Library Science/Media Studies Curriculum Gr. 4 and 5

Content Area: **Library/Media Arts**
Course(s):
Time Period:
Length: **School Year**
Status: **Published**

Course Overview

Summary of the Course: This course of study is designed to review and build upon fourth and fifth grade students' understanding of the basic terminology and use of a media center. This course will focus on the continuation of skills that students need to independently select and care for books, creatively utilize developmentally appropriate digital resources, explore new genres and authors, develop technology skills, and demonstrate digital citizenship. Literacy will be incorporated throughout the curriculum to introduce, teach, and enhance concepts.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.

- Students will demonstrate proper use of their school's technology resources including online databases and educational digital programs.

- Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom.

- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put it in terms that are relevant to them.

- Instruction should be differentiated to allow students the best opportunity to learn.

- Assessments should be varied and assess topics of instruction delivered in class.

- Modifications to the curriculum should be included that address students with disabilities, Multilingual Learners (ML), and those requiring other modifications (504 plans).

Course Name, Length, Date of Revision and Curriculum Writer

Library/Media Arts

Grades 4 and 5

Christina Loihle

Table of Contents

Unit 1: Media Center Orientation/ Book Selection

Content Area: **Sample Content Area**
Course(s):
Time Period: **1st Trimester**
Length: **3 lessons (September/October)**
Status: **Published**

Unit 1: Media Center Orientation/Book Selection

Unit 1: Media Center Orientation/Book Selection

Summary of the Unit

Students will review media center uses, behavior expectations, how books are shelved according to the Dewey Decimal System, use of a shelf marker to keep books in their home space, and expected check-out/check-in procedures. Students will learn to be independent when selecting books and to read for a variety of purposes including seeking pleasure and/or information. Students will demonstrate how to independently navigate the library and utilize OPAC to search for and select books according to their needs and interests by following proper media center rules and procedures.

Enduring Understandings

- A Media Center is a resource for the pursuit of information, pleasure reading, creativity and curiosity.

- Each book has a home space and is organized according to the Dewey Decimal System.

- Students should demonstrate independence by utilizing OPAC to locate the books they are seeking.

- Shelf markers help students return unwanted books to their home space.

- Waiting one's turn quietly in the check-out line is respectful to other media center users.

- Choosing an appropriate activity after check-out is important to maintaining a respectful environment in the media center where many users can work on independent activities.

- Returning borrowed materials on time promotes responsibility and shared use of media center resources.

Essential Questions

- What is a media center and what is its purpose?

- How is the media center organized?

- How do patrons access the library database (OPAC) to locate resources?

- Why is it important to use a shelf marker to ensure that each book is returned to its home space?

- Why is it important to return books on time?

- What are the expectations of patrons before, during and after book borrowing?

Summative Assessment and/or Summative Criteria

- Observation of shelf marker use

- Observation of student utilizing OPAC independently

- Observation of student navigating the media center successfully, using the Dewey Decimal System

- Observation of student behavior during activities following book borrowing

- Returning books on time

- Kahoot review game of the Dewey Decimal System

- Media Center scavenger hunt

Resources

- Shelf markers; one per student;

- "Welcome to the Library" Google slideshow [Welcome to the Library](#)

- "Dewey Know How the Library is Organized?" Google slideshow ["Dewey" Know How the Library is Organized?](#)

- BrainPop video explaining how libraries are organized https://www.brainpop.com/english/studyandreadingskills/libraryorganization/movie/ ,

- YouTube video explaining the Dewey Decimal System [The Dewey Decimal System Intro](#)

- The Dewey Decimal Rap [The Dewey Decimal Rap](#) ,

- OPAC https://sayrevillek12.follettdestiny.com/common/welcome.jsp?context=saas036_2962797

- Kahoot review of the Dewey Decimal System https://create.kahoot.it/details/f0a08e30-6c6f-46cf-867e-3d1fe6008281

- Motivational rewards for student responsibility with book borrowing

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Orientation Grades 4 and 5	1 lesson - first Media Arts class and first book borrowing visit. Skills will be applied weekly.	Identify and review appropriate behaviors and procedures during library visits. Review emergency procedures when in the media center. Learn/review the locations of the different book sections by taking a tour of the media center.	All students will view a Google slideshow "Welcome to the Library" to identify expectations and appropriate behaviors before, during and after book borrowing. Review procedures for fire drills, lockdowns and shelter in place drills by pointing out exits and where students should go in the event of a lockdown. Walk the students through the sections of the library to show them where different books are located. *Grade 4 will need a longer tour, as they are new to the building and are not familiar with the library yet. *Grade 5 will be a quick review. Students can volunteer the sections that they remember from last year.	Students will be able to enter class and be ready to begin promptly and respond quickly and as expected during book borrowing and emergencies. Students will be able to identify the location of different book sections (fiction, nonfiction, graphic novel, easy fiction, biography) when selecting books. Students will properly use shelf markers when selecting books.	AAAA.K-12.1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real-world connection for using this process in own life. AAAA.K-12.1.1.4 Find, evaluate and select appropriate sources to answer questions. AAAA.K-12.1.1.9 Collaborate with others to broaden and deepen understanding. AAAA.K-12.1.4.4 Seek appropriate help when it is needed. AAAA.K-12.3.3.7 Respect the principles of intellectual freedom. AAAA.K-12.4.1.1 Read, view and listen

