

Crest Memorial School Curriculum and Pacing Guide	
Grade: 3	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.Cl.3

Career Education

9.2.5.CAP.1

Interdisciplinary Connection

RL.CT.3.8

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 Performance tasks
Summative	Research Project Written Assignments Group assignments
Benchmark	Independent use of library resources Genre Identification Digital Literacy Basics Understanding Dewey Decimal System
Alternative	Performance Tasks (library scavenger hunt) Alphabet and letter recognition Digital literacy

Pacing Guide	
Unit 1: Library Introduction / Procedures	2 Weeks / 2 Days
Unit 2: Book Selection	2 Weeks / 2 Days
Unit 3: Library Databases	3 Weeks / 3 Days
Unit 4: Topic / Theme	6 Weeks / 6 Days
Unit 5: Dewey Decimal System: Fiction	4 Weeks / 4 Days
Unit 6: Dewey Decimal System: Nonfiction	4 Weeks / 4 Days

Unit 7: Nonfiction Text Features	4 Weeks / 4 Days
Unit 8: Award WInning Literature	4 Weeks / 4 Days
Unit 9: Inference	4 Weeks / 4 Days

Unit Learning Goals

Unit 1
Students will develop an understanding of library procedures, including how to locate and borrow materials, care for library resources, and navigate the library's physical and digital spaces,

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> Selected books from various Dewey areas / Genre areas 	<ul style="list-style-type: none"> Sceario Cards Scavenger Hunt Worksheet

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Library Procedures Scavenger Hunt	SL.PE.3.1	<ul style="list-style-type: none"> Library Procedures Scavenger Hunt Checklist with tasks (e.g., "Find the Fiction section," "Locate a biography book," "Identify where the return cart is," etc
Day 2: Understand and follow library checkout procedures	SL.PE.3.1	<ul style="list-style-type: none"> Students will demonstrate correct library behavior and processes through role-playing. Divide the class into small groups. Give each group a scenario card. Groups practice acting out the scenario with proper library procedures.

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 develop the ability to independently select books that match their interests, reading levels, and informational needs
Students will employ tools like the "Five-Finger Rule" to assess readability.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none">Selected books of various reading levelsSelected books of various genres	<ul style="list-style-type: none">Word WallAnchor Chart - Five Finger Rule

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will understand how to use the "Five Finger Rule" to determine if a book is at an appropriate reading level for them.	L.RF.3.4	<ul style="list-style-type: none">Explain the "Five Finger Rule" and have students practice by selecting a book, reading a page, and raising a finger for each word they don't know.Discuss their results
Day 2: Students will identify how to use book covers, titles, and summaries to decide if a book matches their interests.	L.RF.3.4	<ul style="list-style-type: none">Show examples of book covers and summaries, then guide students through picking a book they might enjoy based on these elements.Allow them to share their choices and explain why they picked the book.

Inclusive concepts

Introduce stories from different cultures to highlight global diversity.
This approach fosters cultural awareness, empathy, and a love for reading while ensuring all students feel represented.

Unit Learning Goals

Unit 3: Library Databases

Students will understand how to use library databases to locate information on a given topic, identify reliable sources, and recognize the differences between databases and general internet searches.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none">• Chromebooks	<ul style="list-style-type: none">• PebbleGo• Scholastic Go• TrueFlix• BookFlix• Graphic Organizers

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will learn about the library databases and how they are different from a website.		<ul style="list-style-type: none">• Discuss the purpose of library databases• View some of the databases and compare them to internet websites
Day 2: Students will use a library database to search for information on a topic."		<ul style="list-style-type: none">• Demonstrate how to log in and perform a search on a chosen database (e.g., animals or historical figures).• Provide guided practice where students search for a topic of interest.
Day 3: I can choose and use reliable information from a library database to complete a graphic organizer		<ul style="list-style-type: none">• Guide students in evaluating the results of their searches.• Emphasize using keywords and verifying the credibility of information.

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Unit Learning Goals

Unit 4: Topic / Theme

Students will identify and analyze themes in various genres, including fiction, nonfiction, and poetry, and explore how these themes relate to their own lives and the world around them.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> Mentor texts 	<ul style="list-style-type: none"> Anchor charts: Topic / Theme Graphic organizers

