| Crest Memorial School Curriculum and Pacing Guide | |
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| Grade: Grade 1 | Subject Area: Library |
| Adoption Date: | Revision Date: September 2024 |

| Mission and Vision Statements |
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| *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.<br><br>*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 |
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| 9.4.2.TL.6 |

| 21st Century Skills |
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| 9.4.2.CT.2 |

| Career Education |
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| 9.1.2.CAP.1 |

| Interdisciplinary Connection |
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| 9.4.2.CI.1 |

| Accommodations and Modifications | |
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| Special Education | IEP accommodations<br>Create visual word wall with labels<br>Highlight important key words<br>Ask yes/no questions<br>Shorten assignments |
| English Language Learners | Create visual word wall with labels<br>Highlight and define important vocabulary<br>Ask yes/no questions<br>Create a word map<br>Offer book choices in native language |
| Students At-Risk of Failure | Allow verbalization before writing<br>Use audio materials when necessary<br>Restate, reword, clarify directions<br>Provide educational "breaks" as necessary<br>Chunking content into "digestible bites"<br>Assessment Modification Based on Individual Student Needs |
| Gifted and Talented | Student Choice<br>Assessment Modification Based on Individual Student Needs<br>Ask students higher level questions<br>Give students opportunities to mentor other students<br>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<br>Restate, reword, clarify directions<br>Provide educational "breaks" as necessary<br>Shorten assignments |
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| Assessments | |
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| Formative | Classroom discussion<br>Think-Pair-Share<br>Teacher Observation |
| Summative | Story retelling or recall<br>Book handling skills<br>Sorting activities<br>Story sequencing (picture cards)<br>Book talk and participation (oral communication) |
| Benchmark | Independent use of library resources<br>Phonemic awareness<br>Print awareness (tracking,recognizing parts of a book, understanding concept of reading from left to right) |
| Alternative | Performance Tasks (library scavenger hunt)<br>Alphabet and letter recognition<br>Digital literacy |

| Pacing Guide | |
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| Unit 1: Library Introduction/Book Care | 2 Weeks / 2 Days |
| Unit 2: Parts of a Book / Library Word Wall | 2  Weeks / 2 Days |
| Unit 3: Book Selection : "Just Right Books" / Checkout | 2 Weeks / 2 Days |
| Unit 4:  Story Sequencing | 4 Weeks / 4 Days |
| Unit 5: Character Exploration | 2 Weeks / 2 Days |
| Unit 6: Wondering: Fiction | 2 Weeks / 2 Days |

| Unit 7: Illustrations and Picture Books | 2 Weeks / 2 Days |
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| Unit 8: Caldecott Award | 2 Weeks / 2 Days |
| Unit 9: Making Connections | 3 Weeks / 3 Days |
| Unit 10: Nonfiction | 4 Weeks / 4 Days |
| Unit 11: Introduction to Genre | 5 Weeks / 5 Days |
| Unit 12: Library Organization | 3 Weeks / 3 Days |

| Unit Learning Goals |
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| **Unit 1: Library Introduction/Book Care**<br>**Students will be able to work and participate responsibly as they learn the procedures of the library/media center.**<br>**Students will understand the rules and basic purpose of the library.** |

| Core Instructional Materials | Supplemental Materials |
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| ● Selected engaging picture books | ● Music and movement: "Hi, Ho Librario"<br>● Happy/Sad book care flashcard activity |

| Daily Targets | NJSLS Performance Expectations | Instructional Activities |
|---|---|---|
| Day 1: Introduce the library, its purpose and the rules/procedures. | | ● Greet the students<br>● Explain in simple terms that the library is "The library is a special place where we can find lots of books, learn new things, and go on adventures!"<br>● Show students around the library<br>● Choose an engaging short read aloud that highlights a positive message about books and libraries. |

| Day 2: Students will learn basic book care. | | <ul><li>Review/recall library procedures/rules</li><li>Choose a short, engaging read aloud</li><li>Model basic book care (turning pages, holding books with clean hands etc.)</li><li>Exploration/browse time</li></ul> |
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| Inclusive concepts |
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| ● Introducing the library along with its rules, procedures and book care can foster a sense of belonging, respect for others, and responsibility. |

| Unit Learning Goals |
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| **Unit 2: Parts of a Book / Library Word Wall**<br>**Students will be able to recognize and name the basic parts of a book (front cover, back cover, spine, pages etc).**<br>**Students will be able to understand the purpose of each part.**<br>**Students will learn basic library terms (author, illustrator, title, librarian etc.).**<br>**Students will understand the role of the librarian.** |

| Core Instructional Materials | Supplemental Materials |
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| <ul><li>Colorful/engaging picture books</li></ul> | <ul><li>Labels/sticky notes/flashcards</li><li>Visual Aids/props</li><li>Book bins</li></ul> |

