photographs, charts, etc.

Approximate Length of Unit: 5

LEARNING TARGETS

NJ Student Learning Standards:

Anchor Standards: Reading

Craft and Structure

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Progress Indicators for Reading Informational Text

RI.K.5. Identify the front cover, back cover, and title page of a book

RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)

Progress Indicators Reading Literature Text

RL.K.10. Actively engage in group reading activities with purpose and understanding

Anchor Standard(s): Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Progress Indicators for Speaking and Listening

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Career Readiness, Life Literacies and Key Skills:

Civic Responsibility

Standard 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Risk Management and Insurance

Standard 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

American Association of School Librarians (AASL):

Standard:

I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. THINK Learners display curiosity and initiative by:

- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning.

Standard:

III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals B. CREATE Learners adjust their awareness of the global learning community by:

1. Interacting with learners who reflect a range of perspectives.

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

1. Actively contributing to group discussions.

Unit Understandings:

Students will understand that...

• Fiction is a story that the author creates, while nonfiction contains real information and facts

Unit Essential Questions:

- How can readers tell if a book contains a make believe story or facts?
- Why is it important to know the difference between fiction and nonfiction?
- What are some of the elements of a nonfiction text?

Knowledge and Skills:

Students will know.....

How to identify a nonfiction text

Students will be able to...

Evaluate the difference between books that are made up stories and books that contain true facts

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Book suggestions:

- The Oldest Student: How Mary Walker Learned to Read, by Rita L. Hubbard
- Dinner at Aunt Connie's House, by Faith Ringgold
- You Should Meet Series, by Thea Feldman and Laurie Calkhoven
- The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin, by Julia Finley Mosca
- Bird Build A Nest, by Martin Jenkins
- Robins, by Robin Nelson and other books from the First Step Nonfiction Series
- This or That? Frogs or Toads, by Susan Holt Kralovansky
- This or That? Whale or Fish, by Susan Holt Kralovansky
- Bearded Dragon, by Lyn Sirota (Pebbles Plus Series)

Websites

- https://www.weareteachers.com/first-grade-books/
- https://bookriot.com/best-nonfiction-books-for-kindergarten/
- https://www.commonsensemedia.org/lists/best-nonfiction-books-for-kids
- https://thisreadingmama.com/nonfiction-series-books-k-5/
- https://embarkonthejourney.com/30-great-science-picture-books/
- https://www.whatdowedoallday.com/multicultural-winter-holiday-picture-books/
- https://www.whatdowedoallday.com/tag/holiday-books
- https://kids.denverlibrary.org/booklist/k-3/great-nonfiction-books-1st-graders
- https://www.scholastic.com/teachers/teaching-tools/book-lists/31-favorite-nonfiction-books-for-grades-1-2.html
- https://us.macmillan.com/series/myfirstholiday/
- https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/best-christmas-books-for-child ren.html

- Projector
- Laptop
- Whiteboard/Television
- Document Camera

Content Area: Library

Unit Title: Unit 7 – Fairy/Folk Tales

Target Course/Grade Level: Kindergarten

Unit Summary: The students will learn that folk tales are old stories that have been passed down by word of mouth. They will also learn that fairytales are a type of folk tale that has magical elements. They will also lean that most fairytales have major events that happens in threes. While analyzing fairytales, the students will also review how to identify the fictional story elements of setting, characters, problem, solution, and theme.

Approximate Length of Unit: 5

LEARNING TARGETS

NJ Student Learning Standards:

Progress Indicators Reading Literature Text

Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

Range of Reading and Level of Text Complexity

RL.K.10. Actively engage in group reading activities with purpose and understanding.

Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Career Readiness, Life Literacies and Key Skills:

Civic Responsibility

Standard 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Risk Management and Insurance

Standard 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

American Association of School Librarians (AASL):

Standard:

I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. THINK Learners display curiosity and initiative by:

- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning.

III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals B. CREATE Learners adjust their awareness of the global learning community by:

1. Interacting with learners who reflect a range of perspectives.

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

1. Actively contributing to group discussions.

Unit Understandings:

Students will understand that...

- Folktales are old fictional stories that have been passed down by word of mouth
- Fairytales are a type of folktale that has magical details and that often have major events that happens in threes
- Fairytales consist of story elements such as problem, solution, and a theme/message learned

Unit Essential Questions:

- What makes a story a fairytale?
- Why is a fairytale classified as a folktale?
- What are the elements of a fairytale?

Knowledge and Skills:

Students will know.....

- Folktales are often old stories that have been passed down from generation to generation
- Fairytales are folktales with magical elements that often have details that happens in threes

Students will be able to...

Identify the story elements of a fairytale

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Suggested books:

- The Gingerbread Boy, by Paul Galdone
- Cinderella, by Nikki Grimes
- Cinderella at the Ball, Margaret Hillert
- Pigling: A Cinderella Story (A Korean Tale), by Dan Jolley
- Sootface: An Ojibwa Cinderella Story, by Robert San Souci
- The Rough Face Girl, by Rafe Martin
- The Gingerbread Girl, by Lisa Campbell Ernst
- The Gingerbread Man Loose in the School, by Laura Murray
- The True Story of the Three Little Pigs, by Jon Scieszka
- The Three Little Wolves and the Big Bad Pig, by Eugene Trivizas

Websites:

- https://www.notimeforflashcards.com/2013/11/fractured-fairy-tales.html
- https://www.scholastic.com/teachers/unit-plans/teaching-content/myths-folktales-and-fairy-tales/
- http://lessons.atozteacherstuff.com/344/folktale-unit/
- https://www.fantasticfunandlearning.com/favorite-folk-tale-activities.html
- http://www.nea.org/tools/lessons/55635.htm
- https://fairytalez.com/blog/the-power-of-three-why-fairy-tales-often-feature-a-triple/
- https://www.pinterest.ca/teacherjoanne/fairy-tales-for-grades-1-3/
- https://www.penguin.com/static/images/yr/pdf/tl-guide-gingerbread-man-loose.pdf
- www.starfall.com
- http://www.readwritethink.org/files/resources/lesson_images/lesson42/RWT027-4.pdf

- Projector
- Laptop
- Whiteboard/Television
- Document Camera

Content Area: Library

Unit Title: Unit 8 - Rhymes and Poetry

Target Course/Grade Level: Kindergarten

Unit Summary: Students will become exposed to classic nursery rhymes and poetry. Students will learn the elements of nursery rhymes and poetry. Patterns and figurative language will be examined in this unit. Students will be introduced to the parts of a poem such as line/verse, stanza, and space.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

Anchor Standards: Reading

Progress Indicators for Reading Foundation Skills

- R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the
- R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.

Progress Indicators Reading Literature Text

- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Career Readiness, Life Literacies and Key Skills:

Civic Responsibility

Standard 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Risk Management and Insurance

Standard 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

American Association of School Librarians (AASL):

Standard:

I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. THINK Learners display curiosity and initiative by:

- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning.

III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals

- B. CREATE Learners adjust their awareness of the global learning community by:
- 1. Interacting with learners who reflect a range of perspectives.
- D. GROW Learners actively participate with others in learning situations by:
- 1. Actively contributing to group discussions.

Unit Understandings:

Students will understand that...

- Poems are writings that use rhymes and figurative language to express emotion
- Nursery rhymes are a simple poem or song for children

Unit Essential Questions:

- What is a poem?
- What are the elements of a nursery rhyme?
- How does the use of figurative language help the reader to understand the text better?

Knowledge and Skills:

Students will know.....

- Nursery rhymes are poems for children
- Figurative language helps a text to be more descriptive

Students will be able to...

- Define that a Nursery rhyme is a poem for children
- Identify some examples of figurative language in a text

EVIDENCE OF LEARNING

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Suggested Nursery Rhymes:

- Row, Row, Row Your Boat. Row, row, row your boat
- Humpty Dumpty. Humpty Dumpty sat on a wall
- Wheels On The Bus
- Old Mac Donald Had A Farm
- One, Two, Three, Four, Five
- Incy, Wincy Spider
- Hey, Diddle Diddle

Suggested Books:

- Firefly July: A Year of Very Short Poems by Paul B. Janeczko
- Wet Cement: A Mix of Concrete Poems by Bob Raczka
- The Cuckoo's Haiku: and Other Birding Poems by Michael J. Rosen
- Lemonade: and Other Poems Squeezed from a Single Word by Bob Raczka
- The Random House Book of Poetry for Children by Jack Prelutsky
- Dragons, Dragons, by Eric Carle
- Where the Sidewalk Ends: Poems and Drawings by Shel Silverstein
- Animals, Animals by Eric Carle
- The Llama Who Had No Pajama by Mary Ann Hoberman
- The Giving Tree, by Shel Silverstein

Websites:

- https://nourishingmyscholar.com/20-favorite-childrens-poetry-books/
- www.starfall.com
- http://www.nea.org/tools/lessons/bringing-poetry-to-the-classroom-grades-K-5.html
- https://www.scholastic.com/teachers/teaching-tools/articles/lessons/kid-s-poems--how-to-introduce-poetr y-into-the-elementary-school-.html
- https://www.lauracandler.com/how-to-teach-poetry-step-by-step/
- https://www.readingrockets.org/article/10-ways-use-poetry-your-classroom

- Projector
- Laptop
- Whiteboard/Television
- Document Camera

RAHWAY PUBLIC SCHOOLS CURRICULUM GRADE 1

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1 - Library Orientation Target Course/Grade Level: First Grade

Unit Summary: This unit is designed to help first grade students become reacquainted with the library. Students will be reminded of the role of the library media specialist and get a basic overview of routines and rituals for their grade level. Additional lessons will focus on proper book care. Students will also review what libraries and information centers are and what kinds of materials can be found there.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Anchor Standards: Reading

Key Ideas and Details

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Progress Indicators for Reading Literature Text

Key Ideas and Details

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Craft and Structure

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Range of Reading and Level of Text Complexity

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Career Readiness, Life Literacies and Key Skills:

Civic Responsibility

Standard 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Risk Management and Insurance

Standard 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them. American Association of School Librarians (AASL):

I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. THINK Learners display curiosity and initiative by:

1. Formulating questions about a personal interest or a curricular topic.

2. Recalling prior and background knowledge as context for new meaning.

Standard:

III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals

B. CREATE Learners adjust their awareness of the global learning community by:

1. Interacting with learners who reflect a range of perspectives.

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

1. Actively contributing to group discussions.

Unit Understandings:

Students will understand that...

- The librarian is a teacher and resource person
- They should demonstrate proper library behavior
- They should demonstrate care of library materials

Unit Essential Questions:

- What is the importance of the school media center?
- Why is it important to take care of library books?
- Why are libraries and information centers important?

Knowledge and Skills:

Students will know.....

- Taking care of library books helps them to last longer to be enjoyed by all students for many years.
- Libraries and information centers are places where people can read, learn and explore.

Students will be able to...

Students will be able to independently and with guidance recognize and apply proper procedures and behaviors in a library setting.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Suggested Readings:

- Library Mouse, by Daniel Kirk
- What Happened to Marion's Book, by Brook Berg
- If you Ever Want to Bring a Circus to the Library, Don't!, by Elise Parsley
- Bats at the Library, by Brian Lies
- Library Lion, by Michelle Knudsen
- Wild About Books, by Judy Sierra
- I Took My Frog to the Library, by Eric A. Kimmel
- · Goldie Socks and the Three Libearians, by Jackie Mims Hopkins

Suggested Website(s):

- https://elementarylibrarian.com/library-procedures-guide-sanity/
- http://www.pppst.com/library.html
- https://www.readbrightly.com/picture-books-about-wild-libraries/
- https://www.scholastic.com/teachers/articles/teaching-content/value-classroom-rituals-routines/
- http://www.nea.org/tools/15377.htm

<u>Videos</u>

Library videos that include uploads from different formats.

- Projector
- Laptop
- Whiteboard/Television Monitor
- Document Camera

Content Area: Library

Unit Title: Unit 2 - Authors, Illustrators & Parts of a Book

Target Course/Grade Level: First Grade

Unit Summary: In this unit, students will review the concepts of author and illustrator. They will be able to remember what jobs authors and illustrators perform in creating a book. Students will review the different parts of a book. Lessons will focus on book parts such as: Author, spine and cover. Children will also further explore one or more authors' body of work such as Alyssa S. Capucilli, Laura Numeroff, Eric Carle, Bill Martin, and Mo Willems. They will be introduced to popular fictional reading series for their grade/reading level, which should result in a greater appreciation for fictional literature.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Anchor Standards: Reading

Key Ideas and Details

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Progress Indicators for Reading Literature Text

Key Ideas and Details

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Craft and Structure

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Range of Reading and Level of Text Complexity

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

American Association of School Librarians (AASL):

Standard:

I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. THINK Learners display curiosity and initiative by:

1. Formulating questions about a personal interest or a curricular topic.

2. Recalling prior and background knowledge as context for new meaning.

III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals

B. CREATE Learners adjust their awareness of the global learning community by:

1. Interacting with learners who reflect a range of perspectives.

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

1. Actively contributing to group discussions.

Career Readiness, Life Literacies and Key Skills:

Civic Responsibility

Standard 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Risk Management and Insurance

Standard 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them. Unit Understandings:

Students will understand that...

Books have basic parts and that there is a differentiation between the role of author and illustrator

Unit Essential Questions:

Why is it important to know the different parts of a book?

Knowledge and Skills:

Students will know.....

- The role of author and illustrator
- The location of the spine, the front and back cover, the endpapers, and the title page of a book
- Where to locate the fictional section of the library

Students will be able to...

