

Crest Memorial School Curriculum and Pacing Guide	
Grade: 5	Subject Area: Library
Adoption Date:	Revision Date: February 16, 2024

Mission and Vision Statements

Mission: The CMS Elementary Library is committed to fostering a love of reading, learning, and creativity in all students. Our mission is to provide a welcoming space where students can explore diverse books and resources that inspire curiosity, imagination, and critical thinking. We aim to support academic growth, empower lifelong learners, and cultivate respect for diverse perspectives, while encouraging the joy of discovery in a safe, nurturing environment. Through collaboration with teachers and families, we strive to enrich every student's educational journey.

Vision: The CMS Elementary Library envisions a vibrant and inclusive learning hub where all students are empowered to explore, create, and grow. We aspire to be a cornerstone of our school community, fostering a culture of reading, digital literacy, and critical thinking. Our goal is to inspire curiosity, cultivate a lifelong love of learning, and ensure that every student has equitable access to resources that support their academic, personal, and social development. Through innovative programs and a commitment to collaboration, we seek to shape future-ready learners who are confident, compassionate, and engaged citizens.

Integration of Technology

9.4.5.TL.1

21st Century Skills

9.4.5.IML.7
9.4.5.CT.4

Career Education

9.4.5.CI.1
9.4.5.DC.1

Interdisciplinary Connection

SL.UM.5.5

Accommodations and Modifications

Special Education

IEP accommodations
Create visual word wall with labels
Highlight important key words
Ask yes/no questions
Shorten assignments

English Language Learners

Create visual word wall with labels
Highlight and define important vocabulary
Ask yes/no questions
Create a word map
Offer book choices in native language

Students At-Risk of Failure

Allow verbalization before writing
Use audio materials when necessary
Restate, reword, clarify directions
Provide educational “breaks” as necessary
Chunking content into “digestible bites”
Assessment Modification Based on Individual Student Needs

Gifted and Talented

Student Choice
Assessment Modification Based on Individual Student Needs
Ask students higher level questions
Give students opportunities to mentor other students
Offer students opportunities to present their understanding of a topic in different ways

Students with 504 Plans

Allow verbalization before writing
Use audio materials when necessary

	Restate, reword, clarify directions Provide educational “breaks” as necessary Shorten assignments
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Assessments	
Formative	Lesson quick checks (Exit tickets) Classroom discussion Think-Pair-Share Teacher Observation
Summative	Research Project Written Assignments Group Assignments
Benchmark	Independent use of library resources Genre Identification Digital Literacy Basics Understanding Dewey Decimal System Understand Citing Sources
Alternative	Library skills Bingo Projects Performance tasks

Pacing Guide	
Unit 1: Library Introduction / Procedures	2 Weeks / 2 Days
Unit 2: Book Selection	2 Weeks / 2 Days
Unit 3: Library Databases / Digital Literacy	4 Weeks / 4 Days
Unit 4: Library Organization: DDS	3 Weeks / 3 Days
Unit 5: Nonfiction Text Features	4 Weeks / 4 Days
Unit 6: Paraphrasing/Summarizing	4 Weeks / 4 Days

Unit 7: Research Project	5 Weeks / 5 Days
Unit 8: Citing Sources (MLA Format)	4 Weeks / 4 Days
Unit 9: Nonfiction: Working with Text / Analyzing Text	4 Weeks / 4 Days

Unit Learning Goals

Unit 1: Library Introduction/Procedures

Students will demonstrate an understanding of basic library procedures, including how to check out and return books, navigate the library system, and use library resources responsibly.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Age appropriate books • Anchor Charts • Word Wall 	<ul style="list-style-type: none"> • Short videos about library rules, procedures, and book care.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Familiarizing with Library Rules and Layout	SL.PE.5.1	<ul style="list-style-type: none"> • Tour: Guide students through the library, pointing out key areas (fiction, non-fiction, check-out desk). • Present a visual poster of library rules and have students explain what they mean.
Day 2: Learning the Checkout Process	SL.PE.5.1	<ul style="list-style-type: none"> • Show how to scan books and use library cards. • Role play and address any questions or scenarios (e.g., lost book policies).

Inclusive concepts

The reading community allows for all levels to work together at their individual pace and level.

Unit Learning Goals

Unit 2: Book Selection

Students will be able to independently select books that align with their personal interests, reading levels, and informational or recreational needs, using strategies such as understanding genres, evaluating book summaries, and using library tools (e.g., catalogs or genre labels).