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will define "topic" as the main subject of a story or text and identify the topics of a given text.	RL.CR.3.1	<ul style="list-style-type: none"> Discuss what a topic is in literature Interactive read aloud using a mentor text that teaches topic Discuss
Day 2: Students will define "theme" as the underlying message or lesson of a story and explore common themes (e.g., friendship, courage, honesty).	RL.CR.3.1	<ul style="list-style-type: none"> Discuss what a theme is in literature Interactive read aloud using a mentor text that teaches theme Discuss
Day 3: Students will differentiate between topic (what the story is about) and theme (the message the story teaches).	RL.CR.3.1 W.RW.3.7	<ul style="list-style-type: none"> Interactive read aloud using a mentor text that reflects topics and themes While reading, students will record the topics / themes Share
Day 4: Students will analyze a short story to identify its theme by looking at the characters'	RL.IT.3.3 W.RW.3.7	<ul style="list-style-type: none"> Interactive read aloud using a mentor text

actions, conflicts, and resolutions.		<ul style="list-style-type: none"> Identify theme/theme providing evidence from the characters
Day 5: Students will use details from a story (e.g., dialogue, plot events) to explain how they arrived at the theme.	SL.PE.3.1	<ul style="list-style-type: none"> Working in groups, students will read a selected story and then record topics/themes Students will provide evidence supporting the themes Share
Day 6: Students will compare and contrast the themes of two different stories, discussing how different authors convey similar or different messages.	RL.CT.3.8	<ul style="list-style-type: none"> Working in pairs, students will read a selected story Students will complete a graphic organizer comparing the 2 stories and their topics/themes

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Unit Learning Goals

Unit 5: Library Organization - Shelving Fiction Books
Students will develop an understanding of how fiction books are organized in the library and demonstrate the ability to accurately shelve fiction books using alphabetical order by the author's last name.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> Easy fiction books Fiction chapter books 	<ul style="list-style-type: none"> Author flashcards Anchor charts (Shelving Books) Quiz

Daily Targets	NJSLs Performance Expectations	Instructional Activities
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Day 1: Students will learn how fiction books are organized using call numbers.	SL.PE.3.1	<ul style="list-style-type: none"> ● Explain how fiction books are shelved alphabetically by the author's last name. ● Use flashcards with authors' last names and have students arrange them in alphabetical order.
Day 2: Students will practice arranging books in alphabetical order by the author's last name.	SL.PE.3.1	<ul style="list-style-type: none"> ● Provide a set of mixed-up call number labels and have students work in small groups to put them in order. ● Give each student 3–5 books and challenge them to arrange them alphabetically.
Day 3: Students will correctly shelve fiction books in the library.	SL.PE.3.1	<ul style="list-style-type: none"> ● Show students how to locate the correct shelf for a book using its call number. ● In teams, students take turns shelving a book and checking if it's correct.
Day 4: Students will independently shelve books and demonstrate mastery of shelving fiction books.	SL.PE.3.1	<ul style="list-style-type: none"> ● Quick refresher on alphabetical order and shelving rules. ● Conduct a short quiz where students arrange call numbers in order.

Inclusive concepts

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Unit Learning Goals

Unit 6: Dewey Decimal System - Nonfiction
Students will understand the basic structure and purpose of the Dewey Decimal System and demonstrate the ability to locate and correctly shelve nonfiction books by their call numbers.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> Fiction and nonfiction books 	<ul style="list-style-type: none"> Anchor Charts Dewey Rap (YouTube clip) Book Hunt Dewey Bingo

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Students will understand the purpose of the Dewey Decimal System and how it organizes nonfiction books.</p>	RI.CR.3.1	<ul style="list-style-type: none"> Introduce the Dewey Decimal System, explaining its role in organizing nonfiction books by topics. Show students examples of spine labels Melvil Dewey video clip Tour the nonfiction area of library
<p>Day 2: Students will differentiate between fiction and nonfiction books.</p>	RI.CR.3.1	<ul style="list-style-type: none"> Lay out a mix of fiction and nonfiction books. Have students work in pairs to sort them into two groups. Create a T-chart on the board to list characteristics of fiction (imaginative, stories) and nonfiction (informational, factual).
<p>Day 3: Students will locate books in the library using Dewey Decimal call numbers.</p>	RI.CR.3.1	<ul style="list-style-type: none"> Review how to read a Dewey Decimal number on a spine label. Book hunt activity working in groups
<p>Day 4: Students will practice library skills and understand how fiction and nonfiction books complement each other.</p>	RI.CR.3.1	<ul style="list-style-type: none"> Pair a fiction and nonfiction book on the same topic (e.g., a novel about space and a nonfiction space book). Discuss how they approach the topic differently. Dewey Bingo

Inclusive concepts

Unit Learning Goals

Unit 7: Nonfiction Text Features

Students will be able to identify and explain the purpose of common nonfiction text features (e.g., table of contents, glossary, index, captions, headings, bold text, diagrams, and charts) and use these features to locate and understand information in nonfiction texts.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Selection of nonfiction books ● Almanacs 	<ul style="list-style-type: none"> ● Post it notes ● Anchor Charts identifying nonfiction text features ● Scavenger Hunt