- Students will be able to identify the basic parts of a book
- Students will be able to enjoy seasonal books while reviewing the concepts of author and illustrator and the parts of a book
- Students will be able to locate popular grade level fictional book series in the library

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Suggested books such as:

- Brown Bear, Brown Bear, What do you See?, and other stories written by Bill Martin and Eric
- Elephant and Piggie series, and other books by Mo Willems
- Fly Guy Series, by Ted Arnold
- Clifford, The Big Red Dog, and other stories by Norman Bridwell
- Biscuit, and other stories by Alyssa S. Capucilli
- If You Give a Mouse a Cookie, and other books by Laura Numeroff
- Olivia, and other stories by Ian Falconer
- The Day the Crayons Quit, and other stories by Drew Daywalt
- I Can Read Book Series
- Ada Twist, Scientist, by Andrea Beaty
- One Day in the Eucalyptus, Eucalyptus Tree, by Daniel Bernstrom
- The Snowy Day, by Ezra Jack Keats

Websites:

- www.storylineonline.net
- https://www.readbrightly.com/topics/brightly-storytime/
- https://thecolorfulapple.com/2020/03/picture-book-read-aloud-videos/
- https://www.readbrightly.com/picture-books-about-wild-libraries/
- https://www.drewdaywalt.com/
- https://eric-carle.com/
- https://www.icanread.com/characters/biscuit/
- http://www.mowillems.com/
- https://pbskids.org/clifford/
- http://www.ala.org/rt/emiert/cskbookawards

- Projector
- Laptop
- Whiteboard/Television
- Document Camera

Content Area: Library

Unit Title: Unit 3 - Identify EZ reader fiction/non-fiction sections, Self-Browsing

Target Course/Grade Level: First Grade

Unit Summary: Students will review how to locate fictional easy readers in the library. They will review that fictional stories are arranged on the shelves by the author's last name, and that nonfiction books are arranged by their topics and call numbers. At the end of this unit they should be able to differentiate the easy nonfiction section from the easy fictional section of the library. Children will continue to self-browse for books that they would like to borrow based on their personal interest. An array of fiction and nonfiction stories will be read throughout the unit.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Anchor Standards: Reading

Key Ideas and Details

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Progress Indicators for Reading Literature Text

Key Ideas and Details

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Craft and Structure

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Range of Reading and Level of Text Complexity

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

Craft and Structure

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Range of Reading and Level of Text Complexity

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

American Association of School Librarians (AASL):

Standard:

I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. THINK Learners display curiosity and initiative by:

1. Formulating questions about a personal interest or a curricular topic.

2. Recalling prior and background knowledge as context for new meaning.

Standard:

III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals

B. CREATE Learners adjust their awareness of the global learning community by:

1. Interacting with learners who reflect a range of perspectives.

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

1. Actively contributing to group discussions.

Career Readiness, Life Literacies and Key Skills:

Civic Responsibility

Standard 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Risk Management and Insurance

Standard 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

Unit Understandings:

Students will understand that...

- It is important to keep things in order in the library so that materials can be easily found
- Fiction is a story that the author creates, while nonfiction contains information and facts

Unit Essential Questions:

- Why is it important to keep things in order in the information center?
- How are the fictional easy readers/picture books arranged in the media center?
- How are nonfiction EZ readers arranged in the library?
- Why is it important to know the difference between fiction and nonfiction?

Knowledge and Skills:

Students will know.....

- To look to spine label for proper placement of book
- Fictional books are make believe and nonfiction books have real information

Students will be able to...

- Identify where to find the call number of an easy reader/picture book on the spine of the text
- Distinguish the easy nonfiction section from the easy fiction section in the library
- Evaluate the difference between books that are made up stories and books that contain true facts

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Suggested books such as:

- Ada Twist, Scientist, by Andrea Beaty
- One Day in the Eucalyptus, Eucalyptus Tree, by Daniel Bernstrom
- Charlie and Lola, and other books by Lauren Child
- Los Mariachis, by Rita Rosa Ruesga
- My Brother Charlie, by Holly Robinson Peete
- Elephant and Piggie Books, and other books by Mo Willems
- McDuff, and other books by Rosemary Wells
- ABC, I Love Me, by Miriam Muhammad
- Hair Love, by Matthew A. Cherry
- Baby Animals Moving, by Suzi Eszterhas
- Bird Build A Nest, by Martin Jenkins
- Robins, by Robin Nelson and other books from the First Step Nonfiction Series
- This or That? Frogs or Toads, by Susan Holt Kralovansky
- This or That? Whale or Fish, by Susan Holt Kralovansky
- Bearded Dragon, by Lyn Sirota (Pebbles Plus Series)

Websites:

- www.starfall.com
- http://www.learningplanet.com/act/abcorder.asp
- https://thecolorfulapple.com/2020/03/picture-book-read-aloud-videos/
- https://www.scholastic.com/parents/books-and-reading/book-lists-and-recommendations/book-lists---reco mmendations-for-ages-3-5.html
- https://kids.denverlibrary.org/booklist/k-3/great-nonfiction-books-1st-graders
- https://www.weareteachers.com/first-grade-books/

- Projector
- Laptop
- Whiteboard/Television
- Document Camera

Content Area: Library

Unit Title: Unit 4 - Explore Fictional Story Elements

Target Course/Grade Level: First Grade

Unit Summary The children will further explore how to identify the story elements of a fictional text. Students will identify elements such as the main characters, setting, plot, and theme of a fictional story. The genres of fantasy and realistic fiction will be explored.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Progress Indicators for Reading Foundation Skills

Anchor Standards: Reading

Key Ideas and Details

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Progress Indicators for Reading Literature Text

Key Ideas and Details

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Craft and Structure

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Range of Reading and Level of Text Complexity

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Career Readiness, Life Literacies and Key Skills:

Civic Responsibility

Standard 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Risk Management and Insurance

Standard 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them. American Association of School Librarians (AASL):

I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. THINK Learners display curiosity and initiative by:

1. Formulating questions about a personal interest or a curricular topic.

2. Recalling prior and background knowledge as context for new meaning.

III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals

B. CREATE Learners adjust their awareness of the global learning community by:

1. Interacting with learners who reflect a range of perspectives.

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

1. Actively contributing to group discussions.

Unit Understandings:

Students will understand that...

- Fictional stories are make believe
- Fictional stories can be realistic or fantasy
- Fictional books have story elements

Unit Essential Questions:

• How can you tell if a book is fictional?

Knowledge and Skills:

Students will know.....

How to determine if a book is fictional

Students will be able to...

- Identify some story elements of a fictional text
- Define what it means when a text is fictional

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Suggested books such as:

- Dragons Love Tacos by Adam Rubin
- Cloudy With a chance of Meatballs by Judi and Ron Barrett
- Harold and the Purple Crayon by Crockett Johnson
- If you Give a Mouse a Cookie by Laura Numeroff
- The Polar Express by Van Allsburg
- Once Upon A World: The Little Mermaid by Hannah Eliot
- Franklin's Flying Bookshop by Jen Campbell
- Owl Moon by Jane Yolen
- No David! by David Shannon
- My Brother Charlie, by Holly Robinson Peete

- Peter's Chair, by Ezra Jack Keats
- The Day You Begin, by Jacqueline Woodson
- When Grandma Gives You Lemon A Tree, by Jamie B. Deenihan

Websites:

- https://www.weareteachers.com/first-grade-books/
- https://bookriot.com/best-fantasy-books-for-kids/
- https://www.readingrockets.org/booklists/12-books-holiday-season
- http://www.ala.org/rt/emiert/cskbookawards
- https://thecolorfulapple.com/2020/03/picture-book-read-aloud-videos/
- https://www.scholastic.com/parents/books-and-reading/book-lists-and-recommendations/book-lists---reco mmendations-for-ages-3-5.html
- http://www.ala.org/rt/emiert/cskbookawards
- http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal
- https://www.pragmaticmom.com/2015/09/top-10-hispanic-american-heritage-books-kids/
- https://bookriot.com/realistic-fiction-books/

- Projector
- Laptop
- Whiteboard/Television Monitor
- Document Camera

Content Area: Library

Unit Title: Unit 5 - Biographies

Target Course/Grade Level: First Grade

Unit Summary: Students will learn/review that biographies are nonfiction text that gives facts about a person's

life. They will also learn that biographies are written by someone different from the subject/topic of the book.

Students will further explore that the basic elements of a biography includes the date and place of birth, the date

of expire, the education, the work experience, and the major achievements of the subject.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

Anchor Standards: Reading

Key Ideas and Details

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

Craft and Structure

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Range of Reading and Level of Text Complexity

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Career Readiness, Life Literacies and Key Skills:

Civic Responsibility

Standard 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

American Association of School Librarians (AASL):

Standard:

I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. THINK Learners display curiosity and initiative by:

1. Formulating questions about a personal interest or a curricular topic.

2. Recalling prior and background knowledge as context for new meaning.

III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals

B. CREATE Learners adjust their awareness of the global learning community by:

1. Interacting with learners who reflect a range of perspectives.

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

1. Actively contributing to group discussions.

Unit Understandings:

Students will understand that...

• Biographies are books that give facts about a real person's life

Biographies tell why a person is famous or important

• Biographies are real stories that are written by someone different from the topic/theme

Unit Essential Questions:

• What is a biography? What are some of the main elements of a biography?

Knowledge and Skills:

Students will know...

How to identify a book as a biography

Students will be able to ...

• Explain that a biography is a book about a real person's life that is written by someone else

• Identify some of the important elements of a biography such as the date and birth place of the subject, the education level of the subject, and details about what makes the person special or famous

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Suggested books such as:

- Malala's Magic Pencil, by Malala Yousafzai
- Rookies Biographies Series
- Ordinary People Change the World Series
- The Story of Ruby Bridges, by Robert Coles
- A picture book of Amelia Earhart, by David Adler
- Preaching to the Chickens: The Story of Young John Lewis, by Jabari Asim
- Turning Pages: My Life Story, by Lulu Delacre
- Six Dots: A Story of Young Louis Braille, by Jen Bryant
- The Oldest Student: How Mary Walker Learned to Read, by Rita L. Hubbard
- Dinner at Aunt Connie's House, by Faith Ringgold
- You Should Meet Series, by Thea Feldman and Laurie Calkhoven
- The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin, by Julia Finley Mosca

Websites

- www.starfall.com
- http://www.learningplanet.com/act/abcorder.asp
- http://www.ala.org/rt/emiert/cskbookawards
- https://thecolorfulapple.com/2020/03/picture-book-read-aloud-videos/
- https://www.scholastic.com/parents/books-and-reading/book-lists-and-recommendations/book-lists---reco mmendations-for-ages-3-5.html
- https://scholasticlibrary.digital.scholastic.com/subject/beginning-readers/rookie-biographies.html
- https://www.readbrightly.com/illustrated-biographies-that-introduce-kids-to-diverse-heroes/
- https://www.scholastic.com/teachers/lists/teaching-content/biographies-for-grades-k-2/
- https://www.simonandschuster.com/series/You-Should-Meet
- https://www.readworks.org/lessons/gradek/genre-studies-biography
- https://www.ducksters.com/biography/
- https://www.aliciahutchinson.com/73-biographies-for-kids/
- https://www.ordinarypeoplechangetheworld.com/

- Projector
- Laptop
- Whiteboard/Television
- Document Camera

Content Area: Library

Unit Title: Unit 6 - Non-Fiction

Target Course/Grade Level: First Grade

Unit Summary: Students will continue to learn how to identify non-fiction text. They will review that

non-fiction text gives facts about a topic. Children will also further examine the elements of a nonfiction text.

They will identify various text features in nonfiction text such as the table of contents, illustrations, photographs,

charts, etc.

Approximate Length of Unit: 5

LEARNING TARGETS

NJ Student Learning Standards:

Anchor Standards: Reading

Key Ideas and Details

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

Craft and Structure

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Range of Reading and Level of Text Complexity

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Career Readiness, Life Literacies and Key Skills:

Civic Responsibility

Standard 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Risk Management and Insurance

Standard 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

American Association of School Librarians (AASL):

I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. THINK Learners display curiosity and initiative by:

- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning.

Standard: III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals

B. CREATE Learners adjust their awareness of the global learning community by:

1. Interacting with learners who reflect a range of perspectives.

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

1. Actively contributing to group discussions.

Unit Understandings:

Students will understand that...

• Fiction is a story that the author creates, while nonfiction contains real information and facts

Unit Essential Questions:

- How can readers tell if a book contains a make believe story or facts?
- Why is it important to know the difference between fiction and nonfiction?
- What are some of the elements of a nonfiction text?

Knowledge and Skills:

Students will know.....

How to identify a nonfiction text

Students will be able to...

• Evaluate the difference between books that are made up stories and books that contain true facts

EVIDENCE OF LEARNING

What evidence will be collected and deemed acceptable to show that students truly "understand"? Assessment:

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Book suggestions:

- The Oldest Student: How Mary Walker Learned to Read, by Rita L. Hubbard
- Dinner at Aunt Connie's House, by Faith Ringgold
- You Should Meet Series, by Thea Feldman and Laurie Calkhoven
- The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin, by Julia Finley Mosca
- Bird Build A Nest, by Martin Jenkins
- Robins, by Robin Nelson and other books from the First Step Nonfiction Series
- This or That? Frogs or Toads, by Susan Holt Kralovansky
- This or That? Whale or Fish, by Susan Holt Kralovansky
- Bearded Dragon, by Lyn Sirota (Pebbles Plus Series)

Websites

- https://www.weareteachers.com/first-grade-books/
- https://bookriot.com/best-nonfiction-books-for-First grade/
- https://www.commonsensemedia.org/lists/best-nonfiction-books-for-kids
- https://thisreadingmama.com/nonfiction-series-books-k-5/
- https://embarkonthejourney.com/30-great-science-picture-books/
- https://www.whatdowedoallday.com/multicultural-winter-holiday-picture-books/
- https://www.whatdowedoallday.com/tag/holiday-books
- https://kids.denverlibrary.org/booklist/k-3/great-nonfiction-books-1st-graders
- https://www.scholastic.com/teachers/teaching-tools/book-lists/31-favorite-nonfiction-books-for-grades-1-2.html
- https://us.macmillan.com/series/myfirstholiday/
- https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/best-christmas-books-for-child ren.html

- Projector
- Laptop
- Whiteboard/Television
- Document Camera

Content Area: Library

Unit Title: Unit 7 - Fairy/Folk Tales

Target Course/Grade Level: First Grade

Unit Summary: The students will review that folk tales are old stories that have been passed down by word of mouth. They will also further examine that fairytales are a type of folk tale that has magical elements. The children will also identify examples in the text where major events happens in threes. They will build on their prior knowledge and continue to identify story elements in fairytales such as setting, characters, problem, solution, and theme.