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> Library signage and posters DDS bookmarks with guidelines 	<ul style="list-style-type: none"> Destiny catalog system Interactive book trailers

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> Day 1: Students will identify different book genres and their characteristics. 	L.RF.5.4	<ul style="list-style-type: none"> Set up tables with books of different genres (fiction, non-fiction, mystery, fantasy, etc.). Provide genre definition cards and ask students to match them to the books. Read excerpts or show covers of various books. Let students guess the genre based on the clues
<ul style="list-style-type: none"> Day 2: Students will learn how to evaluate a book's suitability for their interests and reading level. 	L.RF.5.4	<ul style="list-style-type: none"> Review Five Finger Rule. Provide practice - Encourage students to read a page of a book and count how many words they don't know (0-1: too easy, 2-3: just right, 4-5: challenging). Have students fill out a worksheet about their interests (e.g., favorite

		<ul style="list-style-type: none"> hobbies, topics, or types of stories). ● Pair them with books that match their interests from the library collection. ● Book Trailers/Destiny searches
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Unit Learning Goals
<p>Unit 3: Library Databases / Digital Literacy Students will develop foundational skills in using library databases and practicing digital literacy by learning to locate, evaluate, and use information effectively and responsibly for academic and personal research.</p>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Library databases ● Tutorials for using databases ● Smartboard ● Chromebooks 	<ul style="list-style-type: none"> ● Posters ● Short video clips ● Brainpop

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Understand what a library database is and how it differs from general internet searches.	9.4.5.CT.3	<ul style="list-style-type: none"> ● Compare searching on Google vs. using a library database. Highlight reliability, credibility, and focus. ● Explore a kid-friendly library database (Scholastic Go / Webpath Express). Let students look up a topic of their choice. ● Share findings

Day 2: Learn to use keywords and search filters to find relevant information.	9.4.5.IML.6	<ul style="list-style-type: none"> • Teach about keywords, synonyms, and using Boolean operators (AND, OR, NOT) in searches. • Provide a sample research topic (e.g., "Endangered Animals") and ask students to find one interesting fact using filters • Reflect and share tips
Day 3: Identify credible and reliable sources in digital spaces.	9.4.5.IML.6	<ul style="list-style-type: none"> • Show a mix of credible and non-credible websites or articles. Have students vote (credible or not) and explain their reasoning. • Use a checklist for evaluating sources (e.g., author expertise, date, accuracy). Apply it to a source from a library database and one from the web.
Day 4: Understand plagiarism, citing sources, and respecting copyright.	9.4.5.DC.1	<ul style="list-style-type: none"> • Explain plagiarism with examples and non-examples. Show a simple citation format.

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Unit Learning Goals

Unit 4: Library Organization: DDS
Students will understand the organization of the library and the purpose of the Dewey Decimal System, enabling them to locate and categorize books independently and efficiently for personal and academic use.

Core Instructional Materials

- Posters and Anchor Charts
- Chromebooks

Supplemental Materials

- Library Catalog: Destiny
- Dewey Decial Bookmarks with DDS chart
- Dewey Rap

- Scavenger Hunts
- Worksheets

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Understand the purpose of library organization and the basic layout of the library. 	9.4.5.IML.1	<ul style="list-style-type: none"> ● Tour of the library, highlighting different sections (e.g., fiction, nonfiction, reference). ● Engage students in a discussion about why organization is essential in a library and how it helps them find books more easily. ● Have students create a simple layout of the library, labeling key areas.
<ul style="list-style-type: none"> ● Day 2: Learn the basic structure of the Dewey Decimal System (DDS) and its main categories. 	9.4.5.IML.1	<ul style="list-style-type: none"> ● Present an overview of the Dewey Decimal System, explaining the main classes (000-999) and what each represents (e.g., 100s for philosophy, 500s for science). ● Prepare cards with Dewey numbers and corresponding subjects. Students match the number with the subject to reinforce their understanding. ● Allow students to explore a section of the library and find books based on their Dewey Decimal numbers,
<ul style="list-style-type: none"> ● Day 3: Apply knowledge of the Dewey Decimal System to locate books in the library. 	9.4.5.IML.1	<ul style="list-style-type: none"> ● Scavenger Book Hunt: Organize a scavenger hunt where students must find specific books using their Dewey Decimal numbers. ● Share findings ● Demonstrate knowledge of online catalog: Destiny

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Unit Learning Goals

Unit 5: Nonfiction Text Features

Students will be able to identify, describe, and utilize various nonfiction text features to enhance their understanding of informational texts.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none">• Text feature posters• Anchor Charts	<ul style="list-style-type: none">• Scavenger Hunt• Age appropriate nonfiction passages and books• www.readworks.org