					for pleasure and personal growth.
					AAAA.K-12.4.1.2 Read widely and fluently to make connections with self, the world and previous reading.
					AAAA.K-12.4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
					AAAA.K-12.4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
					AAAA.K-12.4.3.2 Recognize that resources are created for a variety of purposes.
					AAAA.K-12.4.4.6 Evaluate one's own ability to select resources that are engaging and appropriate for personal interests and needs.

					ELA.L.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. ELA.L.RF.5.4 Read with sufficient accuracy and fluency to support comprehension. ELA.L.RF.5.4.A Read grade-level text with purpose and understanding. ELA.L.RF.4.4.A Read grade-level text with purpose and understanding. ELA.SL.PE.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.

					ELA.SL.PE.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. ELA.SL.PE.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. ELA.SL.PE.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. ELA.SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles. ELA.SL.PE.4.1.C Pose and respond to specific questions by

					making comments that contribute to the discussion and elaborate on the remarks of others.
Understanding the Dewey Decimal System and Utilizing OPAC

grades 4 and 5 | 2 lessons- Skills will be applied weekly | Learn how to read call numbers for fiction and nonfiction books using the Dewey Decimal System to determine the book's location in the library.

Identify what OPAC stands for and why/how it is used.

Distinguish the best way to conduct a library search using OPAC, by title, author or keyword.

Determine whether a book is available for check-out and where to locate it within the library, based on the information given in OPAC. | *Grade 4 will view a Google slideshow "Dewey Know How the Library is Organized" to learn how books are classified based on the Dewey Decimal System and where to find these books in the library.

Students will watch a YouTube video explaining the Dewey Decimal System as well as a BrainPop video showing how libraries are organized. For fun, students can view the Dewey Decimal Rap on their Google classroom.

Students will learn that OPAC stands for "online public access catalog" and that the system that is used at the UES (and middle and high school) is called Destiny. They will watch as their teacher demonstrates how to search OPAC based on title, author or keyword and how to | Students will be able to identify how books are classified based on the Dewey Decimal System.

Students will be able to independently select books by utilizing OPAC and understanding how to locate a particular book in the library based on its call number. | AAAA.K-12.1.1.2

Use prior and background knowledge as context for new learning.

AAAA.K-12.1.1.4

Find, evaluate and select appropriate sources to answer questions.

AAAA.K-12.1.2.2

Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

AAAA.K-12.2.1.4

Use technology and other information tools to analyze and organize information.

AAAA.K-12.4.1.1

Read, view and listen for pleasure and personal growth. |

			analyze the information to determine if the book is available in the library and if so, the location of where it can be found. *Grade 5 will do a brief review of these skills and demonstrate that they remember them from last year by playing a Kahoot game called "The Dewey Decimal System". Students can complete a library scavenger hunt to demonstrate that they are able to independently navigate the media center. They can work independently or in pairs to read call numbers and locate books. This can be done on paper or using a Google form on their Chromebooks.		AAAA.K-12.4.1.2 Read widely and fluently to make connections with self, the world and previous reading. AAAA.K-12.4.1.4 Seek information for personal learning in a variety of formats and genres. AAAA.K-12.4.1.7 Use social networks and information tools to gather and share information. AAAA.K-12.4.2.1 Display curiosity by pursuing interests through multiple resources. AAAA.K-12.4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

					AAAA.K-12.4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. AAAA.K-12.4.3.2 Recognize that resources are created for a variety of purposes. AAAA.K-12.4.3.3 Seek opportunities for pursuing personal and aesthetic growth. AAAA.K-12.4.4.1 Identify own areas of interest. AAAA.K-12.4.4.3 Recognize how to focus efforts in personal learning. ELA.L.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

					ELA.L.RF.5.4
					Read with sufficient accuracy and fluency to support comprehension.
					ELA.L.RF.5.4.A
					Read grade-level text with purpose and understanding.
					ELA.L.RF.4.4.A
					Read grade-level text with purpose and understanding.
					ELA.L.VL.4.2
					Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
					ELA.L.VL.5.2
					Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range

					of strategies.
					ELA.RL.CI.5.2
					Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
					ELA.RI.CI.5.2
					Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
					ELA.RL.CI.4.2
					Summarize a literary text and interpret the author's theme citing key details from the text.
					ELA.RI.CI.4.2
					Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
					ELA.SL.PE.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.
					ELA.SL.PE.5.1.B
					Follow agreed-upon rules for discussions and carry out assigned roles.
					ELA.SL.PE.5.1.C
					Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
					ELA.SL.PE.4.1
					Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
					ELA.SL.PE.4.1.B
					Follow agreed-upon rules for discussions

					and carry out assigned roles.
					ELA.SL.PE.4.1.C
					Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Standards

ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
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ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.5.4.A	Read grade-level text with purpose and understanding.
ELA.L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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ELA.RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
ELA.RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.SL.PE.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.
ELA.SL.PE.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
ELA.SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PE.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
AAAA.K-12.1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.