Approximate Length of Unit: 5

LEARNING TARGETS

NJ Student Learning Standards:

Progress Indicators Reading Literature Text

Anchor Standards: Reading

Key Ideas and Details

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Progress Indicators for Reading Literature Text

Key Ideas and Details

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Craft and Structure

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Range of Reading and Level of Text Complexity

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Career Readiness, Life Literacies and Key Skills:

Standard 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Risk Management and Insurance Standard 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

American Association of School Librarians (AASL):

- I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
- A. THINK Learners display curiosity and initiative by:
- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning.

- III. COLLABORATE Work effectively with others to broaden perspectives and work toward
- B. CREATE Learners adjust their awareness of the global learning community by:
- 1. Interacting with learners who reflect a range of perspectives.
- D. GROW Learners actively participate with others in learning situations by:
- 1. Actively contributing to group discussions.

Unit Understandings:

Students will understand that...

- Folktales are old fictional stories that have been passed down by word of mouth
- Fairytales are a type of folktale that has magical details and that often have major events that happens
- Fairytales consist of story elements such as problem, solution, and a theme/message learned

Unit Essential Questions:

- What makes a story a fairytale?
- Why is a fairytale classified as a folktale?
- What are the elements of a fairytale?

Knowledge and Skills:

Students will know.....

- Folktales are often old stories that have been passed down from generation to generation
- Fairytales are folktales with magical elements that often have details that happens in threes

Students will be able to ...

Identify the story elements of a fairytale

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Suggested books:

- The Gingerbread Boy, by Paul Galdone
- Cinderella, by Nikki Grimes
- Cinderella at the Ball, Margaret Hillert
- Pigling: A Cinderella Story (A Korean Tale), by Dan Jolley
- Sootface: An Ojibwa Cinderella Story, by Robert San Souci
- The Rough Face Girl, by Rafe Martin
- The Gingerbread Girl, by Lisa Campbell Ernst
- The Gingerbread Man Loose in the School, by Laura Murray
- The True Story of the Three Little Pigs, by Jon Scieszka
- The Three Little Wolves and the Big Bad Pig, by Eugene Trivizas

Websites:

- https://www.notimeforflashcards.com/2013/11/fractured-fairy-tales.html
- https://www.scholastic.com/teachers/unit-plans/teaching-content/myths-folktales-and-fairy-tales/
- http://lessons.atozteacherstuff.com/344/folktale-unit/
- https://www.fantasticfunandlearning.com/favorite-folk-tale-activities.html
- http://www.nea.org/tools/lessons/55635.htm
- https://fairytalez.com/blog/the-power-of-three-why-fairy-tales-often-feature-a-triple/
- https://www.pinterest.ca/teacherjoanne/fairy-tales-for-grades-1-3/
- https://www.penguin.com/static/images/yr/pdf/tl-guide-gingerbread-man-loose.pdf
- www.starfall.com
- http://www.readwritethink.org/files/resources/lesson_images/lesson42/RWT027-4.pdf

- Projector
- Laptop
- Whiteboard/Television
- Document Camera

Content Area: Library

Unit Title: Unit 8 - Rhymes and Poetry
Target Course/Grade Level: First Grade

Unit Summary: Students will examine classic nursery rhymes and poetry. Students will review the elements of nursery rhymes and poetry. Patterns and figurative language will be examined in this unit. Students identify elements of a poem such as line/verse, stanza, and space.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

Anchor Standards: Reading

Key Ideas and Details

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Progress Indicators for Reading Literature Text

Key Ideas and Details

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Craft and Structure

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Range of Reading and Level of Text Complexity

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Career Readiness, Life Literacies and Key Skills:

Civic Responsibility

Standard 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Risk Management and Insurance

Standard 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

American Association of School Librarians (AASL):

Standard:

I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. THINK Learners display curiosity and initiative by:

1. Formulating questions about a personal interest or a curricular topic.

2. Recalling prior and background knowledge as context for new meaning.

III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals

B. CREATE Learners adjust their awareness of the global learning community by:

1. Interacting with learners who reflect a range of perspectives.

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

1. Actively contributing to group discussions.

Unit Understandings:

Students will understand that...

- Poems are writings that use rhymes and figurative language to express emotion
- Nursery rhymes are a simple poem or song for children

Unit Essential Questions:

- What is a poem?
- What are the elements of a nursery rhyme?
- How does the use of figurative language help the reader to understand the text better?

Knowledge and Skills:

Students will know.....

- Nursery rhymes are poems for children
- Figurative language helps a text to be more descriptive

Students will be able to...

- Define that a Nursery rhyme is a poem for children
- Identify some examples of figurative language in a text

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:

Suggested Nursery Rhymes:

- Row, Row, Row Your Boat. Row, row, row your boat
- Humpty Dumpty. Humpty Dumpty sat on a wall
- Wheels On The Bus
- Old Mac Donald Had A Farm
- One, Two, Three, Four, Five
- Incy, Wincy Spider
- Hey, Diddle Diddle

Suggested Books:

- Firefly July: A Year of Very Short Poems by Paul B. Janeczko
- Wet Cement: A Mix of Concrete Poems by Bob Raczka
- The Cuckoo's Haiku: and Other Birding Poems by Michael J. Rosen
- Lemonade: and Other Poems Squeezed from a Single Word by Bob Raczka
- The Random House Book of Poetry for Children by Jack Prelutsky
- Dragons, Dragons, by Eric Carle
- Where the Sidewalk Ends: Poems and Drawings by Shel Silverstein
- Animals, Animals by Eric Carle
- The Llama Who Had No Pajama by Mary Ann Hoberman
- The Giving Tree, by Shel Silverstein

Websites:

- https://nourishingmyscholar.com/20-favorite-childrens-poetry-books/
- www.starfall.com
- http://www.nea.org/tools/lessons/bringing-poetry-to-the-classroom-grades-K-5.html
- https://www.scholastic.com/teachers/teaching-tools/articles/lessons/kid-s-poems--how-to-introduce-poetry-into-the-elementary-school-.html
- https://www.lauracandler.com/how-to-teach-poetry-step-by-step/
- https://www.readingrockets.org/article/10-ways-use-poetry-your-classroom

- Projector
- Laptop
- Whiteboard/Television
- Document Camera

RAHWAY PUBLIC SCHOOLS CURRICULUM GRADE 2

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1 - Library Orientation and Organization

Target Course/Grade Level: Second Grade

Unit Summary: This unit will allow the second graders to review the library media center, the library rules,

routines and procedures. They will browse the media center to review each section and learn why it is important

to keep the library organized.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Anchor Standards:

Reading Key Ideas and Details

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Progress Indicators Reading Literature Texts

Key Ideas and Details

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Career Readiness, Life Literacies, and Key Skills

9.1 Personal Financial Literacy

Civic Responsibility

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

Risk Management and Insurance

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.4 Life Literacies and Key Skills

Creativity and Innovation

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

American Association of School Librarians (AASL):

I. Inquire

- A. Think Learners display curiosity and initiative by:
- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning

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

- 1. Using evidence to investigate questions.
- 2. Devising and implementing a plan to fill knowledge gaps.
- 3. Generating products that illustrate learning.

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

- 1. Interacting with content presented by others.
- 2. Providing constructive feedback.
- 3. Acting on feedback to improve.
- 4. Sharing products with an authentic audience.

D. Grow Learners participate in an ongoing inquiry-based process by:

- 1. Continually seeking knowledge.
- 2. Engaging in sustained inquiry.
- 3. Enacting new understanding through real-world connections.
- 4. Using reflection to guide informed decisions

Interdisciplinary Connections and Standards:

NJSLS-Comprehensive Health and Physical Education

Emotional Health

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Unit Understandings:

Students will understand that...

- the library media specialist is a teacher and a resource
- when rules and procedures are followed, it keeps the library running smoothly
- libraries are place where people can read, learn, explore and enjoy
- to find information in the library, it needs to be organized

Unit Essential Questions:

- Why do we need rules and procedures in the library media center?
- Why does the library media center need to remain organized?

Knowledge and Skills:

Students will know.....

- how to locate information from a variety of sources
- how to read and evaluate texts for personal growth and intellectual understanding

Students will be able to ...

- understand the importance of demonstrating the rules, routines and procedures in the library
- understand the importance of learning where library books belong in the school library

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Questions asked to the class
- Students can model the correct way to handle a situation
- Student oral feedback
- Class discussion
- Complete group project
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- reintroduce the students to the media center.
- discuss rules and regulations to be followed in the media center
- discuss rewards and consequences
- review knowledge of the different areas in the media center., and how to keep them neat
- read books about going back to school and the importance to the rules in school

RESOURCES

Teacher Resources:

Suggested reading materials:

- -Arthur's Back-to-School Surprise by Marc Brown
- -Amanda Pig, School Girl by Jean Van Leeuwen
- -Arthur Accused by Stephen Krensky
- -Clifford's First School Day by Norman Bridwell
- -Library Lion by Michelle Knudsen
- -The Library Gingerbread Man by Dotti Enderle

Equipment Needed:

- -Bright Links Technology
- -Document Camera
- -Books
- -Easel/Markers
- -General Supplies

Websites:

- -Vooksbooks
- -Youtube
- -EPIC
- -Starfall.com
- -SmartyAnts
- -PBSkids
- -Razzkids
- -Funbrainjr
- -ABCya
- -Learning A to Z
- -Seesaw
- -Brainpop
- -ABCmouse
 - -http://www.quia.com/jg/382369.html

Content Area: Library

Unit Title: Unit 2 - Title, author, illustrator. Fiction call numbers and Fiction vs. nonfiction.

Target Course/Grade Level: Second grade

Unit Summary: In this unit the students will review and expand on their knowledge of the title, author and illustrator of a book. They will discover the difference between fiction books which are pretend and nonfiction books which teach reality.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Anchor Standards:

Reading Key Ideas and Details

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Progress Indicators Reading Literature Texts

Key Ideas and Details

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Progress Indicators for Reading Informational Text Key Ideas and Details

R1.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Range of Reading and Level of Text Complexity

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic

Career Readiness, Life Literacies, and Key Skills

9.4 Life Literacies and Key Skills

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

American Association of School Librarians (AASL):

I. Inquire

- A. Think Learners display curiosity and initiative by:
- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning
- B. Create Learners engage with new knowledge by following a process that includes:
- 1. Using evidence to investigate questions.
- 2. Devising and implementing a plan to fill knowledge gaps.
- 3. Generating products that illustrate learning.
- C. Share Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
- 1. Interacting with content presented by others.
- 2. Providing constructive feedback.
- 3. Acting on feedback to improve.
- 4. Sharing products with an authentic audience.
- D. Grow Learners participate in an ongoing inquiry-based process by:
- 1. Continually seeking knowledge.
- 2. Engaging in sustained inquiry.
- 3. Enacting new understanding through real-world connections.
- 4. Using reflection to guide informed decisions

Interdisciplinary Connections and Standards:

NJSLS-Comprehensive Health and Physical Education

Emotional Health

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)

Unit Understandings:

Students will understand that...

- books are arranged in a specific order in order to keep materials organized
- an organized library allows users to easily locate materials

- fiction books are filed alphabetically by the author's last name
- each book has its own title, author and illustrator
- fiction books are imaginary and nonfiction books are reality

Unit Essential Questions:

- Why is it important to put books back in the correct location?
- What is the importance of knowing the author's last name?
- What is the difference between fiction books and nonfiction books?
- Why do you need to know the different sections in the library?

Knowledge and Skills:

Students will know.....

- how to locate a book by a specific author
- the sections in the library
- locate the title, author and illustrator's name on any book
- how fiction books are different from nonfiction books

Students will be able to ...

- demonstrate their desire to broaden their understanding
- explain the importance of alphabetical order in the library
- identify the title, author and illustrator names on a book
- locate a book in the library by the author's last name
- read fiction and nonfiction books

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Exit questions
- Students oral feedback
- Class discussion
- Students can model the correct way to handle a situation
- Completed group projects
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Weekly we will review the location on the book of the title, the author and the illustrator.
- We will view books that are fiction and we will read books that are nonfiction.
- We will discuss the differences between them. (topic, pretend vs. real and the way the books are
- Fiction books are filed alphabetically by the author's last name. We will practice finding books as well as filing
- books correctly.

RESOURCES

Teacher Resources:

Examples of reading materials:

-Fiction and nonfiction animal books, paired texts

Equipment Needed:

- -Brightlinks Technology
- -Laptop computer
- -Document camera
- -White board
- -Easel/markers
- -General supplies

Websites:

- -Vooksbooks
- -Youtube
- -EPIC
- -Starfall.com
- -SmartyAnts
- -PBSkids
- -Razzkids
- -Funbrainjr
- -ABCya
- -Learning A to Z
- -Seesaw
- -Brainpop
- -ABCmouse
- -http://www.quia.com/jg/382369.html

Unit Title: Unit 3 - Focus on Nonfiction

Target Course/Grade Level: Second grade

Unit Summary: In this unit the students will explore nonfiction books. How they teach the students. Where the

easy reader nonfiction books are filed in the media center.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Progress Indicators for Reading Informational Text Key Ideas and Details

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Career Readiness, Life Literacies, and Key Skills:

9.4 Life Literacies and Key Skills

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

American Association of School Librarians (AASL):

I. Inquire

- A. Think Learners display curiosity and initiative by:
- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning
- B. Create Learners engage with new knowledge by following a process that includes:
- 1. Using evidence to investigate questions.
- 2. Devising and implementing a plan to fill knowledge gaps.
- 3. Generating products that illustrate learning.

- C. Share Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
- 1. Interacting with content presented by others.
- 2. Providing constructive feedback.
- 3. Acting on feedback to improve.
- 4. Sharing products with an authentic audience.
- D. Grow Learners participate in an ongoing inquiry-based process by:
- 1. Continually seeking knowledge.
- 2. Engaging in sustained inquiry.
- 3. Enacting new understanding through real-world connections.
- 4. Using reflection to guide informed decisions

Interdisciplinary Connections and Standards:

1-ESS1: Earth's Place in the Universe

1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.

Unit Understandings:

Students will understand that...

- nonfiction books are books that we can learn from
- nonfiction books are filed by the Dewey Decimal System
- nonfiction books are located in the easy reader nonfiction book section

Unit Essential Questions:

- How are the fictional easy readers/picture books arranged in the media center?
- Why is it important to know the difference between fiction and nonfiction?