| Daily Targets | NJSLS Performance Expectations | Instructional Activities |
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| Day 1: Students will learn the basic parts of a book. | RL.TS.1.4. | <ul><li>Book "Show-and-Tell" identifying basic parts of a book</li><li>Explain the different parts that help us enjoy and understand a story</li><li>Use sticky notes to label and mark the book parts</li></ul> |
| Day 2: students will learn common library | RL.TS.1.4. | <ul><li>Briefly review the parts of a book</li></ul> |

| terms (checkout, return, shelf, circulation etc.). | | <ul><li>Use visual aids or props to introduce new words</li><li>Demonstrate circulation procedure</li><li>Working in pairs, allow students the opportunity to label book parts</li></ul> |
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| Inclusive concepts |
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| Unit Learning Goals |
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| **Unit 3: "Just Right Books" / Check Out Procedures**<br>**Students will be able to browse and select age level appropriate books**<br>**Students will be able to browse and select reading level appropriate books**<br>**Students will be able to follow directions/behavior for book checkout** |

| Core Instructional Materials | Supplemental Materials |
|---|---|
| <ul><li>Various levels of reading material</li><li>Fiction and nonfiction selections</li></ul> | <ul><li>Book bins</li><li>"Goldilocks" / Five Finger Anchor Chart</li></ul> |

| Daily Targets | NJSLS Performance Expectations | Instructional Activities |
|---|---|---|
| Day 1: Students will understand how to choose a "just right" book. | RL.CR.1.1 | <ul><li>Class discussion "Why do we read? What are some of the things we like to read about?"</li><li>Introduce the "Goldilocks" five finger rule for book selection (anchor chart)</li><li>Model the five finger rule with several books</li><li>Allow students to practice</li></ul> |
| Day 2: Students will select an appropriate | RL.CR.1.1 | <ul><li>Visually demonstrate and role play</li></ul> |

| library book to borrow and checkout | | checkout out procedures<br>● Students will check out books |
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| Unit Learning Goals |
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| **Unit 4: Retelling a story/story sequence (B-M-E)**<br>**Students will be able to retell a story in proper sequence.**<br>**Students will be able to identify and arrange the beginning, middle and end of a simple story.**<br>**Students will use transition words such as first, next and last.** |

| Core Instructional Materials | Supplemental Materials |
|---|---|
| ● Picture books focusing on teaching sequence | ● Scholastic BookFlix<br>● Chart papers/markers<br>● Story sequencing cards<br>● Pocket chart/magnetic board<br>● Chromebooks |

| Daily Targets | NJSLS Performance Expectations | Instructional Activities |
|---|---|---|
| Day 1:  Students will be introduced to the concept of a story sequence by identifying the beginning, middle, and end of a story. | RL.CR.1.1 | ● Interactive read aloud<br>● Discuss beginning, middle, end<br>● Section the story (B-M-E) on chart paper<br>● Sequence the B-M-E |
| Day 2: Students will sequence the events of a familiar story. | RL.CI.1.2 | ● Interactive read aloud of simple, familiar story<br>● Engage students in retelling ativity<br>● Sequence flashcards - students |

| | | working in pairs |
|---|---|---|
| Day 3: Students will create their own simple story with a clear sequence. | RL.IT.K.3 | <ul><li>Briefly review the concepts of beginning, middle and end</li><li>Using a story prompt, students will create a simple story that has a beginning, middle and end.</li><li>Share, emphasizing the order of events</li></ul> |
| Day 4: Students will use a digital tool to reinforce their understanding of story sequence. | RI.IT.1.3 | <ul><li>Students will explore a sequencing game using BookFlix on the chromebooks.</li><li>Students will select a picture book. They will drag and drop images in the correct order to tell a story.</li></ul> |

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| Unit Learning Goals |
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| **Unit 5: Character Exploration**<br>**Students will develop social-emotional skills, self-awareness, and empathy through character exploration.** |

| Core Instructional Materials | Supplemental Materials |
|---|---|
| <ul><li>Picture books with a clear emotional arc (e.g. *The Feelings Book* (Parr), *The Color Monster* (Llenas).</li></ul> | <ul><li>Emotion flashcards/picture prompts</li><li>Emojis/emotion wheel</li><li>Chart paper</li></ul> |

| Daily Targets | NJSLS Performance Expectations | Instructional Activities |
|---|---|---|

| Day 1: Students will be able to identify characters in stories and describe their feelings. | RL.IT.1.3 | ● Introduce different emotions<br>● Have students show facial emotions<br>● Interactive read aloud<br>● Pause to share various emotions and reasons for those emotions<br>● Chart responses/reasons |
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| Day 2: Students will be able to describe their own feelings and behaviors in different situations | RL.IT.1.3 | ● Emotion wheel activity<br>● Stdents will spin the wheel and share times that they felt certain emotions |