AAAA.K-12.1.1.4	Find, evaluate, and select appropriate sources to answer questions.
AAAA.K-12.1.1.9	Collaborate with others to broaden and deepen understanding.
AAAA.K-12.1.2.2	Demonstrate confidence and self- direction by making independent choices in the selection of resources and information.
AAAA.K-12.1.4.4	Seek appropriate help when it is needed.
AAAA.K-12.2.1.4	Use technology and other information tools to analyze and organize information.
AAAA.K-12.3.3.7	Respect the principles of intellectual freedom.
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.
AAAA.K-12.4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.
AAAA.K-12.4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
AAAA.K-12.4.1.4	Seek information for personal learning in a variety of formats and genres.
AAAA.K-12.4.1.7	Use social networks and information tools to gather and share information.
AAAA.K-12.4.2.1	Display curiosity by pursuing interests through multiple resources.
AAAA.K-12.4.2.2	Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
AAAA.K-12.4.3.2	Recognize that resources are created for a variety of purposes.
AAAA.K-12.4.3.3	Seek opportunities for pursuing personal and aesthetic growth.
AAAA.K-12.4.4.1	Identify own areas of interest.
AAAA.K-12.4.4.3	Recognize how to focus efforts in personal learning.
AAAA.K-12.4.4.6	Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

Suggested Modifications for Students with Disabilities, ML, Academically at risk ,& Gifted Students

*Consistent with individual plans, when appropriate.

*Collaborative activities will include high/low grouping to provide peer support.

*Individual assistance; students working in pairs to practice use of shelf markers and to search for books.

*Higher level students will serve as models and will be expected to read more independently after selecting books.

Suggested Technological Innovations/Use

BrainPop lessons/videos

YouTube videos on the Dewey Decimal System

Google forms or Kahoot quizzes to check understanding

Google slideshows

Google forms

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 2: Exploring Different Genres

Content Area: **Sample Content Area**
Course(s):
Time Period: **1st Trimester**
Length: **2 lessons (October/November)**
Status: **Published**

Unit 2: Exploring Different Genres

Summary of the Unit

Students will explore different genres that can be found in the media center and identify specific traits and characteristics that apply to each genre. Students will be encouraged to try new genres, that they don't normally check out, to expand their reading scope by participating in a Book Tasting.

Enduring Understandings

- Fiction books have specific characteristics that determine which genre they fall under.

- Books may sometimes fall under more than one genre.

- Books of certain genres will have specific locations in the media center.

Essential Questions

- What is the definition of a "genre"?

- What are some components to determine which genre a book falls under?

- How do we, as readers, differentiate between literary genres?

- What kinds of components/personal preferences do we, as readers, look for when selecting a book?

Summative Assessment and/or Summative Criteria

- Kahoot review game of genres

- Book Tasting Google form

- Genre poster

Resources

- "Exploring Genres" Google slideshow Exploring Genres

- BrainPop video explaining genres https://www.brainpop.com/english/writing/literarygenres/movie/

- Kahoot review game of genres https://create.kahoot.it/details/6619c748-62d6-4592-abe8-4557c977d4e4

- Book Tasting Google form https://docs.google.com/forms/d/1NGbe979BzsLsd0tOf9FySrlDKTkvEImstRI7yV7Ah30/edit?pli=1

Unit Plan

Topic/Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Exploring Different Genres grades 4 and 5	1 lesson	Differentiate between fiction and nonfiction books by discussing the characteristics of each. Identify sub-genres within fiction such as realistic, mystery, horror, science fiction, fantasy, historical, fairy tale, fable, folktale, legend, and graphic novels. Generate a list of topics and/or story elements that are of interest to readers at the UES to pique their curiosity for book borrowing.	Grade 4 will view a Google slideshow "Exploring Genres" to discuss the differences between fiction and nonfiction books. From there, students will learn components of sub-genres within fiction such as realistic, mystery, horror, science fiction, fantasy, historical, fairy tale, fable, folktale, legend and graphic novels. Students will watch a BrainPop video that	Students will be able to differentiate between literary genres by recognizing the different components that go along with a specific genre.	AAAA.K-12.1.1.2 Use prior and background knowledge as context for new learning. AAAA.K-12.1.1.4 Find, evaluate and select appropriate sources to answer questions. AAAA.K-12.1.1.6 Read, view and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

			reinforces the difference between literary genres. *Grade 5 will do a brief review of the different genres and demonstrate that they remember them from last year by playing a Kahoot game called "Genres". All students will generate a list of story elements/topics that they are looking forward to reading this upcoming year.		AAAA.K-12.1.1.9 Collaborate with others to broaden and deepen understanding. AAAA.K-12.1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. AAAA.K-12.1.3.4 Contribute to the exchange of ideas within the learning community. AAAA.K-12.1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary. AAAA.K-12.1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

					AAAA.K-12.3.1.1
					Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
					AAAA.K-12.3.1.2
					Participate and collaborate as members of a social and intellectual network of learners.
					AAAA.K-12.4.1.1
					Read, view and listen for pleasure and personal growth.
					AAAA.K-12.4.1.2
					Read widely and fluently to make connections with self, the world and previous reading.
					AAAA.K-12.4.1.3
					Respond to literature and creative expressions of ideas in various formats and genres.