Knowledge and Skills:

Students will know.....

- nonfiction books are very different from fiction books
- where the nonfiction books are filed in the media center
- the information in a nonfiction book is true, with the exception of the fairy tale and the graphic novel sections.

Students will be able to ...

- locate the section in the library where the nonfiction books are filed
- know the difference between a nonfiction book and a fiction book
- read nonfiction books
- take nonfiction books out of the media center

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Exit questions
- Students oral feedback
- Class discussion
- Students can model the correct way to handle a situation
- Completed group projects
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Weekly we will read a nonfiction book
- Discuss what we discovered from reading this book
- Students will take out a nonfiction book every week

RESOURCES

Suggestions of reading materials:

- -Planets
- -Solar System
- -Moon
- -Sports
- -Animals-pets or wild animals
- -Health

Equipment Needed:

- -Brightlinks Technology
- -Laptop computer
- -Document camera
- -White board
- -Easel/markers
- -General supplies

Websites:

- -Vooksbooks
- -Youtube
- -EPIC
- -Starfall.com
- -SmartyAnts
- -PBSkids
- -Razzkids
- -Funbrainjr
- -ABCya
- -Learning A to Z
- -Seesaw
- -Brainpop
- -ABCmouse
 - -http://www.quia.com/jg/382369.html

Content Area: Library

Unit Title: Unit 4 - Review of Library Skills Target Course/Grade Level: Second Grade

Unit Summary: In this unit the students will review the library rules, regulations and procedures.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Progress Indicators Reading Literature Texts

Key Ideas and Details

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Career Readiness, Life Literacies, and Key Skills

9.1 Personal Financial Literacy by the End of Grade 2

Civic Responsibility

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community

Civic Financial Responsibility

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Risk Management and Insurance

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.4 Life Literacies and Key Skills by the End of Grade 2

Creativity and Innovation

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

American Association of School Librarians (AASL):

I. Inquire

- A. Think Learners display curiosity and initiative by:
- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning

- B. Create Learners engage with new knowledge by following a process that includes:
- 1. Using evidence to investigate questions.
- 2. Devising and implementing a plan to fill knowledge gaps.
- 3. Generating products that illustrate learning.
- C. Share Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
- 1. Interacting with content presented by others.
- 2. Providing constructive feedback.
- 3. Acting on feedback to improve.
- 4. Sharing products with an authentic audience.
- D. Grow Learners participate in an ongoing inquiry-based process by:
- 1. Continually seeking knowledge.
- 2. Engaging in sustained inquiry.
- 3. Enacting new understanding through real-world connections.
- 4. Using reflection to guide informed decisions

Interdisciplinary Connections and Standards:

NJSLS-Comprehensive Health and Physical Education

Emotional Health

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Unit Understandings:

Students will understand that...

- we have rules, regulations and policies so our library runs smoothly
- there are awards for students who follow the rules
- there are also consequences for students who do not follow the rules

Unit Essential Questions:

- What is the importance of the school media center?
- Why is it important to take care of library books?
- Why are libraries and information centers important?

Knowledge and Skills:

Students will know.....

- how to behave in the media center
- how to correct problems they have in the library

Students will be able to ...

- identify their good behavior
- pick out problems they may have in the library

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Exit questions
- Students oral feedback
- Class discussion
- Students can model the correct way to handle a situation
- Completed group projects
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- weekly we will go over the rules
- we will talk about ways to continue good behavior and ways to improve bad behavior
- we will review the awards and consequences

RESOURCES

Teacher Resources:

Examples of books to read:

- -Never let a ghost borrow your library book : book care guidelines from the Library Secret Service by Karen Casale
- -School Rules by Larry Dane Brimmer
- -How Do Dinosaurs go to School? by Jane Yolen

Equipment Needed:

- -Brightlinks Technology
- -Laptop computer
- -Document camera
- -White board
- -Easel/markers
- -General supplies

Websites:

- -Vooksbooks
- -Youtube
- -EPIC
- -Starfall.com
- -SmartyAnts
- -PBSkids
- -Razzkids
- -Funbrainjr
- -ABCya
- -Learning A to Z
- -Seesaw
- -Brainpop
- -ABCmouse

-http://www.quia.com/jg/382369.html

Content Area: Library

Unit Title: Unit 5 - Biographies

Target Course/Grade Level: Second grade

Unit Summary: Students will review what a biography is and where it is located in the media center.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Progress Indicators for Reading Informational Text Key Ideas and Details

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Career Readiness, Life Literacies and Key Skills:

Risk Management and Insurance

9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them

American Association of School Librarians (AASL):

- A. Think Learners display curiosity and initiative by:
- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning
- B. Create Learners engage with new knowledge by following a process that includes:
- 1. Using evidence to investigate questions.
- 2. Devising and implementing a plan to fill knowledge gaps.
- 3. Generating products that illustrate learning.
- C. Share Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
- 1. Interacting with content presented by others.
- 2. Providing constructive feedback.

- 3. Acting on feedback to improve.
- 4. Sharing products with an authentic audience.
- D. Grow Learners participate in an ongoing inquiry-based process by:
- 1. Continually seeking knowledge.
- 2. Engaging in sustained inquiry.
- 3. Enacting new understanding through real-world connections.
- 4. Using reflection to guide informed decisions

Interdisciplinary Connections and Standards:

Emotional Health

2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

Social and Sexual Health

2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.

Unit Understandings:

Students will understand that...

- biographies are filed in their own area in the media center
- biographies are true stories about someone's life

Unit Essential Questions:

• What is a biography? What are some of the main elements of a biography?

Knowledge and Skills:

Students will know.....

- how to read a evaluate texts in all formats
- information from a variety of sources

Students will be able to ...

- know where the biographies are located in the library
- choose a biography to read during the week

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand.

- Teacher observation
- Exit questions
- Students oral feedback
- Class discussion
- Students can model the correct way to handle a situation
- Completed group projects
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- we will discuss what a biography is and where it can be found in the media center
- weekly we will choose a different biography to read
- we will discuss the biography in class

RESOURCES

Teacher Resources:

Suggestions for reading topics:

-Barack Obama

- -Michelle Obama
- -Serena Williams
- -Maya Moore
- -Lebron James
- -Simone Biles

Equipment Needed:

- -Brightlinks Technology
- -Laptop computer
- -Document camera
- -White board
- -Easel/markers
- -General supplies

Websites:

- -Youtube
- -EPIC
- -Starfall.com
- -SmartyAnts
- -PBSkids
- -Razzkids
- -Funbrainjr
- -ABCya
- -Learning A to Z
- -Seesaw
- -Brainpop
- -ABCmouse
 - -http://www.quia.com/jg/382369.html

Content Area: Library

Unit Title: Unit 6 - Nonfiction

Target Course/Grade Level: Second grade

Students will continue to learn how to identify non-fiction text. They will review that Unit Summary:

non-fiction text gives facts about a topic. Children will also further examine the elements of a nonfiction text.

They will identify various text features in nonfiction text such as the table of contents, illustrations, photographs,

charts, etc.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Progress Indicators for Reading Informational Text Key Ideas and Details

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Craft and Structure
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Career Readiness, Life Literacies and Key Skills

Creativity and Innovation

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1,2.CivicsCM.2).

American Association of School Librarians (AASL):

- A. Think Learners display curiosity and initiative by:
- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning
- B. Create Learners engage with new knowledge by following a process that includes:
- 1. Using evidence to investigate questions.
- 2. Devising and implementing a plan to fill knowledge gaps.
- 3. Generating products that illustrate learning.
- C. Share Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

- 1. Interacting with content presented by others.
- 2. Providing constructive feedback.
- 3. Acting on feedback to improve.
- 4. Sharing products with an authentic audience.
- D. Grow Learners participate in an ongoing inquiry-based process by:
- 1. Continually seeking knowledge.
- 2. Engaging in sustained inquiry.
- 3. Enacting new understanding through real-world connections.
- 4. Using reflection to guide informed decisions

Interdisciplinary Connections and Standards:

Emotional Health

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Unit Understandings:

Students will understand that...

- nonfiction and fiction are different
- nonfiction teaches us facts

Unit Essential Questions:

- How can readers tell if a book contains a make believe story or facts?
- Why is it important to know the difference between fiction and nonfiction?
- What are some of the elements of a nonfiction text?

Knowledge and Skills:

Students will know.....

- how to read a evaluate texts in all formats
- information from a variety of sources

Students will be able to ...

- choose a nonfiction book to take out for the week
- locate the nonfiction books in the library

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Exit questions
- Students oral feedback
- Class discussion
- Students can model the correct way to handle a situation
- Completed group projects
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- weekly we will read a nonfiction book
- we will discuss what the book is about and what we learned from this nonfiction book
- students will take out books from the nonfiction section of the library

RESOURCES

Teacher Resources:

Suggestions of reading topics:

- -Weather
- -Health
- -Sports
- -History

Equipment Needed:

- -Brightlinks Technology
- -Laptop computer
- -Document camera
- -White board
- -Easel/markers
- -General supplies

Websites:

- -Youtube
- -EPIC
- -Starfall.com
- -SmartyAnts
- -PBSkids
- -Razzkids
- -Funbrainjr
- -ABCya
- -Learning A to Z
- -Seesaw
- -Brainpop
- -ABCmouse
 - -http://www.quia.com/jg/382369.html

Content Area: Library

Unit Title: Unit 7 - Fairy tales and Tall tales Target Course/Grade Level: Second grade

Unit Summary: In this unit we will explore fairy tales and tall tales

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Anchor Standards:

Reading Key Ideas and Details

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Progress Indicators Reading Literature Texts

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding **Key Ideas and Details** of key details in a text.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Career Readiness, Life Literacies and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). **Creativity and Innovation**

Critical Thinking and Problem-solving

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Interdisciplinary Connections and Standards:

- **Emotional Health** 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Unit Understandings:

Students will understand that...

- there are differences between a fairy tale and a tall tale
- fairy tales have certain characteristics
- tall tales have different characteristics
- fairy tales and tall tales are found in the nonfiction section of the media center

Unit Essential Questions:

- What makes a story a fairytale?
- What are the elements of a fairytale?

Knowledge and Skills:

Students will know....

- how to locate the fairly tales and tall tales in the media center
- fairy tales have a moral that is easy for the audience to remember
- tall tales are apart of American folk literature

Students will be able to ...

differentiate between fantasy and exaggerageration

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Exit questions
- Students oral feedback
- Class discussion
- Students can model the correct way to handle a situation
- Completed group projects
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- we will read a different fairy tale and/or tall tales
- we will talk about the story and the characteristics of a fairy tale and/or a tall tale
- was there a moral to the story?

RESOURCES

Teacher Resources:

Suggested reading materials:

- -The Stinky Cheese Man and other fairly stupid tales by Jon Scieszka
- -The Princess and the pea: a fairy tale
- -Johnny Appleseed: a tall tale by Steven Kellogg
- -The Bunyans by Audrey Wood

Equipment Needed:

- -Brightlinks Technology
- -Laptop computer
- -Document camera
- -White board
- -Easel/markers
- -General supplies

Websites:

- -Youtube
- -EPIC
- -Starfall.com
- -SmartyAnts
- -PBSkids
- -Razzkids
- -Funbrainjr
- -ABCya
- -Learning A to Z
- -Seesaw
- -Brainpop
- -ABCmouse
- -http://www.quia.com/jg/382369.html

Content Area: Library

Unit Title: Nursery Rhymes and Poetry

Target Course/Grade Level: Second grade

Unit Summary: During this unit the students will read nursery rhymes and poetry.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

Anchor Standards: Reading Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Career Readiness, Life Literacies and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Critical Thinking and Problem-solving

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

American Association of School Librarians (AASL):

- A. Think Learners display curiosity and initiative by:
- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning
- B. Create Learners engage with new knowledge by following a process that includes:
- 1. Using evidence to investigate questions.

- 2. Devising and implementing a plan to fill knowledge gaps.
- 3. Generating products that illustrate learning.
- C. Share Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
- 1. Interacting with content presented by others.
- 2. Providing constructive feedback.
- 3. Acting on feedback to improve.
- 4. Sharing products with an authentic audience.
- D. Grow Learners participate in an ongoing inquiry-based process by:
- 1. Continually seeking knowledge.
- 2. Engaging in sustained inquiry.
- 3. Enacting new understanding through real-world connections.
- 4. Using reflection to guide informed decisions

Interdisciplinary Connections and Standards:

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Unit Understandings:

Students will understand that...

- nursery rhymes and poems have repetitions
- poems evoke an emotional response through language

Unit Essential Questions:

- What is a poem?
- What are the elements of a nursery rhyme?
- How does the use of figurative language help the reader to understand the text better?

Knowledge and Skills:

Students will know.....

- a nursery rhyme is a traditional song or poem for children
- how to differentiate between various types of genres of literature
- a nursery rhymes many times have a moral

Students will be able to ...

- recognize a nursery rhyme and a tall tale
- understand that different genres help a reader understand

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand?

- Teacher observation
- Exit questions
- Students oral feedback
- Class discussion
- Students can model the correct way to handle a situation
- Completed group projects
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- each week we will read either and nursery rhyme or a poem
- we will discover through reading the characteristics of each
- each student will write their own nursery rhyme or poem

RESOURCES

Teacher Resources:

Suggested books to read:

- -A family of poems: my favorite poetry for children by Caroline Kennedy
- -Pass it on: African-America poetry for children by Wade Hudson
- -Shel Silverstein books
- -Dirt on my shirt: selected poems by Jeff Foxworthy
- -The Neighborhood of Mother Goose by Nina Crews
- -And the dish ran away with the spoon by Janet Stevens

Equipment Needed:

- -Brightlinks Technology
- -Laptop computer
- -Document camera
- -White board

- -Easel/markers
- -General supplies
- -Chromebooks

Websites:

- -Youtube
- -EPIC
- -Starfall.com
- -SmartyAnts
- -PBSkids
- -Razzkids
- -Funbrainjr
- -ABCya
- -Learning A to Z
- -Seesaw
- -Brainpop
- -ABCmouse
- -http://www.quia.com/jg/382369.html

RAHWAY PUBLIC SCHOOLS CURRICULUM GRADE 3

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1: Library Introduction and Orientation

Target Course/Grade Level: Third Grade

Unit Summary: In this unit, students will review library rules and procedures including, but not limited to, the following: class rules, school rules, drills, book care, and responsibility. They will also review the organization of the library and the organization of books in the individual sections of the library. Lessons and discussions will focus on behavior expectations, the different sections of the library, and the organization of books in the sections of the library.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

American Association of School Librarians (AASL):

III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals.