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| **Unit Learning Goals** |
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| **Unit 6: Wondering (Fiction)**<br>**Students will develop critical thinking, creativity and exploration and the concept of "wondering" using picture books.** |

| **Core Instructional Materials** | **Supplemental Materials** |
|---|---|
| ● Picture books | |

| **Daily Targets** | **NJSLS Performance Expectations** | **Instructional Activities** |
|---|---|---|
| ● Day 1: Encourage students to ask open-ended, imaginative questions about the world around them using picture books as a starting point. | RL.IT.1.3 | ● Model the concept of "wondering" and predicting using *Not a Box* by Portis<br>● Share responses/ideas emphasizing that there are no wrong answers. |

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| ● Day 2: Use several picture books to spark their curiosity, encourage students to explore, predict and wonder. | SL.PE.1.1 | ● Working in pairs, allow students to share several picture books.<br>● Think-Pair-Share their "wonder" questions and predictions.<br>● Select one story to read and see if their questions were answered or if their predictions came true. |

**Inclusive concepts**

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**Unit Learning Goals**

**Unit 7: Illustrations and Picture books**
**The focus will be on how illustrations contribute to storytelling, enhance comprehension, and engage the reader's imagination.**

| Core Instructional Materials | Supplemental Materials |
|---|---|
| Selection of picture books and wordless picture books | Speech Bubbles |

| Daily Targets | NJSLS Performance Expectations | Instructional Activities |
|---|---|---|
| Day 1: Students will be able to understand how illustrations contribute to storytelling and enhance the reader's understanding of the story. | RL.MF.1.6 | ● Conduct a "picture walk" where you flip through a book and ask students what they think is happening in the story<br>● Discuss how the illustrations provide information<br>● Interactive read aloud of same story - How did the illustrations help you understand the story better? What did the pictures tell you that the words didn't? |

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| Day 2: Apply knowledge of how illustrations enhance storytelling by using wordless picture books | RL.MF.1.6 | ● Review the previous lesson's key points<br>● Working in pairs add speech bubbles to a wordless picture book<br>● Share and discuss how illustrations enhance a story and communicate mood, action and emotions. |

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| Unit Learning Goals |
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| **Unit 8: Caldecott Award**<br>**Students will learn about the prestigious award in children's literature - the Caldecott Medal.** |

| Core Instructional Materials | Supplemental Materials |
|---|---|
| Selection of Caldecott Award winning books | Large image of the Caldecott Award Medal<br>Selection of biographies about Caldecott authors<br>Chart paper and markers |

| Daily Targets | NJSLS Performance Expectations | Instructional Activities |
|---|---|---|
| Day 1: Students will learn about the Caldecott Medal and recognize its importance in children's picture books. | RL.MF.1.6 | ● Interactive read aloud of a Caldecott-winning book.<br>● Point out the illustrations and talk about how they help tell the story.<br>● Display other award winning books and talk about the many different styles and mediums used by the illustrators. |

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| Day 2: Students will "judge" illustrations from different picture books and vote on their favorite, learning about the qualities of award-winning illustrations. | RL.MF.1.6 | <ul><li>Students will browse selected picture books with strong illustrations</li><li>Students will vote on their favorites</li><li>Record (tally) their votes and discuss their opinions about their choices</li></ul> |

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| Unit Learning Goals |
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| **Unit 9: Making connections**<br>**Students will learn to relate their personal experiences to stories, their peers and the world around them.** |

| Core Instructional Materials | Supplemental Materials |
|---|---|
| Selected Picture books | Chart paper<br>Connection sentence stems (This reminds me of when…)<br>Venn Diagram<br>World map |

| Daily Targets | NJSLS Performance Expectations | Instructional Activities |
|---|---|---|
| Day 1: Students will learn to make connections between the stories they read and their own personal experiences. | RI.IT.1.3 | <ul><li>Interactive read aloud / Discuss similar feelings that they and characters share</li><li>Create a connection stem chart</li></ul> |
| Day 2: Students will learn to make connections between different stories. | RI.IT.1.3 | <ul><li>Share two related stories (e.g. *Brown Bear, Brown Bear* and *Polar Bear, Polar Bear*)</li><li>Discuss similarities and differences</li><li>Venn diagram activity (work in pairs)</li></ul> |

| Day 3: Students will learn to connect stories to broader concepts and events in the world. | RI.IT.1.3 | <ul><li>Interactive read aloud of a picture book with a social theme (e.g. *Last Stop on Market Street* by De La Pena)</li><li>Discuss topics and setting</li><li>Make connections between our community and the topics/setting of the story</li></ul> |
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| **Unit Learning Goals** |
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| **Unit 10: Nonfiction**<br>**Introduce students to the concept of nonfiction through a variety of topics.** |