					AAAA.K-12.4.1.4
					Seek information for personal learning in a variety of formats and genres.
					AAAA.K-12.4.1.5
					Connect ideas to own interests and previous knowledge and experience.
					AAAA.K-12.4.2.1
					Display curiosity by pursuing interests through multiple resources.
					AAAA.K-12.4.2.3
					Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
					AAAA.K-12.4.2.4
					Show an appreciation for

					literature by electing to read for pleasure and expressing an interest in various literary genres.
					AAAA.K-12.4.3.2 Recognize that resources are created for a variety of purposes.
					AAAA.K-12.4.4.1 Identify own areas of interest.
					ELA.L.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
					ELA.L.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
					ELA.L.RF.4.4.A Read grade-level text with purpose and understanding.

					ELA.L.RF.5.4.A Read grade-level text with purpose and understanding. ELA.RL.CI.5.2 Determine the central theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text. ELA.RI.CI.5.2 Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. ELA.RL.MF.5.6 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). ELA.RL.CI.4.2 Summarize a literary text and interpret the author's theme

					citing key details from the text.
					ELA.RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
					ELA.RL.TS.4.4 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
					ELA.RL.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
					ELA.SL.PE.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. ELA.SL.PE.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. ELA.SL.PE.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. ELA.SL.PE.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

					ELA.SL.PE.4.1.B
					Follow agreed-upon rules for discussions and carry out assigned roles.
					ELA.SL.PE.4.1.C
					Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
Book Tasting Grades 4 and 5	1 lesson	Explore different literary genres within the media center by participating in a Book Tasting.	All students will participate in a Book Tasting. They will open up the Book Tasting menu on their Chromebooks. This will be a Google form. They will rotate from table to table and will sample different genres. They will remain at each table for 3 minutes. Once the 3 minutes is up, they will record their reviews of the genre on their Google form. All students can contribute to the genre choice poster that will be hung in the media center. The poster will feature a box for each literary	Students will complete a Google form while participating in a Book Tasting to gain an understanding of different literary genres and to determine their own personal preferences when it comes to selecting books.	AAAA.K-12.1.1.2
		Identify characteristics that make up different genres.			Use prior and background knowledge as context for new learning.
					AAAA.K-12.1.1.6
		Determine a personal preference as it pertains to selecting books.			Read, view and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
					AAAA.K-12.1.1.9
					Collaborate with others to broaden and deepen understanding.

			genre and students will indicate their favorite one by placing a sticker in the corresponding box.		AAAA.K-12.1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. AAAA.K-12.1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. AAAA.K-12.3.1.2 Participate and collaborate as members of a social and intellectual network of learners. AAAA.K-12.3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints. AAAA.K-12.4.1.1 Read, view and listen for pleasure

					and personal growth.
					AAAA.K-12.4.1.2 Read widely and fluently to make connections with self, the world and previous reading.
					AAAA.K-12.4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
					AAAA.K-12.4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
					AAA.K-12.4.1.4 Seek information for personal learning in a variety of formats and genres.
					AAAA.K-12.4.1.5 Connect ideas to own interests and previous knowledge and experience.

					AAAA.K-12.4.2.1 Display curiosity by pursuing interests through multiple resources. AAAA.K-12.4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. AAAA.K-12.4.3.2 Recognize that resources are created for a variety of purposes. AAAA.K-12.4.4.1 Identify own areas of interest. AAAA.K-12.4.4.3 Recognize how to focus efforts in personal learning. AAAA.K-12.4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

					ELA.L.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
					ELA.L.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
					ELA.L.RF.4.4.A Read grade-level text with purpose and understanding.
					ELA.L.RF.5.4.A Read grade-level text with purpose and understanding.
					ELA.RL.CI.5.2 Determine the central theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
					ELA.RI.CI.5.2 Determine the central idea of an

					informational text and explain how it is supported by key details; summarize the text.
					ELA.RL.MF.5.6 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
					ELA.RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text.
					ELA.RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
					ELA.RL.TS.4.4 Explain major differences between poems, drama, and prose, and refer to the structural

					elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
					ELA.RL.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
					ELA.SL.PE.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.
					ELA.SL.PE.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
					ELA.SL.PE.5.1.C Pose and respond to specific questions by making

| | | | | | comments that contribute to the discussion and elaborate on the remarks of others.

ELA.SL.PE.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

ELA.SL.PE.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

ELA.SL.PE.4.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
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Standards

ELA.L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.5.4.A	Read grade-level text with purpose and understanding.