A. THINK

- 1. Demonstrating their desire to broaden and deepen understandings.
- 2. Developing new understandings through engagement in a learning group.
- 3. Deciding to solve problems informed by group interaction.

D. GROW

- 1. Actively contributing to group discussions.
- 2. Recognizing learning as a social responsibility.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Unit Understandings:

Students will understand that...

- Libraries and information centers are places where people can read, learn and explore
- Rules and procedures help to keep everyone safe and able to enjoy their time in the Library.

Unit Essential Questions:

- Why are libraries and information centers important?
- Why do we need to have rules and procedures?
- What if there was no organizational system in the library?

Knowledge and Skills:

Students will know.....

The importance of libraries, follow appropriate library procedures, and locate library materials.

Students will be able to ...

- Understand and apply knowledge of necessary information center rules and procedures
- Remember and understand the ABC order of the book as placed on the shelves

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- Various literature about Back to School, Classroom Rules, Borrowing and Treatment of Library Books
- Technology sites for review of skills: Kahoot, Quizizz, FlipGrid, etc.

Equipment Needed:

- Laptop
- Projector
- Whiteboard for display / Television
- Document camera
- Chromebooks for students

Content Area: Library

Unit Title: Unit 2: Introduce Destiny, Nonfiction Call Numbers, and Locating Books by Call Numbers

Target Course/Grade Level: Third Grade

Unit Summary: In this unit, students will be lead through various lessons that will focus on the use of Destiny: Rahway School's Online Public Access Catalog. They will also review the organization of the library and the organization of books by call numbers in the individual sections of the library, and locate books by call numbers found through OPAC especially in the nonfiction section of the library.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed, and quantitatively, as well as in words.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

American Association of School Librarians (AASL):

V. EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.

D. GROW

- 1. Iteratively responding to challenges.
- 2. Recognizing capabilities and skills that can be developed, improved, and expanded.
- 3. Open-mindedly accepting feedback for positive and constructive growth.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Unit Understandings:

Students will understand that...

Destiny is the index of all materials in the library.

Unit Essential Questions:

How do I locate, access, and choose information resources in the library?

Knowledge and Skills:

Students will know.....

Destiny is the key to locating library materials.

Students will be able to ...

- Decipher and navigate Destiny
- Select appropriate search/keywords
- Locate books on the shelf after searching for them using Destiny

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites
- End of unit assessment

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- Destiny (OPAC)
- Technology sites for review of skills: Kahoot, Quizizz, FlipGrid, etc.

Equipment Needed:

- Laptop
- Projector
- Whiteboard for display / Television
- Document camera
- Chromebooks for students
- Destiny (OPAC) access

Content Area: Library

Unit Title: Unit 3: Author's Purpose

Target Course/Grade Level: Third Grade

Unit Summary: In this unit, students will discover an author's purpose for writing. They will learn the main

reason he or she has for writing. The three basic purposes are to inform, to persuade, and to entertain.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

American Association of School Librarians (AASL):

I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. THINK

- 1. Formulating questions about a personal interest or a curricular topic.
- 2. Recalling prior and background knowledge as context for new meaning.

B. CREATE

- 1. Using evidence to investigate questions.
- 3. Generating products that illustrate learning.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Unit Understandings:

Students will understand that...

• The purpose of an author to write is to entertain, inform, or persuade.

Unit Essential Questions:

• How can I distinguish an author's purpose?

Knowledge and Skills:

Students will know.....

An author's purpose in writing a story is to entertain, inform, or persuade a reader.

Students will be able to ...

- Distinguish between stories/books where the author's purpose is to entertain, inform, or persuade.
- Select and locate appropriate books that fit a certain category of an author's purpose.

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites
- End of unit assessment

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- Various stories to represent the three types of an author's purpose.
- Technology sites for review of skills: Kahoot, Quizizz, FlipGrid, etc.

Equipment Needed:

- Laptop
- Projector
- Whiteboard for display / Television
- Document camera
- Chromebooks for students

Content Area: Library

Unit Title: Unit 4: Review Library Skills; Winter World Holidays

Target Course/Grade Level: Third Grade

Unit Summary: In this unit, students will review library rules and routines. Students will also be introduced to

and review world holidays that happen during the winter months.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA,SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

American Association of School Librarians (AASL):

- III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals.

 A. THINK
 - 1. Demonstrating their desire to broaden and deepen understandings.
 - 2. Developing new understandings through engagement in a learning group.

3. Deciding to solve problems informed by group interaction.

D. GROW

- 1. Actively contributing to group discussions.
- 2. Recognizing learning as a social responsibility.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

Unit Understandings:

Students will understand that...

- Libraries and information centers are places where people can read, learn, and explore.
- Rules and procedures help to keep everyone safe and able to enjoy their time in the Library.
- There are similarities and differences between holidays celebrated around the world during the winter months.

Unit Essential Questions:

- Why are libraries and information centers important?
- Why do we need to have rules and procedures?
- What if there was no organizational system in the library?
- How are winter holidays celebrated around the world?
- Does every culture celebrate the same holidays? How are these holidays the same and different?

Knowledge and Skills:

Students will know.....

- The importance of libraries, follow appropriate library procedures, and locate library materials.
- There are different holidays celebrated around the world during the winter months.

Students will be able to ...

- Understand and apply knowledge of necessary information center rules and procedures.
- Locate fiction books using spine labels.
- Remember and understand the ABC order of the book as placed on the shelves in the fiction or nonfiction sections.
- Understand and differentiate between winter world holidays.

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites
- End of unit assessment

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- Various stories/books to represent winter world holidays.
- Technology sites for review of skills: Kahoot, Quizizz, FlipGrid, etc.

- Laptop
- Projector
- Whiteboard for display / Television
- Document camera
- Chromebooks for students

Content Area: Library

Unit Title: Unit 5: Biographies

Target Course/Grade Level: Third Grade

Unit Summary: In this unit, students will be introduced to the genre of biographies, the characteristics of

biographies, and where they are located in the library.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

American Association of School Librarians (AASL):

- III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals. A. THINK
 - 1. Demonstrating their desire to broaden and deepen understandings.
 - 2. Developing new understandings through engagement in a learning group.

3. Deciding to solve problems informed by group interaction.

D. GROW

- 1. Actively contributing to group discussions.
- 2. Recognizing learning as a social responsibility.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

Unit Understandings:

Students will understand that...

Biographies give an account of a person's life and achievements.

Unit Essential Questions:

- What is a biography?
- Why is there a need for biographies?
- Where can I locate biographies in our Library?
- How can I search for biographies using Destiny (OPAC)?

Knowledge and Skills:

Students will know.....

• The importance of biographies, follow appropriate library procedures and locate library materials.

Students will be able to ...

- Understand the importance of and need for biographies.
- Search for biographies using Destiny (OPAC).
- Locate biographies in the Library.

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites
- End of unit assessment

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- Various biographies.
- https://www.thecurriculumcorner.com/thecurriculumcorner123/wp-content/pdf/reading/informati onal/biographies.pdf
- https://www.scholastic.com/teachers/lesson-plans/teaching-content/introducing-biographies-gettin g-know-you/
- Technology sites for review of skills: Kahoot, Quizizz, FlipGrid, etc.

- Laptop
- Projector
- Whiteboard for display / Television
- Document camera
- Chromebooks for students

Content Area: Library

Unit Title: Unit 6: NonFiction

Target Course/Grade Level: Third Grade

Unit Summary: In this unit, students will be introduced to the genre of nonfiction, its characteristics, and where

they are located in the library.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

American Association of School Librarians (AASL):

- III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals.

 A. THINK
 - 1. Demonstrating their desire to broaden and deepen understandings.
 - 2. Developing new understandings through engagement in a learning group.

3. Deciding to solve problems informed by group interaction.

D. GROW

- 1. Actively contributing to group discussions.
- 2. Recognizing learning as a social responsibility.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

Unit Understandings:

Students will understand that...

Nonfiction text is its own genre.

Nonfiction text is arranged using the Dewey Decimal System.

Nonfiction text is located in a specific area of the Library.

Unit Essential Questions:

- What is a nonfiction text?
- What are the text features of nonfiction?
- Where can I locate nonfiction text in our Library?
- How can I search for nonfiction text using Destiny (OPAC)?

Knowledge and Skills:

Students will know.....

The importance of nonfiction text, follow appropriate library procedures and locate library materials.

Students will be able to ...

- Understand the importance of and need for nonfiction text.
- Search for nonfiction text using Destiny (OPAC).
- Locate nonfiction text in the Library.

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites
- End of unit assessment

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- Various nonfiction texts.
- https://www.scholastic.com/teachers/unit-plans/teaching-content/5-day-unit-plan-introducing-non-fiction/
- Technology sites for review of skills: Kahoot, Quizizz, FlipGrid, etc.

- Laptop
- Projector
- Whiteboard for display / Television
- Document camera
- Chromebooks for students

Content Area: Library

Unit Title: Unit 7: Fairy Tales and Folk Tales

Target Course/Grade Level: Third Grade

Unit Summary: In this unit, students will begin learning the art of storytelling through a look at fairy tales and

folktales.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA,R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

American Association of School Librarians (AASL):

- III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals. A. THINK
 - 1. Demonstrating their desire to broaden and deepen understandings.
 - 2. Developing new understandings through engagement in a learning group.

3. Deciding to solve problems informed by group interaction.

D. GROW

- 1. Actively contributing to group discussions.
- 2. Recognizing learning as a social responsibility.

V. EXPLORE Discover and innovate in a growth mindset developed through experience and reflection. C. SHARE

1. Expressing curiosity about a topic of personal interest or curricular relevance.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

Unit Understandings:

Students will understand that...

- Identify the unique characteristics of the genres: folktale, folklore, and fairy tales.
- This genre is located in a specific area of the Library.

Unit Essential Questions:

- What do the folktale, folklore, and fairy tales genre entail?
- What are the text features of this genre?
- Where can I locate this genre in our Library?
- How can I search for this genre using Destiny (OPAC)?

Knowledge and Skills:

Students will know.....

The importance of the folktale, folklore, and fairy tale genre, follow appropriate library procedures, and locate library materials.

Students will be able to ...

- Understand the importance of folktales, folklore, and fairy tales.
- Search for this genre using Destiny (OPAC).
- Locate this genre in the Library.

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites
- End of unit assessment

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- Various nonfiction texts.
- https://www.scholastic.com/teachers/lesson-plans/teaching-content/myths-folktales-fairy-tales-grades-k-3/
- Technology sites for review of skills: Kahoot, Quizizz, FlipGrid, etc.

- Laptop
- Projector
- Whiteboard for display / Television
- Document camera
- Chromebooks for students

Content Area: Library Unit Title: Unit 8: Poetry

Target Course/Grade Level: Third Grade

Unit Summary: In this unit, students will be introduced to poetry. Students will be introduced to traditional poetry, as well as, poetry that takes different forms, uses different rhythms, and literary devices. Also, students will practice making connections with poetry.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals. A. THINK

- 1. Demonstrating their desire to broaden and deepen understandings.
- 2. Developing new understandings through engagement in a learning group.
- 3. Deciding to solve problems informed by group interaction.

D. GROW

- 1. Actively contributing to group discussions.
- 2. Recognizing learning as a social responsibility.
- VI. ENGAGE Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. B. CREATE
 - 1. Ethically using and reproducing others' work.
 - 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.
 - 3. Including elements in personal-knowledge products that allow others to credit content appropriately

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

Unit Understandings:

Students will understand that...

- Poetry has many different looks and sounds.
- Poetry can be serious, funny, poignant, or all of these in one.

Unit Essential Questions:

- What is the purpose of poetry?
- Why do we study poems?
- Where can I locate poetry in our Library?
- How can I search for poetry using Destiny (OPAC)?

Knowledge and Skills:

Students will know.....

- How to locate poetry in the library.
- That poetry comes in many different forms, rhythms, and rhyming or not rhyming.

Students will be able to ...

- Write a poem of their own.
- Identify figurative language in poetry.
- Identify the subject of a poem.
- Search for this genre using Destiny (OPAC).
- Locate this genre in the Library.

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites
- End of unit assessment

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- Various poetry texts.
- Technology sites for review of skills: Kahoot, Quizizz, FlipGrid, etc.

- Laptop
- Projector
- Whiteboard for display / Television
- Document camera
- Chromebooks for students

RAHWAY PUBLIC SCHOOLS CURRICULUM GRADE 4

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1: Library Introduction and Orientation

Target Course/Grade Level: Fourth Grade

Unit Summary: In this unit, students will review library rules and procedures including, but not limited to, the following: class rules, school rules, drills, book care, and responsibility. They will also review the organization of the library and the organization of books in the individual sections of the library. Lessons and discussions will focus on behavior expectations, the different sections of the library, and the organization of books in the sections of the library.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

American Association of School Librarians (AASL):

III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals.

A. THINK

- 1. Demonstrating their desire to broaden and deepen understandings.
- 2. Developing new understandings through engagement in a learning group.
- 3. Deciding to solve problems informed by group interaction.

D. GROW

- 1. Actively contributing to group discussions.
- 2. Recognizing learning as a social responsibility.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Unit Understandings:

Students will understand that...

- Libraries and information centers are places where people can read, learn and explore
- Rules and procedures help to keep everyone safe and able to enjoy their time in the Library.

Unit Essential Questions:

- Why are libraries and information centers important?
- Why do we need to have rules and procedures?
- What if there was no organizational system in the library?

Knowledge and Skills:

Students will know....

• The importance of libraries, follow appropriate library procedures, and locate library materials.

Students will be able to ...

- Understand and apply knowledge of necessary information center rules and procedures
- Remember and understand the ABC order of the book as placed on the shelves

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites
- End of unit assessment

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- Various literature about Back to School, Classroom Rules, Borrowing and Treatment of Library
 Books

 Flin Grid, etc.
- Technology sites for review of skills: Kahoot, Quizizz, FlipGrid, etc.