| **Core Instructional Materials** | **Supplemental Materials** |
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| Selection of fiction and nonfiction books | Chart paper/markers<br>Word wall labels<br>Graphic organizers |

| **Daily Targets** | **NJSLS Performance Expectations** | **Instructional Activities** |
|---|---|---|
| Day 1: Students will understand the difference between fiction and nonfiction. | RI.CR.1.1 | <ul><li>Explanation of difference between fiction and nonfiction</li><li>Provide students with an assortment of fiction and nonfiction books. Students will sort working in pairs.</li><li>Share results</li></ul> |
| Day 2:  Students will understand the use of nonfiction text features, focusing on pictures, | RI.CR.1.1 | <ul><li>Share a nonfiction age appropriate book</li></ul> |

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| facts, diagrams. | | ● Label simple nonfiction text features throughout the selection |
| Day 3: Students will learn about a specific animal using nonfiction texts. | SL.PE.1.1<br>W.RW.1.7 | ● Working in pairs, students will share a nonfiction animal book<br>● Students will fill out a simple fact sheet about their animal (habitat, diet, fun facts)<br>● Share |
| Day 4: Students will learn about a community helper using nonfiction texts. | SL.PE.1.1<br>W.RW.1.7 | ● Working in pairs, students will share a nonfiction book about a community helper<br>● Students will fill out a simple fact sheet about their community helper (Uniform, tools, where they work)<br>● Share |

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| Unit Learning Goals |
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| **Unit 11 : Genre**<br>**Students will begin to understand the concept of different types of stories.**<br>**Students will learn elements of and identify different genres** |

| Core Instructional Materials | Supplemental Materials |
|---|---|
| Rhyming Picture books<br>Alphabet Picture Books<br>Selection of Fantasy Stories<br>Selection of Fairy Tales | Anchor Charts<br>Chart paper<br>Youtube Clips: Genre<br>Book Bins<br>Genre sorting cards<br>Rhyming picture cards |

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| | Alphabet flashcards |

| Daily Targets | NJSLS Performance Expectations | Instructional Activities |
|---|---|---|
| Day 1:Rhyming - students will identify rhyming words and identify words that rhyme. | L.RF.1.2. | <ul><li>Explain that rhyming words sound alike at the end</li><li>Students will participate in rhyming picture card game</li><li>Interactive read aloud of a rhyming story (pause for predictions of next word</li><li>Chart the rhyming words in the story</li></ul> |
| Day 2: Alphabet - Students will identify and recognize letters of the alphabet and associate them with objects and sounds | L.RF.1.3. | <ul><li>Display a selection of alphabet books pointing out that each book deals with a tiops</li><li>Interactive read aloud emphasizing the sound of each letter and identifying the objects</li><li>Share other words that might be appropriate for the book topic</li></ul> |
| Day 3: Fantasy - Students will understand and recognize common elements of a fantasy story (magic, talking animals, imaginary places) | RL.IT.1.3. | <ul><li>Interactive read aloud of fantasy story pausing to point out the element of fantasy</li><li>After the story chart the elements of the story that reflect the fantasy genre</li></ul> |
| Day 4: Fairy Tales - Students will understand and recognize common elements of fairy tales (Royals, castles, the number 3, talking animals, usually someone in trouble, begins with "Once upon a time" ends with "They lived happily ever after.") | RL.IT.1.3. | <ul><li>Interactive read aloud of a fairy tale pausing to point out the element of fairy tales</li><li>After the story chart the elements of the story that reflect the fairy tale genre genre</li></ul> |

| Day 5: Students will be able to differentiate between genres | RL.IT.1.3. | <ul><li>Booktalk selected books</li><li>Working in pairs, students will sort books into genres</li><li>Share - explain how they arrived at their decisions</li></ul> |
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| Unit Learning Goals |
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| **Unit 12: Library Organization**<br>**Students will learn the basic concept of library organization.** |

| Core Instructional Materials | Supplemental Materials |
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| Library Signage<br>Library Graphics<br>Book Assortment | Sorting Bins |

| Daily Targets | NJSLS Performance Expectations | Instructional Activities |
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| Day 1: Students will learn how to navigate the many areas/sections of the library | SL.PE.1.1 | <ul><li>Read aloud *The Library Book* by Chapin. Discuss.</li><li>Tour library pointing out the logic of the organization and the labeled sections</li></ul> |
| Day 2: Students will understand that books are arranged alphabetically by author's last name. | SL.PE.1.1 | <ul><li>Hand out books to students and ask them to place each book next to the correct letter that matches the first letter of the author's last name. (Spread alphabet cards on floor)</li></ul> |

| Day 3: Students will organize a small library shelf | SL.PE.1.1 | • Review the concept of library organization<br>• Working in pairs, students will arrange a selection of books on a small library shelf |
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