ELA.RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
ELA.RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.RL.MF.5.6	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
ELA.RL.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
ELA.SL.PE.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.
ELA.SL.PE.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
ELA.SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PE.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.1.4	Find, evaluate, and select appropriate sources to answer questions.
AAAA.K-12.1.1.6	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
AAAA.K-12.1.1.9	Collaborate with others to broaden and deepen understanding.
AAAA.K-12.1.2.1	Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
AAAA.K-12.1.2.2	Demonstrate confidence and self- direction by making independent choices in the selection of resources and information.
AAAA.K-12.1.3.4	Contribute to the exchange of ideas within the learning community.
AAAA.K-12.1.4.1	Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
AAAA.K-12.1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
AAAA.K-12.3.1.1	Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
AAAA.K-12.3.1.2	Participate and collaborate as members of a social and intellectual network of learners.
AAAA.K-12.3.4.3	Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.
AAAA.K-12.4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.

AAAA.K-12.4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
AAAA.K-12.4.1.4	Seek information for personal learning in a variety of formats and genres.
AAAA.K-12.4.1.5	Connect ideas to own interests and previous knowledge and experience.
AAAA.K-12.4.2.1	Display curiosity by pursuing interests through multiple resources.
AAAA.K-12.4.2.3	Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
AAAA.K-12.4.3.2	Recognize that resources are created for a variety of purposes.
AAAA.K-12.4.4.1	Identify own areas of interest.
AAAA.K-12.4.4.3	Recognize how to focus efforts in personal learning.
AAAA.K-12.4.4.6	Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

Suggested Modifications for Students with Disabilities, ML, Academically at risk ,& Gifted Students

*Consistent with individual plans, when appropriate.

*Individual assistance with opening and completing the Google form.

*Higher level students will serve as models.

*Collaborative activities will include high/low grouping to provide peer support.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 3: Author Study/Book Talk

Content Area: **Sample Content Area**
Course(s):
Time Period: **2nd Trimester**
Length: **1-3 lessons (December/March)**
Status: **Published**

Unit 3: Author Study/Book Talk

Summary of the Unit

Students will be introduced to new authors that can be found within the media center. Students sometimes fall into a routine of selecting books from the same author or books that fall under the same genre. This unit will introduce students to authors and books that they may not know about to open up a wider selection of book choices throughout the year. Different authors will be selected for fourth and fifth grade.

Enduring Understandings

- The media center houses a vast array of books that fall under multiple genres and are written by different authors.

- It is important to expand one's reading scope and explore different books throughout the year.

- Selecting books that provide a slight challenge, such as chapter books, is useful in preparing oneself for the next grade.

Essential Questions

- How can students expand their literary preferences and discover new authors within the media center?

Summative Assessment and/or Summative Criteria

- Observation of students checking out books from new authors or genres throughout the year.

Resources

- "Author Study" Google slideshows (will vary depending on selected author)

Unit Plan

Topic/Selections	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Introduction to an age-appropriate author grades 4 and 5	1 lesson	Gain knowledge about new or unfamiliar authors by learning about their personal life, identifying the genre of their books and where to locate them within the media center.	Students will view a Google slideshow to learn about new authors or authors they are not familiar with, whose books are located in the library. After learning about a new author (full name, where they are from, what genre they typically write, etc.), students will be directed to the area of the Media Center where these books can be found.	Students will be encouraged to check out a book by the author they just learned about.	AAAA.K-12.4.1.1 Read, view and listen for pleasure and personal growth. AAAA.K-12.4.1.2 Read widely and fluently to make connections with self, the world and previous reading. AAAA.K-12.4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. AAAA.K-12.4.1.4 Seek information for personal learning in a variety of formats and genres. AAAA.K-12.4.1.5 Connect ideas to own interests and previous knowledge and

					experience.
					AAAA.K-12.4.2.1 Display curiosity by pursuing interests through multiple resources.
					AAAA.K-12.4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
					AAAA.K-12.4.4.1 Identify own areas of interest.
					ELA.L.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
					ELA.L.RF.4.4A Read grade-level text with purpose and understanding.
					ELA.RF.4.4C Use context to confirm of self-correct word recognition and understanding,

					rereading as necessary.
					ELA.RI.AA.4.7
					Analyze how an author uses facts, details and explanations to develop ideas of to support their reasoning.
					ELA.RI.CI.4.2
					Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
					ELA.RI.CR.4.1
					Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
					ELA.RI.IT.4.3
					Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or

					technical text, including what happened and why, based on the evidence of the text.
					ELA.RI.TS.4.4 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text of part of a text.
					ELA.RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text.
					ELA.RL.CR.4.1 Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

					ELA.RL.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
					ELA.RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
					ELA.RL.PP.4.5 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.
					ELA.SL.PE.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts,

					building on others' ideas and expressing their own clearly.
					ELA.SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
					ELA.SL.PE.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
					ELA.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
					ELA.RF.5.4.A Read grade-level text with purpose and understanding.
					ELA.RF.5.4.C Use context to

					confirm of self-correct word recognition and understanding, rereading as necessary.
					ELA.RI.CR.5.1 Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
					ELA.RI.CT.5.8 Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.
					ELA.RI.PP.5.5 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