- Laptop
- Projector
- Whiteboard for display / Television
- Document camera
- Chromebooks for students

Content Area: Library

Unit Title: Unit 2: Dewey Decimal System Target Course/Grade Level: Fourth Grade

Unit Summary: In this unit, students will be introduced to the Dewey Decimal System and understand the

different Dewey categories and the organization of nonfiction books.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

American Association of School Librarians (AASL):

- IV. CURATE Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.
 - A. THINK Learners act on an information need by:
 - 1. Determining the need to gather information.
 - 2. Identifying possible sources of information.
 - 3. Making critical choices about information sources to use.
 - B. CREATE Learners gather information appropriate to the task by:
 - 1. Seeking a variety of sources.
 - 2. Collecting information representing diverse perspectives.
 - 3. Systematically questioning and assessing the validity and accuracy of information.
 - 4. Organizing information by priority, topic, or other systematic schemes.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources that can aid in solving the problem.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global.

Unit Understandings:

Students will understand that...

- Many different genres of literature are located in the school library in the nonfiction section.
- Books can be located by their call number in the Dewey Decimal System. Nonfiction books have a numeric call number.
- Topics, titles, and authors can be searched using Destiny and then located on the shelves using the call number listed in the catalog.

Unit Essential Questions:

- Why is literature classified into different genres?
- Why do we use the Dewey Decimal System?
- Where and how can I locate nonfiction in our Library?
- How can I search for nonfiction using Destiny (OPAC)?

Knowledge and Skills:

Students will know.....

- The importance of the Dewey Decimal System.
- How to locate the nonfiction section of the library.

Students will be able to ...

- Locate different types of books in the nonfiction section using numeric call numbers.
- Search for biographies using Destiny (OPAC).

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites
- End of unit assessment

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- Dewey Decimal System posters
- The Great Dewey Hunt by Toni Buzzeo
- Various nonfiction texts
- Technology sites for review of skills: Kahoot, Quizizz, FlipGrid, etc.

- Laptop
- Projector
- Whiteboard for display / Television
- Document camera
- Chromebooks for students

Content Area: Library

Unit Title: Unit 3: Genres

Target Course/Grade Level: Fourth Grade

Unit Summary: In this unit, students will recognize different genres by their characteristics.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

American Association of School Librarians (AASL):

IV. CURATE Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

- A. THINK Learners act on an information need by:
 - 1. Determining the need to gather information.
 - 2. Identifying possible sources of information.
 - 3. Making critical choices about information sources to use.
- B. CREATE Learners gather information appropriate to the task by:
 - 1. Seeking a variety of sources.
 - 2. Collecting information representing diverse perspectives.
 - 3. Systematically questioning and assessing the validity and accuracy of information.
 - 4. Organizing information by priority, topic, or other systematic schemes.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources that can aid in solving the problem.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global.

Unit Understandings:

Students will understand that...

• Many different genres of literature are located in the school library in both the fiction and nonfiction sections.

Unit Essential Questions:

- Why is literature classified into different genres?
- Where and how can I locate different genres in our Library?
- How can I search for different genres using Destiny (OPAC)?

Knowledge and Skills:

Students will know.....

- Why is literature classified into different genres?
- How to locate the nonfiction section of the library.

Students will be able to ...

- The different genres in the school library.
- How to locate different genres in the fiction and nonfiction sections of the library.

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites
- End of unit assessment

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- Various books from different genres
- Genre posters
- Technology sites for review of skills: Kahoot, Quizizz, FlipGrid, etc.

- Laptop
- Projector
- Whiteboard for display / Television
- Document camera
- Chromebooks for students

Content Area: Library

Unit Title: Unit 4: Biographies

Target Course/Grade Level: Fourth Grade

Unit Summary: In this unit, students will be introduced to the genre of biographies, the characteristics of

biographies, and where they are located in the library.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- NJSLSA,SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

American Association of School Librarians (AASL):

- III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals. A. THINK
 - 1. Demonstrating their desire to broaden and deepen understandings.

- 2. Developing new understandings through engagement in a learning group.
- 3. Deciding to solve problems informed by group interaction.

D. GROW

- 1. Actively contributing to group discussions.
- 2. Recognizing learning as a social responsibility.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

Unit Understandings:

Students will understand that...

• Biographies give an account of a person's life and achievements.

Unit Essential Questions:

- What is a biography?
- Why is there a need for biographies?
- Where can I locate biographies in our Library?
- How can I search for biographies using Destiny (OPAC)?

Knowledge and Skills:

Students will know.....

The importance of biographies, follow appropriate library procedures and locate library materials.

Students will be able to ...

- Understand the importance of and need for biographies.
- Search for biographies using Destiny (OPAC).
- Locate biographies in the Library.

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites
- End of unit assessment

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- Various biographies.
- Technology sites for review of skills: Kahoot, Quizizz, FlipGrid, etc.

- Laptop
- Projector
- Whiteboard for display / Television
- Document camera
- Chromebooks for students

Content Area: Library

Unit Title: Unit 5: Internet Safety

Target Course/Grade Level: Fourth Grade

Unit Summary: In this unit, students will explore the amazing possibilities that come with using technology. They'll also learn from the Digital Citizens, who take a pledge to be safe, responsible, and respectful when

traveling through the online world.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

American Association of School Librarians (AASL):

1. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. THINK

- 2. Recalling prior and background knowledge as context for new meaning.
- B. CREATE
 - 3. Generating products that illustrate learning.

C. SHARE

- 1. Interacting with content presented by others.
- 4. Sharing products with an authentic audience.

D. GROW

- 1. Continually seeking knowledge.
- 2. Engaging in sustained inquiry.
- 4. Using reflection to guide informed decisions.
- II. INCLUDE Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

B. CREATE

- 1. Interacting with learners who reflect a range of perspectives.
- 2. Evaluating a variety of perspectives during learning activities.
- 3. Representing diverse perspectives during learning activities.

C. SHARE

- 1. Engaging in informed conversation and active debate.
- 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

D. GROW

- 1. Seeking interactions with a range of learners.
- 2. Demonstrating interest in other perspectives during learning activities.
- 3. Reflecting on their own place within the global learning community.
- III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals.

A. THINK

- 1. Demonstrating their desire to broaden and deepen understandings.
- 2. Developing new understandings through engagement in a learning group.
- 3. Deciding to solve problems informed by group interaction.

B. CREATE

- 1. Using a variety of communication tools and resources.
- 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge

C. SHARE

- 2. Involving diverse perspectives in their own inquiry processes
- D. GROW
 - 1. Actively contributing to group discussions.
- V. EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.

C. SHARE

- 3. Collaboratively identifying innovative solutions to a challenge or problem.
- VI. ENGAGE Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

A. THINK

- 1. Responsibly applying information, technology, and media to learning.
- 2. Understanding the ethical use of information, technology, and media.

C. SHARE

2. Disseminating new knowledge through means appropriate for the intended audience.

D. GROW

1. Personalizing their use of information and information technologies.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

Unit Understandings:

Students will understand that...

Understand that being a good digital citizen means being safe and responsible online.

Unit Essential Questions:

- How can I stay safe online?
- How can I use the internet responsibly?

Knowledge and Skills:

Students will know.....

The importance of using the internet safely and responsibly.

Students will be able to ...

- Ask questions about what they see online.
- Be kind and respectful online.
- Balance their time while online
- Stay aware to stay safe online.

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites
- End of unit assessment

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- https://www.commonsense.org/education/digital-citizenship/curriculum
- Technology sites for review of skills: Kahoot, Quizizz, FlipGrid, etc.

- Laptop
- Projector
- Whiteboard for display / Television
- Document camera
- Chromebooks for students

Content Area: Library

Unit Title: Unit 6: Basic Internet Research
Target Course/Grade Level: Fourth Grade

Unit Summary: In this unit, students will learn how to verify information that is found on the internet, as well as

understanding how to differentiate between reliable and unreliable sources of information.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

American Association of School Librarians (AASL):

1. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. THINK

2. Recalling prior and background knowledge as context for new meaning.

B. CREATE

3. Generating products that illustrate learning.

C. SHARE

- 1. Interacting with content presented by others.
- 4. Sharing products with an authentic audience.

D. GROW

1. Continually seeking knowledge.

- 2. Engaging in sustained inquiry.
- 4. Using reflection to guide informed decisions.
- II. INCLUDE Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

B. CREATE

- 1. Interacting with learners who reflect a range of perspectives.
- 2. Evaluating a variety of perspectives during learning activities.
- 3. Representing diverse perspectives during learning activities.

C. SHARE

- 1. Engaging in informed conversation and active debate.
- 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

D. GROW

- 1. Seeking interactions with a range of learners.
- 2. Demonstrating interest in other perspectives during learning activities.
- 3. Reflecting on their own place within the global learning community.
- III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals.

A. THINK

- 1. Demonstrating their desire to broaden and deepen understandings.
- 2. Developing new understandings through engagement in a learning group.
- 3. Deciding to solve problems informed by group interaction.

B. CREATE

- 1. Using a variety of communication tools and resources.
- 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge

C. SHARE

2. Involving diverse perspectives in their own inquiry processes

D. GROW

- 1. Actively contributing to group discussions.
- V. EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.

C. SHARE

- 3. Collaboratively identifying innovative solutions to a challenge or problem.
- VI. ENGAGE Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

A. THINK

- 1. Responsibly applying information, technology, and media to learning.
- 2. Understanding the ethical use of information, technology, and media.

C. SHARE

2. Disseminating new knowledge through means appropriate for the intended audience.

D. GROW

1. Personalizing their use of information and information technologies.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

Unit Understandings:

Students will understand that...

- The internet holds a bevy of information that can be used to develop research projects and answer questions.
- There is a difference between reliable and unreliable websites.
- Plagiarism is the use of someone else's intellectual property without giving the original owner of that property proper recognition.

Unit Essential Questions:

- How can you differentiate between a reliable source and an unreliable source?
- How can I stay safe online?
- How can I use the internet responsibly?

Knowledge and Skills:

Students will know.....

- The importance of using the internet safely and responsibly.
- How to locate a reliable source.

Students will be able to ...

Differentiate between reliable and unreliable sources.

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Internet Research Mini-Project
- Reports from technology applications and sites
- End of unit assessment

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- https://www.commonsense.org/education/digital-citizenship/curriculum
- Technology sites for review of skills: Kahoot, Quizizz, FlipGrid, etc.

- Laptop
- Projector
- Whiteboard for display / Television
- Document camera
- Chromebooks for students

Content Area: Library

Unit Title: Unit 7: Internet Based Research Project

Target Course/Grade Level: Fourth Grade

Unit Summary: In this unit, students will use their research skills to create a project that can be shared with

classmates and parents.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

American Association of School Librarians (AASL):

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

A. THINK

2. Recalling prior and background knowledge as context for new meaning.

B. CREATE

3. Generating products that illustrate learning.

C. SHARE

- 1. Interacting with content presented by others.
- 4. Sharing products with an authentic audience.

D. GROW

- 1. Continually seeking knowledge.
- 2. Engaging in sustained inquiry.
- 4. Using reflection to guide informed decisions.
- II. INCLUDE Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

B. CREATE

- 1. Interacting with learners who reflect a range of perspectives.
- 2. Evaluating a variety of perspectives during learning activities.
- 3. Representing diverse perspectives during learning activities.

C. SHARE

- 1. Engaging in informed conversation and active debate.
- 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

D. GROW

- 1. Seeking interactions with a range of learners.
- 2. Demonstrating interest in other perspectives during learning activities.
- 3. Reflecting on their own place within the global learning community.
- III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals.

A. THINK

- 1. Demonstrating their desire to broaden and deepen understandings.
- 2. Developing new understandings through engagement in a learning group.
- 3. Deciding to solve problems informed by group interaction.

B. CREATE

- 1. Using a variety of communication tools and resources.
- 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge

C. SHARE

2. Involving diverse perspectives in their own inquiry processes

D. GROW

- 1. Actively contributing to group discussions.
- V. EXPLORE Discover and innovate in a growth mindset developed through experience and reflection.

C. SHARE

- 3. Collaboratively identifying innovative solutions to a challenge or problem.
- VI. ENGAGE Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

A. THINK

- 1. Responsibly applying information, technology, and media to learning.
- 2. Understanding the ethical use of information, technology, and media.

C. SHARE

2. Disseminating new knowledge through means appropriate for the intended audience.

D. GROW

1. Personalizing their use of information and information technologies.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

Unit Understandings:

Students will understand that...

- The internet holds an enormous amount of information that can be used to develop research projects and answer questions.
- Researching different subjects of interest gives us a better understanding of that subject area.

Unit Essential Questions:

- How can you differentiate between a reliable source and an unreliable source?
- How can I stay safe online?
- How can I use the internet responsibly?

Knowledge and Skills:

Students will know.....

- How to find information on their assigned topic.
- How to produce a Slides presentation using the information gathered.
- The importance of using the internet safely and responsibly.
- How to locate a reliable source.

Students will be able to ...

- Find adequate information about their assigned topic.
- Create a presentation in Slides using transitions, creative backgrounds, and text.
- Differentiate between reliable and unreliable sources.

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Internet Research Mini-Project
- Reports from technology applications and sites
- End of unit assessment

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Oral or written student feedback
- Completed topic research project
- Reports from technology applications and sites

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning

RESOURCES

Teacher Resources:

- List of topics (ie: animals, holidays, countries, states, etc.)
- Technology sites for review of skills: Kahoot, Quizizz, FlipGrid, etc.

Equipment Needed:

- Laptop
- Projector
- Whiteboard for display / Television
- Document camera
- Chromebooks for students

RAHWAY PUBLIC SCHOOLS CURRICULUM GRADE 5

UNIT OVERVIEW

Content Area: Library

Unit Title: Library Orientation

Target Course/Grade Level: Fifth Grade

Unit Summary: In this unit students will review library rules and procedures including, but not limited to, the following: class rules, school rules, drills, book care and responsibility. They will also review the organization of the library and the organization of books in the individual sections of the library. Lessons and discussions will focus on behavior expectations, use of Destiny (our OPAC), the different sections of the library, and organization of books in the sections of the library.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 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. A.Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B.Follow agreed-upon rules for discussions and carry out assigned roles.
 - C.Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

D.Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

American Association of School Librarians (AASL):

- IV. CURATE Make meaning for oneself and others by collecting, organizing, and sharing resources of personal
 - A. THINK Learners act on an information need by:
 - 1. Determining the need to gather information.
 - 2. Identifying possible sources of information.
 - 3. Making critical choices about information sources to use.
 - B. CREATE Learners gather information appropriate to the task by:
 - 1. Seeking a variety of sources.
 - 2. Collecting information representing diverse perspectives.
 - 3. Systematically questioning and assessing the validity and accuracy of information.
 - 4. Organizing information by priority, topic, or other systematic scheme.