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will identify and understand basic nonfiction text features.	RI.MF.5.6	<ul style="list-style-type: none">• Introduce nonfiction text features (title, headings, table of contents, index, glossary, captions, and diagrams).• In small groups, have students look at a variety of nonfiction books and create a chart identifying at least three text features they find, with examples.
Day 2: Students will learn how headings and subheadings organize information.	RI.MF.5.6	<ul style="list-style-type: none">• Provide students with a short nonfiction article.• Have students read the article and highlight the headings and subheadings, discussing how they help to break down the content.
Day 3: Students will locate information using the index and glossary.	RI.MF.5.6	<ul style="list-style-type: none">• Create a scavenger hunt where students must find specific topics or terms in the index and definitions in the

		<ul style="list-style-type: none"> glossary of a nonfiction book. Students pair up and quiz each other using the index and glossary to find answers to prepared questions.
Day 4: Students will analyze the role of visual features in nonfiction texts.	RI.MF.5.6	<ul style="list-style-type: none"> Show students examples of diagrams, maps, charts, and photographs from nonfiction texts. Students choose one visual feature and create a poster or digital presentation that includes an explanation of its purpose, a drawing or image, and an example from a nonfiction text.

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Unit Learning Goals

Unit 6: Paraphrasing / Summarizing

Students will be able to effectively paraphrase and summarize texts, demonstrating their understanding of key concepts and details in a way that reflects their own voice and understanding.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> Age appropriate / grade level appropriate reading passages 	<ul style="list-style-type: none"> Brainpop Task Cards Index cards Sticky notes

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will understand what	SL.II.5.2	<ul style="list-style-type: none"> Discuss paraphrasing

paraphrasing is and why it is important.		<ul style="list-style-type: none"> ● Model paraphrasing using task card passages ● Independent practice
Day 2: Students will practice paraphrasing skills with a focus on different texts.	SL.II.5.2, L.KL.5.1	<ul style="list-style-type: none"> ● Divide the class into small groups. Explain that they will be doing a relay activity where they will paraphrase sentences in a fun and competitive way. ● Each group will receive a set of three sentences (one at a time). The first student in each group will read a sentence aloud and then run to write their paraphrase on a whiteboard or large paper at the front of the class. They will then tag the next person to continue with the next sentence. ● Share
Day 3: Students will learn to identify the main idea and key details in a text.	SL.II.5.2	<ul style="list-style-type: none"> ● Begin with a brief discussion about what summarizing means. ● Provide each student with a short paragraph. Ask them to read the passage and highlight or underline the main idea and key details. ● Divide the class into small groups. In each group, students will share what they think the main idea is and why they chose the details they highlighted. They can work together to write a one-sentence summary of the paragraph on an index card or sticky note.
Day 4: Students will practice summarizing by using illustrations to represent the main idea and key details.	SL.II.4.2, L.KL.5.1	<ul style="list-style-type: none"> ● Read a short story or passage aloud to the class. Choose a story that has a clear main idea and a few key details. ● Discuss the story and key details ● Each student will draw a picture that represents the main idea of the story. Below the drawing, they should write

		2-3 sentences summarizing the story in their own words, focusing on the main idea and key details.
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Unit Learning Goals
Unit 7: Research Project Students will learn and apply essential research skills to create a PowerPoint presentation

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Selection of picture books reflecting Black History and the Civil Rights Movement • Online (credible, age appropriate) video clips/documentaries • Chromebooks 	<ul style="list-style-type: none"> • Graphic Organizers • Sample PowerPoint presentation • Picture book review websites

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Understand the concept of civil rights and their historical significance.	RI.CI.5.2	<ul style="list-style-type: none"> • Introduce civil rights; brainstorm what students know. • Watch a short documentary or clip about civil rights (e.g., Martin Luther King Jr., Rosa Parks). • Discuss primary issues/theme of the Civil Rights Movement
Day 2: Students will browse and select a picture book reflecting the topic	RI.CI.5.2	<ul style="list-style-type: none"> • Introduce book selections • Have students choose their picture book and start gathering information

		<ul style="list-style-type: none"> focusing on topics, themes of the story. • Demonstrate note-taking strategies, such as using graphic organizers.
Day 3: Students will learn how to organize research into a PowerPoint presentation.	L.KL.5.1	<ul style="list-style-type: none"> • Teach students how to group their findings • Students create a PowerPoint template for their project (title slide, content slides, etc.). • Draft an outline of their presentation based on research findings.
Day 4: Students will compile and organize research into presentation format.	L.WF.5.2	<ul style="list-style-type: none"> • Students write content for each slide, focusing on key points and visuals. • Students share their outlines with a partner for feedback. • Incorporate images, charts, and quotes into their presentations.
Day 5: Present research projects and reflect on learning	SL.PE.5.1	<ul style="list-style-type: none"> • Students present their PowerPoint picture book projects to the class. • Reflect on what was learned about civil rights through the projects. • Feedback Session: Provide constructive feedback to peers.