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will identify and understand basic nonfiction text features.	RI.MF.3.6 RI.TS.3.4	<ul style="list-style-type: none"> ● Introduce nonfiction text features (e.g., titles, headings, subheadings, captions, index, glossary, table of contents, bold print). ● Show students a nonfiction book, and read through it together, pointing out the features. ● Give students a nonfiction page and ask them to label each feature with sticky notes.
Day 2: Students will learn how to use the table of contents and index to find information.	RI.MF.3.6 RI.TS.3.4	<ul style="list-style-type: none"> ● Explain how the table of contents helps find topics and how the index provides page numbers for specific information. ● Give students a nonfiction book with a table of contents and index. Ask them to locate specific topics using both tools.

Day 3: Students will identify headings, subheadings, and bold words, and explain their purpose.	RI.MF.3.6 RI.TS.3.4	<ul style="list-style-type: none"> • Discuss how headings and subheadings break information into sections and how bold words highlight key terms. • Provide students with a nonfiction text. Have them highlight headings, subheadings, and bold words, then write down what they think each section will discuss.
Day 4: Students will understand the purpose of captions, diagrams, and other visual features in nonfiction texts.	RI.MF.3.6 RI.TS.3.6	<ul style="list-style-type: none"> • Explain the role of captions, diagrams, and other visual elements in supporting text. • Locate captions, diagrams in a nonfiction book using post it notes.

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Unit Learning Goals

Unit 8: Award Winning Literature
Students will explore and identify characteristics of award-winning literature, including understanding the significance of awards like the Newbery and Caldecott Medals.

Core Instructional Materials

- Selected award winning books

Supplemental Materials

- Anchor charts explaining various literature awards

Daily Targets

Day 1: Students will understand the

NJSLs Performance Expectations

SL.PE.3.1

Instructional Activities

- Show examples of books that have

<p>importance of literary awards and identify major awards like the Newbery Medal and the Caldecott Medal.</p>		<p>won major literary awards (e.g., Newbery Medal, Caldecott Medal, Coretta Scott King Award).</p> <ul style="list-style-type: none"> ● Discuss what these awards mean and how they are given. ● Allow students to browse award winning books
<p>Day 2: Students will recognize Newbery Medal-winning books and understand what makes them stand out.</p>	<p>SL.PE.3.1</p>	<ul style="list-style-type: none"> ● Read Aloud: Read a few chapters of a Newbery Medal-winning book (e.g., <i>The Tale of Despereaux</i> or <i>Because of Winn-Dixie</i>). ● Discuss what makes the book special (writing, themes, characters). ● Book browse
<p>Day 3: Students will learn about the Caldecott Medal and the role of illustrations in award-winning books.</p>	<p>RL.MF.3.6</p>	<ul style="list-style-type: none"> ● Share a Caldecott Medal-winning book (e.g., <i>The Snowy Day</i> or <i>Last Stop on Market Street</i>). ● Discuss the illustrations and how they contribute to the story. ● Book browse
<p>Day 4: Students will recognize diversity in award-winning literature and understand the importance of varied perspectives.</p>	<p>SL.ES.3.3</p>	<ul style="list-style-type: none"> ● Share an award-winning picture book that features diverse characters or themes ● Discuss how the book represents diverse experiences and why diversity is important in literature. ● Book browse

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Unit Learning Goals

Unit 9: Inference

Students will be able to use clues from the text and illustrations to make inferences and draw conclusions about characters, events, and settings in both fiction and nonfiction texts

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none">• Selection of engaging picture books	<ul style="list-style-type: none">• Chart paper• Markers• Inference task cards (Teachers Pay Teachers)

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will understand what inference is and how it is used to make conclusions based on text.		<ul style="list-style-type: none">• Choose a short story or picture book with obvious clues. Read the first few pages aloud, stopping to ask students what they think will happen next, using evidence from the text or illustrations.• Discuss how readers can make predictions and inferences based on clues in the story.• Create a chart on the board with two columns: "Clues in the Text" and "My Inference." Fill it in together with the class using the story.
Day 2: Students will practice making inferences based on visual clues.		<ul style="list-style-type: none">• Show students several book covers (without reading the titles). Have them infer the story's theme, setting, or plot based on the cover image.• Ask them to explain how they made their inferences. Encourage them to use words like "I think..." and "It looks like..."

Day 3: Students will use context clues from the text to infer meaning or draw conclusions.		<ul style="list-style-type: none"> • Read a short story or text that includes details students can infer. Stop at key moments to ask, "What do you think is happening here?" or "What does this detail tell us about the character?" • Working in pairs, students will practice using inference task cards
Day 4: Apply inference skills to everyday situations, connecting them to personal experiences.		

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