Unit Understandings:

Students will understand that...

The library is a source of materials in print and non-print which will meet their varied needs.

Unit Essential Questions:

- Why are libraries and information centers important?
- Why do we need to have rules and procedures?

Knowledge and Skills:

Students will know.....

- How to locate materials using the library catalog.
- How to choose appropriate reading material based on reading levels and interests.

Students will be able to ...

- Choose a "just right" book. They will be introduced to several novels, authors, and series appropriate for many
- fifth grade students.
- Locate fiction books using spine labels.
- They will also remember and understand the ABC order of the bookshelves in fiction. Locate nonfiction books

- using spine labels.
- They will also remember and understand the number order of the bookshelves in nonfiction.

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites
- End of unit assessment

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping of students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

School rules and procedures

Destiny OPAC

Books:

Books from various sections of the library to illustrate organization.

Equipment Needed:

ChromeBooks

Computer mirroring technology

Content Area: Library

Unit Title: Dewey Decimal System, Genres, Author's Purpose

Target Course/Grade Level: Fifth Grade

Unit Summary: Students will also be introduced to genres of fiction and nonfiction appropriate for most fifth grade readers. Students will learn to differentiate between mystery, realistic fiction, fantasy, historical fiction, folklore and poetry. They will also explore the different genres of nonfiction such as biography and autobiography. Also, they will work with the Dewey Decimal System and understand the different Dewey categories and the organization of nonfiction books. Students will be introduced to the author's purpose and learn how to determine the purpose of different texts.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.

- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

American Association of School Librarians (AASL):

I. INOUIRE

- B. CREATE Learners engage with new knowledge by following a process that includes:
 - 1. Using evidence to investigate questions.
 - 2. Devising and implementing a plan to fill knowledge gaps.
 - 3. Generating products that illustrate learning.

Unit Understandings:

Students will understand that...

- Many different genres of literature are located in the school library in both the fiction and nonfiction sections.
- Books can be located by their call number in the Dewey Decimal System.
- Fiction books are ABC order and nonfiction books have a numeric call number.
- Topics, titles and authors can be searched using Destiny and then located on the shelves using the call number
- listed in the catalog.
- Every author writes with a purpose and they will be able to determine the purpose through analysis.

Unit Essential Questions:

- Why is literature classified into different genres?
- Why do we use the Dewey Decimal System?
- Why do we use a catalog?
- Why do Author's write with a purpose?

Knowledge and Skills:

Students will know.....

- The different genres in the school library.
- How to locate different genres in the fiction and nonfiction sections of the library.
- The different types of author's author's purpose.

Students will be able to ...

- Differentiate between texts illustrating the author's purpose.
- Locate different types of books in the nonfiction section using numeric call numbers.
- Differentiate between types of genres in the fiction section of the library.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Oral or written student feedback
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping of students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

The following websites:

Introduction to the Dewey Decimal System

10 Reading Genres to Know About

 $\underline{https://test10.follettdestiny.com/cataloging/servlet/presentadvancedsearchredirectorform.do? l2m=L. \\$

ibrary%20Search&tm=TopLevelCatalog&l2m=Library+Search

Author's Purpose

Books from various sections of the library.

Equipment Needed:

ChromeBooks

Computer mirroring technology

Content Area: Library

Unit Title: Internet Safety and Basic Internet Research

Target Course/Grade Level: Fifth Grade

Unit Summary: Students will learn about the vulnerability of individuals using the internet and be presented with strategies and ideas on how to be a safe user of the internet. Also, they will learn how to verify information that is found on the internet, as well as understanding how to differentiate between reliable and unreliable sources of information. Students will use these skills to produce a short research project.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 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.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- 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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.
 - SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). Digital identities must be managed in order to create a positive digital footprint.
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. Digital tools have positively and negatively changed the way people
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

American Association of School Librarians (AASL):

IV. CURATE

- D. GROW Learners select and organize information for a variety of audiences by:
 - 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of
 - 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.

Unit Understandings:

Students will understand that...

- Anyone using the internet for social interaction, research, purchasing, or communications of any kind can lead to problems such as identity theft, inappropriate communications, or ethical issues.
- Students can and should take appropriate measures to use the internet appropriately and ethically to avoid difficult issues now or even in the future.
- That the internet holds a bevy of information that can be used to develop research projects and answer questions. However they will also learn to recognize the difference between reliable and unreliable websites.
- Plagiarism is the use of someone else's intellectual property without giving the original owner of that property proper recognition.

Unit Essential Questions:

- Why is it important to practice safe behavior on the internet?
- What are some of the behaviors that lead to having problems on the internet?
- How can you differentiate between a reliable source and an unreliable source?

Knowledge and Skills:

Students will know.....

- How to locate a reliable source.
- How to keep their identity safe while using social media.
- How to use information ethically that they find on the internet.

Students will be able to ...

- Differentiate between reliable and unreliable sources.
- Use strategies to keep their identity safe while using social media.
- Understand that anything posted on the internet never goes away.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Completion of Research Project
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping of students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

The following websites:

You Won't Believe This!

Quick Digital Citizenship Activities for K-5 Distance Learning

Equipment Needed:

Screen mirroring technology ChromeBooks

Content Area: Library

Unit Title: Research Project based on World Holidays

Target Course/Grade Level: Fifth Grade

Unit Summary: Students will explore different cultures through the study of a particular holiday. They will use

their research skills to create a project that can be shared with classmates and parents.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- 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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

American Association of School Librarians (AASL):

IV. CURATE

- A. CREATE Learners gather information appropriate to the task by:
 - 1. Seeking a variety of sources.
 - 2. Collecting information representing diverse perspectives.
 - 3. Systematically questioning and assessing the validity and accuracy of information.
 - 4. Organizing information by priority, topic, or other systematic scheme.

Unit Understandings:

Students will understand that...

• By researching holidays from around the world gives us a better understanding of the culture and people of that region or country.

Unit Essential Questions:

- What are the specific customs practiced during the holiday?
- How do the customs reflect the region of the world?
- Do those that immigrated to the United States from that region have difficulty traditionally celebrating the holiday, and why or why not?

Knowledge and Skills:

Students will know.....

- How to find information on their assigned holiday.
- How to produce a Slides presentation using the information gathered.

Students will be able to ...

- Determine if immigrants to the United States have difficulty traditionally celebrating the holiday.
- Create a presentation in Slides using transitions, creative backgrounds, and text.

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites
- End of unit assessment

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Completion of Research Project

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping of students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

The following websites: List of multinational festivals and holidays List of holidays by country

Lists of festivals

Equipment Needed:

Screen mirroring technology ChromeBooks

Content Area: Library

Unit Title: African-American Biography Internet based research project

Target Course/Grade Level: Fifth Grade

Unit Summary: Students will research a notable African-American. Students will use skills previously taught to find and use information from reliable online sources. Then, they will create a FakeBook page for their assigned subject.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA,R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject

knowledgeably.

- 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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.
 - SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

American Association of School Librarians (AASL):

IV. CURATE

- B. CREATE Learners gather information appropriate to the task by:
 - 1. Seeking a variety of sources.
 - 2. Collecting information representing diverse perspectives.
 - 3. Systematically questioning and assessing the validity and accuracy of information.
 - 4. Organizing information by priority, topic, or other systematic scheme.

VI. ENGAGE

- B.CREATE Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
 - 1. Ethically using and reproducing others' work.
 - 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.
 - 3. Including elements in personal-knowledge products that allow others to credit content appropriately.
- D. GROW Learners engage with information to extend personal learning by:
 - 1. Personalizing their use of information and information technologies.
 - 2. Reflecting on the process of ethical generation of knowledge.
 - 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

Interdisciplinary Connections and Standards:

- 6.1.5. History UP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5. History UP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5. History UP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Understandings:

Students will understand that...

- African-Americans have played an integral role in the development of our nation and have not received the recognition due to them.
- Studying the contributions of African-Americans will be highlighted during February, African-American History Month, however, we must be teaching and learning about all those that have made contributions in all walks of life throughout the school year and in every content area.

Unit Essential Questions:

- What specific contributions have African-Americans made to the American society?
- What effects have these contributions had?
- How can we better illumine the integral role African-Americans have played in building our American society?

Knowledge and Skills:

Students will know.....

- The role that a specific African-American played in the development of our culture.
- The effect that person had in their field and how it relates to us today.

Students will be able to ...

- Examine numerous sources to develop an understanding of the person they are assigned.
- Create a presentation that fully illustrates the role and importance of their assigned person.

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- Reports from technology applications and sites
- End of unit assessment

What evidence will be collected and deemed acceptable to show that students truly "understand"? Teacher

- Observation
- Oral Student Feedback
- Slides presentation of assigned African-American.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping of students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

The following websites:

Britannica School
Lists of African Americans

Equipment Needed:

Screen mirroring technology ChromeBooks

Content Area: Library

Unit Title: Exploration of Important Events in African-American History and Culture

Target Course/Grade Level: Fifth Grade

Unit Summary: Students will research an historical or cultural African-American event. Students will use skills previously taught to find and use information from reliable online sources. Students will create a timeline of the event and explain the cultural and historical importance of the assigned topic.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

American Association of School Librarians (AASL):

IV. CURATE

- C. CREATE Learners gather information appropriate to the task by:
 - 1. Seeking a variety of sources.
 - 2. Collecting information representing diverse perspectives.
 - 3. Systematically questioning and assessing the validity and accuracy of information.
 - 4. Organizing information by priority, topic, or other systematic scheme.

VI, ENGAGE

- B.CREATE Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
 - 1. Ethically using and reproducing others' work.
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 - 3. Including elements in personal-knowledge products that allow others to credit content appropriately.
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Interdisciplinary Connections and Standards:

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

- 6.1.5. History UP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5. History UP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Understandings:

Students will understand that...

African-American History IS American History and is part of our society and culture.

Unit Essential Questions:

How have events in African-American history shaped our society and culture?

Knowledge and Skills:

Students will know.....

- And understand how specific historical events change the course of history.
- How to locate and use reliable sources in order to create a full picture of an event in history.

Students will be able to ...

 Explain the importance of an historical event, know the main personalities involved, and explain the effects on society and culture.

EVIDENCE OF LEARNING

Assessment:

- Teacher observation
- Oral or written student feedback
- End of unit assessment

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Slides presentation of assigned event in African-American history.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired Results?

- Flexible pairing or grouping of students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

The following websites:

https://www.history.com/topics/black-history/black-history-milestones

https://www.nps.gov/saga/learn/education/upload/african%20american%20history%20timeline.pdf

https://www.blackpast.org/african-american-history-timeline/

Equipment Needed:

Screen mirroring technology ChromeBooks

Content Area: Library

Unit Title: Exploration of Women and their role in history

Target Course/Grade Level: Fifth Grade

Unit Summary: Students will research a woman or event in Women's history. Students will use skills previously taught to find and use information from reliable online sources. Students will create a timeline of the event and explain the cultural and historical importance of the assigned topic.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- 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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g.,
- 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1,
- 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

American Association of School Librarians (AASL):

IV. CURATE

- D. CREATE Learners gather information appropriate to the task by:
 - 1. Seeking a variety of sources.
 - 2. Collecting information representing diverse perspectives.
 - 3. Systematically questioning and assessing the validity and accuracy of information.
 - 4. Organizing information by priority, topic, or other systematic scheme.

VI. ENGAGE

- B.CREATE Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
 - 1. Ethically using and reproducing others' work.
 - 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.
 - 3. Including elements in personal-knowledge products that allow others to credit content appropriately.
- D. GROW Learners engage with information to extend personal learning by:
 - 1. Personalizing their use of information and information technologies.
 - 2. Reflecting on the process of ethical generation of knowledge.
 - 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

Interdisciplinary Connections and Standards:

- 6.1.5. History UP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5. History UP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5. History UP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Understandings:

Students will understand that...

• Women have played an integral role in the history of our world, but their contributions have not been well highlighted.

Unit Essential Questions:

• In what ways have women shaped the history of the world?

Knowledge and Skills:

Students will know.....

- How to locate and use reliable sources to develop a strong understanding of the historic role played by a specific woman.
- The importance of including women in all areas of history.

Students will be able to ...

- Discern between reliable and unreliable sources.
- Understand the contributions made by women in history.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Slides presentation of assigned woman.
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping of students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

The following websites:

https://www.history.com/topics/womens-history https://www.womenshistory.org/womens-history https://womenshistorymonth.gov/

Equipment Needed:

Screen mirroring technology ChromeBooks

Content Area: Library

Unit Title: Poetry

Target Course/Grade Level: Fifth Grade

Unit Summary: In this unit students will be introduced to poetry. Students will be introduced to traditional poetry, as well as, poetry that takes different forms, uses different rhythms, and literary devices. Also, students will practice making connections with poetry.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Career Readiness, Life Literacies, and Key Skills:

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

American Association of School Librarians (AASL):

- Inquire
 - C. Share Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
 - 1. Interacting with content presented by others.

- 2. Providing constructive feedback.
- 3. Acting on feedback to improve.
- 4. Sharing products with an authentic audience.

V. Explore

- A. Think Learners develop and satisfy personal curiosity by:
 - 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.
 - 2. Reflecting and questioning assumptions and possible misconceptions.
 - 3. Engaging in inquiry-based processes for personal growth.

Unit Understandings:

Students will understand that...

- Poetry has many different looks and sounds.
- Poetry can be serious, funny, poignant, or all of these in one.

Unit Essential Questions:

- What is the purpose of poetry?
- Why do we study poems?

Knowledge and Skills:

Students will know.....

- How to locate poetry in the library.
- That poetry comes in many different forms, rhythms, and rhyming or not rhyming.