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Unit Learning Goals

Unit 8: Citing Sources
Students will understand the importance of citing sources and will be able to accurately cite various types of sources (books and websites)

Core Instructional Materials

Supplemental Materials

<ul style="list-style-type: none"> • Online Citation Generators (Citation Machine / EasyBib) • Selection of books/websites to cite 	<ul style="list-style-type: none"> • Brainpop • Graphic organizers • Anchor Charts displaying MLA format
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Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will understand the importance of citing sources	SL.PE.5.1 9.4.5.DC.1	<ul style="list-style-type: none"> • Explain why citing sources is important (giving credit to authors, avoiding plagiarism, enhancing credibility). • Discuss the role of citations in academic integrity. • Introduce the basic citation style (MLA) suitable for Grade 5.
Day 2: Students will learn the proper MLA format for citing books	W.IW.5.2 9.4.5.DC.1	<ul style="list-style-type: none"> • Introduce the basic components of an MLA citation for a book. • Demonstrate online citation generator • Working in pairs, students will properly cite a selection of books
Day 3: Students will learn the proper MLA format for citing websites	W.IW.5.2 9.4.5.CT.3	<ul style="list-style-type: none"> • Introduce the basic components of an MLA citation for a website • Demonstrate online citation generator • Working in pairs, students will properly cite a selection of websites
Day 4: Students will present knowledge of using proper MLA citation format	W.IW.5.2 9.4.5.CT.3	<ul style="list-style-type: none"> • Students will choose a topic of interest • Students will select 2 age appropriate books and websites about their topic • Students will individually create a citation page using MLA format

Inclusive concepts

- Explain any character education effort where you are encouraging inclusivity and culture competency.

Unit Learning Goals

Unit 9: Nonfiction Reading Strategies

Students will develop key nonfiction reading strategies to enhance comprehension and critical thinking.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Nonfiction books (Variety of topics) ● Short nonfiction articles/passages 	<ul style="list-style-type: none"> ● Anchor Charts ● Scholastic Scope ● Scholastic Action ● TPT Task Cards / practice worksheets ● Variety of graphic organizers ● Author's purpose poster

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Identify key nonfiction text features (headings, captions, glossary, index, etc)	RI.CI.5.2	<ul style="list-style-type: none"> ● Display examples of nonfiction text features using a projector or large book. Explain how each feature helps readers understand the text. ● In pairs, students find and label as many features as they can in provided books. ● Discuss which features they found most helpful and why
Day 2: Determine the main idea and supporting details in nonfiction.	RI.CI.5.2	<ul style="list-style-type: none"> ● Model identifying the main idea using a short article. Highlight key sentences and supporting details. ● Students work in small groups to identify the main idea and details of a new text.
Day 3: Making Predictions: Use text features and prior knowledge to predict what the text will be about.	RI.CI.5.2	<ul style="list-style-type: none"> ● Demonstrate how to use the title, headings, and pictures to make predictions. ● Students choose a book, write

		<p>predictions based on features, and share them with the class.</p> <ul style="list-style-type: none"> ● Check predictions
Day 4: Asking Questions: Generate questions before, during, and after reading nonfiction.	RI.CI.5.2	<ul style="list-style-type: none"> ● Model generating questions before reading a nonfiction book. ● In pairs, students generate questions based on a book's title, headings, and pictures. ● Read parts of the text and discuss which questions were answered
Day 5: Write a concise summary of a nonfiction text.	L.KL.5.1 W.IW.5.2	<ul style="list-style-type: none"> ● Model how to summarize using the 5Ws (Who, What, Where, When, Why). ● Students work in small groups to summarize an article using a graphic organizer.
Day 6: Students will learn to analyze nonfiction text by identifying the author's purpose and key ideas	RI.CI.4.2 W.IW.5.2	<ul style="list-style-type: none"> ● Introduce the concept of author's purpose using the "PIE" acronym (Persuade, Inform, Entertain). Show examples.. ● Read a short nonfiction passage together and analyze the purpose. ● Students choose a nonfiction passage and complete a worksheet identifying author's purpose and text evidence supporting this purpose

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