					ELA.RL.CR..5.1 Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
					ELA.RL.CT.5.8 Compare and contrast the author's approaches across two or more literary texts within the same genre or about the same or similar topics.
					ELA.RL.IT.5.3 Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact)
					ELA.RL.PP.5.5 Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence

					the reader's interpretation.
					ELA.RL.TS.5.4
					Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem.
					ELA.SL.PE.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.
					ELA.SL.PE.5.1.B
					Follow agreed-upon rules for discussions and carry out assigned roles.
					ELA.SL.PE.5.1.C
					Pose and respond to specific questions to clarify or follow up on information, and make

					comments that contribute to the discussion and link to the remarks of others.

Standards

ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.5.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
ELA.RL.TS.5.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.PP.5.5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RL.CT.5.8	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
ELA.RI.CT.5.8	Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

ELA.RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELA.RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
ELA.RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
ELA.RL.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
ELA.SL.PE.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.
ELA.SL.PE.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
ELA.SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PE.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.
AAAA.K-12.4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.
AAAA.K-12.4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
AAAA.K-12.4.1.4	Seek information for personal learning in a variety of formats and genres.
AAAA.K-12.4.1.5	Connect ideas to own interests and previous knowledge and experience.
AAAA.K-12.4.2.1	Display curiosity by pursuing interests through multiple resources.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
AAAA.K-12.4.4.1	Identify own areas of interest.

Suggested Modifications for Students with Disabilities, ML, Academically at risk ,& Gifted Students

*Consistent with individual plans, when appropriate.

*Individual assistance; students working in pairs to locate new book choices

*Higher level students will serve as models and will be expected to read more independently after selecting books.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 4: Navigating Online Resources

Content Area: **Sample Content Area**
Course(s):
Time Period: **2nd Trimester**
Length: **1 lesson (January)**
Status: **Published**

Unit 4: Navigating Online Resources

Summary of the Unit

Students will become familiar with the digital library, Tumblebooks. The students are able to access this site, as it is paid for by the district. This site offers book choices from a variety of genres for the students to enjoy throughout the school year and over the summer. The virtual escape room will allow them the ability to explore the Tumblebooks site so they can utilize all of its features.

Enduring Understandings

- Students have access to a digital library, called Tumblebooks, which has a large variety of books that are readily available.

- Students can search for books on Tumblebooks based on genre.

- Learning to navigate online resources and toggling between more than one tab is a necessary skill for students to attain.

- Being familiar with text features to locate information quickly is important for future webquests.

Essential Questions

- How can students properly navigate the Tumblebooks digital library to gain access to online reading materials?

- How can students utilize text features to locate information within a book?

- How can students skim paragraphs within the text and summarize the information?

Summative Assessment and/or Summative Criteria

- Google form to complete the virtual escape room

Resources

- Tumblebooks digital library (Home page)
  https://www.tumblebooklibrary.com/Home.aspx?categoryID=77

- Virtual Escape Room grades 4 and 5
  https://docs.google.com/forms/d/19dkSwUj4YXqt9e3M6lpJ8OUiCvcE517nxXcz2ripVCs/edit

Unit Plan

Topic/Selections	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Standards
Virtual Escape Room	1 lesson	Navigate the Tumblebooks digital library site in order to successfully complete a virtual escape room. Utilize literacy skills to locate information within a text.	Students will complete a virtual escape room. They will open up the digital library Tumblebooks and locate books on the shelves. Once they locate a book, they will have to answer a question about the book correctly and enter in a code word to escape to the next section. The questions will assess various literacy skills.	Students will complete a virtual escape room, by means of a Google form, by correctly navigating the digital library, Tumblebooks.	AAAA.K-12.1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life. AAAA.K-12.1.1.4 Find, evaluate, and select appropriate sources to answer questions. AAAA.K-12.1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

					AAAA.K-12.1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. AAAA.K-12.1.3.5 Use information technology responsibly. AAAA.K-12.2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. AAAA.K-12.2.1.4 Use technology and other information tools to analyze and organize information. AAAA.K-12.2.4.1 Determine how to

					act on information (accept, reject, modify).
					AAAA.K-12.3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
					AAAA.K-12.3.1.6 Use information and technology ethically and responsibly.
					AAAA.K-12.4.1.1 Read, view, and listen for pleasure and personal growth.
					AAAA.K-12.4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
					AAAA.K-12.4.1.3 Respond to literature and creative

					expressions of ideas in various formats and genres.
					AAAA.K-12.4.1.4 Seek information for personal learning in a variety of formats and genres.
					AAAA.K-12.4.1.7 Use social networks and information tools to gather and share information.
					AAAA.K-12.4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
					AAAA.K-12.4.3.1 Participate in the social exchange of ideas, both electronically and in person.