Students will be able to ...

- Write a poem of their own.
- Identify figurative language in poetry.
- Identify with the subject of a poem.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Creation of personal poems
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping of students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

Books in library:

Teacher's Selection: Anthology of Fifth Grade Poetry

The following websites:

Poems for Kids | Academy of American Poets
50 Must-Share Poems for Elementary School
Poetry from Scholastic

Equipment Needed:

Screen mirroring technology ChromeBooks

RAHWAY PUBLIC SCHOOLS CURRICULUM GRADE 6

UNIT OVERVIEW

Content Area: Library

Unit Title: Library Orientation

Target Course/Grade Level: Sixth Grade

Unit Summary: In this unit students will review library rules and procedures including, but not limited to, the following: class rules, school rules, drills, book care and responsibility. They will also review the organization of the library and the organization of books in the individual sections of the library. Lessons and discussions will focus on behavior expectations, use of Destiny (our OPAC), the different sections of the library, and organization of books in the sections of the library.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

American Association of School Librarians (AASL):

- IV. CURATE Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.
 - A. THINK Learners act on an information need by:
 - 1. Determining the need to gather information.
 - 2. Identifying possible sources of information.
 - 3. Making critical choices about information sources to use.
 - B. CREATE Learners gather information appropriate to the task by:
 - 1. Seeking a variety of sources.
 - 2. Collecting information representing diverse perspectives.
 - 3. Systematically questioning and assessing the validity and accuracy of information.
 - 4. Organizing information by priority, topic, or other systematic scheme.

Unit Understandings:

Students will understand that...

• The library is a source of materials in print and non-print which will meet their varied needs.

Unit Essential Questions:

Why are libraries and information centers important?

• Why do we need to have rules and procedures?

Knowledge and Skills:

Students will know.....

- How to locate materials using the library catalog.
- How to choose appropriate reading material based on reading levels and interests.

Students will be able to ...

- Choose a "just right" book. They will be introduced to several novels, authors, and series appropriate for many fifth grade students.
- Locate fiction books using spine labels. They will also remember and understand the ABC order of the bookshelves in fiction. Locate nonfiction books using spine labels. They will also remember and understand the number order of the bookshelves in nonfiction.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Oral student feedback
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping of students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

School rules and procedures

Destiny OPAC

Books:

Books from various sections of the library to illustrate organization.

Equipment Needed:

ChromeBooks

Computer mirroring technology

Content Area: Library

Unit Title: Dewey Decimal System, Genres, Author's Purpose

Target Course/Grade Level: Sixth Grade

Unit Summary: Students will also be introduced to genres of fiction and nonfiction appropriate for most fifth grade readers. Students will learn to differentiate between mystery, realistic fiction, fantasy, historical fiction, folklore and poetry. They will also explore the different genres of nonfiction such as biography and autobiography. Also, they will work with the Dewey Decimal System and understand the different Dewey categories and the organization of nonfiction books. Students will be introduced to the author's purpose and learn how to determine the purpose of different texts.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

American Association of School Librarians (AASL):

I. INQUIRE

- B. CREATE Learners engage with new knowledge by following a process that includes:
 - 1. Using evidence to investigate questions.
 - 2. Devising and implementing a plan to fill knowledge gaps.
 - 3. Generating products that illustrate learning.

Unit Understandings:

Students will understand that...

- Many different genres of literature are located in the school library in both the fiction and nonfiction sections.
- Books can be located by their call number in the Dewey Decimal System. Fiction books are ABC order and nonfiction books have a numeric call number.
- Topics, titles and authors can be searched using Destiny and then located on the shelves using the call number listed in the catalog.
- Every author writes with a purpose and they will be able to determine the purpose through analysis.

Unit Essential Questions:

- Why is literature classified into different genres?
- Why do we use the Dewey Decimal System?
- Why do we use a catalog?
- Why do Author's write with a purpose?

Knowledge and Skills:

Students will know.....

- The different genres in the school library.
- How to locate different genres in the fiction and nonfiction sections of the library.
- The different types of author's author's purpose.

Students will be able to ...

- Differentiate between texts illustrating the author's purpose.
- Locate different types of books in the nonfiction section using numeric call numbers.
- Differentiate between types of genres in the fiction section of the library.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher observation
- Oral Student Feedback
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping of students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

The following websites:

Introduction to the Dewey Decimal System

10 Reading Genres to Know About

 $\underline{https://test10.follettdestiny.com/cataloging/servlet/presentadvancedsearchredirectorform.do?l2m=Lateral lateral la$

ibrary%20Search&tm=TopLevelCatalog&l2m=Library+Search

Author's Purpose

Books:

Books from various sections of the library.

Equipment Needed:

ChromeBooks

Computer mirroring technology

Content Area: Library

Unit Title: Internet Safety and Basic Internet Research

Target Course/Grade Level: Sixth Grade

Unit Summary: Students will learn about the vulnerability of individuals using the internet and be presented with strategies and ideas on how to be a safe user of the internet. Also, they will learn how to verify information that is found on the internet, as well as understanding how to differentiate between reliable and unreliable sources of information. Students will use these skills to produce a short research project.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- (e.g., 8.1.5.NI.2). Digital identities must be managed in order to create a positive digital footprint.
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. Digital tools have positively and negatively changed the way people interact socially.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

American Association of School Librarians (AASL):

IV. CURATE

- D. GROW Learners select and organize information for a variety of audiences by:
 - 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
 - 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.

Unit Understandings:

Students will understand that...

- Anyone using the internet for social interaction, research, purchasing, or communications of any kind can lead to problems such as identity theft, inappropriate communications, or ethical issues.
- Students can and should take appropriate measures to use the internet appropriately and ethically to avoid difficult issues now or even in the future.
- That the internet holds a bevy of information that can be used to develop research projects and answer questions. However they will also learn to recognize the difference between reliable and unreliable websites.
- Plagiarism is the use of someone else's intellectual property without giving the original owner of that property proper recognition.

Unit Essential Questions:

- Why is it important to practice safe behavior on the internet?
- What are some of the behaviors that lead to having problems on the internet?
- How can you differentiate between a reliable source and an unreliable source?

Knowledge and Skills:

Students will know.....

- How to locate a reliable source.
- How to keep their identity safe while using social media.
- How to use information ethically that they find on the internet.

Students will be able to ...

- Differentiate between reliable and unreliable sources.
- Use strategies to keep their identity safe while using social media.
- Understand that anything posted on the internet never goes away.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Completion of Research Project
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping of students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

The following websites:

You Won't Believe This!

Quick Digital Citizenship Activities for K-5 Distance Learning

Equipment Needed:

Screen mirroring technology ChromeBooks

Content Area: Library

Unit Title: Research Project based on World Holidays

Target Course/Grade Level: Sixth Grade

Unit Summary: Students will explore different cultures through the study of a particular holiday. They will use

their research skills to create a project that can be shared with classmates and parents.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

American Association of School Librarians (AASL):

IV. CURATE

- A. CREATE Learners gather information appropriate to the task by:
 - 1. Seeking a variety of sources.
 - 2. Collecting information representing diverse perspectives.
 - 3. Systematically questioning and assessing the validity and accuracy of information.
 - 4. Organizing information by priority, topic, or other systematic scheme.

Unit Understandings:

Students will understand that...

• By researching holidays from around the world gives us a better understanding of the culture and people of that region or country.

Unit Essential Questions:

- What are the specific customs practiced during the holiday?
- How do the customs reflect the region of the world?
- Do those that immigrated to the United States from that region have difficulty traditionally celebrating the holiday, and why or why not?

Knowledge and Skills:

Students will know.....

- How to find information on their assigned holiday.
- How to produce a Slides presentation using the information gathered.

Students will be able to ...

- Determine if immigrants to the United States have difficulty traditionally celebrating the holiday.
- Create a presentation in Slides using transitions, creative backgrounds, and text.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Completion of Research Project
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping of students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

The following websites: List of multinational festivals and holidays
List of holidays by country Lists of festivals

Equipment Needed:
Screen mirroring technology ChromeBooks

Content Area: Library

Unit Title: African-American Biography Internet based research project

Target Course/Grade Level: Sixth Grade

Unit Summary: Students will research a notable African-American. Students will use skills previously taught to find and use information from reliable online sources. Then, they will create a FakeBook page for their assigned subject.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

American Association of School Librarians (AASL):

IV. CURATE

- B. CREATE Learners gather information appropriate to the task by:
 - 1. Seeking a variety of sources.
 - 2. Collecting information representing diverse perspectives.
 - 3. Systematically questioning and assessing the validity and accuracy of information.
 - 4. Organizing information by priority, topic, or other systematic scheme.

VI, ENGAGE

- B.CREATE Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:
 - 1. Ethically using and reproducing others' work.
 - 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.

- 3. Including elements in personal-knowledge products that allow others to credit content appropriately.
- D. GROW Learners engage with information to extend personal learning by:
 - 1. Personalizing their use of information and information technologies.
 - 2. Reflecting on the process of ethical generation of knowledge.
 - 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

Interdisciplinary Connections and Standards:

- 6.1.5. History UP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5. History UP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5. History UP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Understandings:

Students will understand that...

- African-Americans have played an integral role in the development of our nation and have not received the recognition due to them.
- Studying the contributions of African-Americans will be highlighted during February, African-American History Month, however, we must be teaching and learning about all those that have made contributions in all walks of life throughout the school year and in every content area.

Unit Essential Questions:

- What specific contributions have African-Americans made to the American society?
- What effects have these contributions had?
- How can we better illumine the integral role African-Americans have played in building our American society?

Knowledge and Skills:

Students will know.....

- The role that a specific African-American played in the development of our culture.
- The effect that person had in their field and how it relates to us today.

Students will be able to ...

- Examine numerous sources to develop an understanding of the person they are assigned.
- Create a presentation that fully illustrates the role and importance of their assigned person.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Slides presentation of assigned African-American.
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping of students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

The following websites:

Britannica School

Lists of African Americans

Equipment Needed:

Screen mirroring technology ChromeBooks

Content Area: Library

Unit Title: Exploration of Important Events in African-American History and Culture

Target Course/Grade Level: Sixth Grade

Unit Summary: Students will research an historical or cultural African-American event. Students will use skills previously taught to find and use information from reliable online sources. Students will create a timeline of the event and explain the cultural and historical importance of the assigned topic.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

American Association of School Librarians (AASL):

IV. CURATE

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 - 1. Personalizing their use of information and information technologies.
 - 2. Reflecting on the process of ethical generation of knowledge.
 - 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

Interdisciplinary Connections and Standards:

- 6.1.5. History UP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5. History UP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5. History UP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Understandings:

Students will understand that...

African-American History IS American History and is part of our society and culture.

Unit Essential Questions:

• How have events in African-American history shaped our society and culture?

Knowledge and Skills:

Students will know.....

- And understand how specific historical events change the course of history.
- How to locate and use reliable sources in order to create a full picture of an event in history.

Students will be able to ...

 Explain the importance of an historical event, know the main personalities involved, and explain the effects on society and culture.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Slides presentation of assigned event in African-American history.
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired Results?

- Flexible pairing or grouping of students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

The following websites:

https://www.history.com/topics/black-history/black-history-milestones https://www.nps.gov/saga/learn/education/upload/african%20american%20history%20timeline.pdf https://www.blackpast.org/african-american-history-timeline/

Equipment Needed:

Screen mirroring technology Chrome Books

Content Area: Library

Unit Title: Exploration of Women and their role in history

Target Course/Grade Level: Sixth Grade

Unit Summary: Students will research a woman or event in Women's history. Students will use skills previously taught to find and use information from reliable online sources. Students will create a timeline of the event and explain the cultural and historical importance of the assigned topic.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

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 - C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
 - SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

American Association of School Librarians (AASL):

IV. CURATE

- D. CREATE Learners gather information appropriate to the task by:
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Interdisciplinary Connections and Standards:

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- 6.1.5. History UP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5. History UP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit Understandings:

Students will understand that...

 Women have played an integral role in the history of our world, but their contributions have not been well highlighted.

Unit Essential Questions:

In what ways have women shaped the history of the world?

Knowledge and Skills:

Students will know.....

- How to locate and use reliable sources to develop a strong understanding of the historic role played by a specific woman.
- The importance of including women in all areas of history.

Students will be able to ...

- Discern between reliable and unreliable sources.
- Understand the contributions made by women in history.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Slides presentation of assigned woman.
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping of students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

The following websites:

https://www.history.com/topics/womens-history

https://www.womenshistory.org/womens-history

https://womenshistorymonth.gov/

Equipment Needed:

Screen mirroring technology

ChromeBooks

Content Area: Library

Unit Title: Poetry

Target Course/Grade Level: Sixth Grade

Unit Summary: In this unit students will be introduced to poetry. Students will be introduced to traditional poetry, as well as, poetry that takes different forms, uses different rhythms, and literary devices. Also, students will practice making connections with poetry.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Career Readiness, Life Literacies, and Key Skills:

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

American Association of School Librarians (AASL):

I. Inquire

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

- 1. Interacting with content presented by others.
- 2. Providing constructive feedback.
- 3. Acting on feedback to improve.
- 4. Sharing products with an authentic audience.

V. Explore

- A. Think Learners develop and satisfy personal curiosity by:
 - 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.
 - 2. Reflecting and questioning assumptions and possible misconceptions.
 - 3. Engaging in inquiry-based processes for personal growth.

Unit Understandings:

Students will understand that...

- Poetry has many different looks and sounds.
- Poetry can be serious, funny, poignant, or all of these in one.

Unit Essential Questions:

- What is the purpose of poetry?
- Why do we study poems?

Knowledge and Skills:

Students will know.....

- How to locate poetry in the library.
- That poetry comes in many different forms, rhythms, and rhyming or not rhyming.

Students will be able to ...

- Write a poem of their own.
- Identify figurative language in poetry.
- Identify with the subject of a poem.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Teacher Observation
- Oral Student Feedback
- Creation of personal poems
- End of unit assessment

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping of students
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

Books in library:

Teacher's Selection: Anthology of Fifth Grade Poetry

The following websites:

Poems for Kids | Academy of American Poets 50 Must-Share Poems for Elementary School

Poetry from Scholastic

Equipment Needed:

Screen mirroring technology ChromeBooks