					AAAA.K-12.4.3.2 Recognize that resources are created for a variety of purposes.
					AAAA.K-12.4.3.3 Seek opportunities for pursuing personal and aesthetic growth.
					AAAA.K-12.4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.
					ELA.L.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
					ELA.L.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
					ELA.L.RF.4.4.A Read grade-level text with purpose

					and understanding.
					ELA.L.RF.5.4.A Read grade-level text with purpose and understanding.
					ELA.L.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
					ELA.L.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
					ELA.RL.MF.5.6 Analyze how visual multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

| | | | | | ELA.RI.MF.5.6 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

ELA.FL.MF.4.6 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

ELA.RI.MF.4.6 Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. |
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					ELA.SL.II.5.2 Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). ELA.SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Standards

ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.5.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.RL.MF.5.6	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
ELA.RI.MF.5.6	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
ELA.RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
ELA.RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
ELA.SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
ELA.SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and

	formats (e.g., visually, quantitatively, and orally).
AAAA.K-12.1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
AAAA.K-12.1.1.4	Find, evaluate, and select appropriate sources to answer questions.
AAAA.K-12.1.1.6	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
AAAA.K-12.1.1.8	Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
AAAA.K-12.1.3.5	Use information technology responsibly.
AAAA.K-12.2.1.1	Continue an inquiry- based research process by applying critical- thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
AAAA.K-12.2.1.4	Use technology and other information tools to analyze and organize information.
AAAA.K-12.2.4.1	Determine how to act on information (accept, reject, modify).
AAAA.K-12.3.1.4	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
AAAA.K-12.3.1.6	Use information and technology ethically and responsibly.
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.
AAAA.K-12.4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.
AAAA.K-12.4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
AAAA.K-12.4.1.4	Seek information for personal learning in a variety of formats and genres.
AAAA.K-12.4.1.7	Use social networks and information tools to gather and share information.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
AAAA.K-12.4.3.1	Participate in the social exchange of ideas, both electronically and in person.
AAAA.K-12.4.3.2	Recognize that resources are created for a variety of purposes.
AAAA.K-12.4.3.3	Seek opportunities for pursuing personal and aesthetic growth.
AAAA.K-12.4.3.4	Practice safe and ethical behaviors in personal electronic communication and interaction.

Suggested Modifications for IEP/504 Eligible, ML, Academically at risk ,& Gifted Students

*Consistent with individual plans, when appropriate.

*Individual assistance with opening up Tumblebooks and completing the Google form.

*Higher level students will serve as models for peers.

*Collaborative activities will include high/low grouping to provide peer support.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

MA.3-5.1.2.5.Cn11b	Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.

Unit 5: Conducting a Research Project

Content Area: **Sample Content Area**
Course(s):
Time Period: **2nd Trimester**
Length: **1 lesson (January)**
Status: **Published**

Unit 5: Conducting a Research Project

Summary of the Unit

Students will learn how to utilize the library to locate resources for their research project. Students will practice using OPAC to search for their research topic and review how to read call numbers in order to locate that book in the library. Students will also learn about how to narrow their search scope by looking at the table of contents and index of a book. Students will become familiar with online resources that are available to them as well. They will explore Pebble Go Next, the World Almanac for Kids and Fact Cite. Students will also learn about copyright laws and how to attribute their sources properly.

Enduring Understandings

- It is necessary to utilize a variety of sources when gathering information to complete a research project.

- It is important to evaluate sources for credibility and ensure that the information contained is current and factual.

- In order to abide by copyright laws, any information used in a research project needs to be attributed to its sources by means of a bibliography or works cited page.

Essential Questions

- How can students utilize the media center to locate materials for a research project?

- What kinds of databases and online resources are available, credible and appropriate for students?

- How do students abide by copyright laws and properly credit photos?

Summative Assessment and/or Summative Criteria

- Observation of students utilizing OPAC independently to locate books on their topic

- Observation of students navigating databases independently to find facts about their topic

- Completed research projects

Resources

- "Completing a Research Project" Google slideshow Completing a Research Project

- BrainPop video explaining how to conduct a research project
  https://www.brainpop.com/english/writing/research/movie/

- PebbleGo Next https://shell.pebblego.com/modules

- Fact Cite https://www.factcite.com/

- Tumblebooks digital library (nonfiction tab)
  https://www.tumblebooklibrary.com/BooksList.aspx?categoryID=81

Unit Plan

Topic/Selections	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS/AAAA Standards
Completing a Research Project	1 lesson	Select a topic for a research project and generate questions that they would like to find the answers to. Utilize OPAC to search for materials in the media center that pertain to a topic. Visit appropriate credible databases and online sources to gather factual information about a topic.	Students will view a Google slideshow on how to conduct a research project. Students will watch a BrainPop video to give them clarification on what constitutes a research project and how to go about choosing a topic and locating information about said topic. Students will practice how to use OPAC to locate books	Students will learn how to utilize various resources, both online and in the media center, to assist them in finding information about their research topic. Students will be able to consult the table of contents and index of a book to locate information about a specific topic. Students will become familiar with the online databases that	AAAA.K-12.1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make real-world connections for using this process in own life. AAAA.K-12.1.1.3 Develop and refine a range of questions to frame the search for new understanding. AAAA.K-12.1.1.4 Find, evaluate, and select appropriate sources to answer questions. AAAA.K-12.1.1.5

| | | | about their topic in the media center. Students will also identify how to check a book's table of contents and index to pinpoint exactly where the information they need is located.

Students will be shown credible online sources that are paid for by the school district such as PebbleGo, Next, Fact Cite and the World Almanac for Kids, and how to properly and effectively search for information.

Students will be reminded of copyright laws and reminded that they must attribute all sources, whether they are images or text, by citing their sources in either a bibliography or works cited page. They will also learn how to change the usage rights if they are looking | are available to them through their school account.

Students will recognize that they must abide by copyright laws and attribute their sources in a bibliography or works cited page. | Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

AAAA.K-12.1.1.7

Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

AAAA.K-12.1.1.8

Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

AAAA.K-12.1.2.1

Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

AAAA.K-12.1.2.2

Demonstrate confidence and self-direction by making independent choices in the selection of |

Acknowledge copyright laws by properly attributing sources.

| | | Acknowledge copyright laws by properly attributing sources. | about their topic in the media center. Students will also identify how to check a book's table of contents and index to pinpoint exactly where the information they need is located.

Students will be shown credible online sources that are paid for by the school district such as PebbleGo, Next, Fact Cite and the World Almanac for Kids, and how to properly and effectively search for information.

Students will be reminded of copyright laws and reminded that they must attribute all sources, whether they are images or text, by citing their sources in either a bibliography or works cited page. They will also learn how to change the usage rights if they are looking | are available to them through their school account.

Students will recognize that they must abide by copyright laws and attribute their sources in a bibliography or works cited page. | Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

AAAA.K-12.1.1.7

Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

AAAA.K-12.1.1.8

Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

AAAA.K-12.1.2.1

Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

AAAA.K-12.1.2.2

Demonstrate confidence and self-direction by making independent choices in the selection of |

			for a picture using Google images.		resources and information. AAAA.K-12.1.2.3 Demonstrate creativity by using multiple resources and formats. AAAA.K-12.1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information. AAAA.K-12.1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. AAAA.K-12.1.3.1 Respect copyright/intellectual property rights of creators and producers. AAAA.K-12.1.3.3 Follow ethical and legal guidelines in gathering and using information.

					AAAA.K-12.1.3.5
					Use information technology responsibly.
					AAAA.K-12.1.4.2
					Use interaction with and feedback from teachers and peers to guide own inquiry process.
					AAAA.K-12.2.1.1
					Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understanding, draw conclusions, and create new knowledge.
					AAAA.K-12.2.1.2
					Organize knowledge so that it is useful.
					AAAA.K-12.2.1.4
					Use technology and other information tools to analyze and organize information.
					AAAA.K-12.2.1.6
					Use the writing process, media and visual literacy, and technology skills to create products

					that express new understandings.
					AAAA.K-12.3.1.4
					Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
					AAAA.K-12.3.1.6
					Use information and technology ethically and responsibly.
					AAAA.K-12.4.4.1
					Identify own areas of interest.
					ELA.L.RF.5.4
					Read with sufficient accuracy to support comprehension.
					ELA.L.RF.4.4
					Read with sufficient accuracy to support comprehension.
					ELA.L.RF.4.4.A
					Read grade-level text with purpose and understanding.

| | | | | | ELA.L.RF.5.4.A

Read grade-level text with purpose and understanding.

ELA.L.RF.5.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELA.L.RF.4.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELA.RI.CR.5.1

Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

ELA.RI.CI.5.2

Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

ELA.RI.IT.5.3

Analyze the impact of |
| --- | --- | --- | --- | --- | --- |

					two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
					ELA.RI.TS.5.4
					Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two ore more texts.
					ELA.RI.CR.4.1
					Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
					ELA.RI.PP.5.5
					Analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

					ELA.RI.MF.5.6
					Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
					ELA.RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
					ELA.RI.AA.5.7 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
					ELA.RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, concepts in a historical, scientific, or technical text, including what happened and why, based on the evidence in the text.

| | | | | | ELA.RI.CT.5.8 Compare and contrast the authors' approaches across across two or more informational texts within the same genre or about texts on the same or similar topics.

ELA.RI.TS.4.4 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

ELA.RI.PP.4.5 Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

ELA.RI.MF.4.6 Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

ELA.RI.AA.4.7 Analyze how an author uses facts, details, and |
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| | | | | | explanations to develop ideas or to support their reasoning.

ELA.W.IW.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELA.RI.CT.4.8

Compare and contrast the treatment of similar themes, topics, and patterns of events in informational texts from authors of different cultures.

ELA.W.IW.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

ELA.W.IW.4.2

Write informative/explanatory to examine a topic and convey ideas and information clearly.

ELA.W.IW.4.2.B

Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. |
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					ELA.W.WR.5.5 Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea. ELA.W.SE.5.6 Gather relevant information from multiple valid and reliable print and digital sources, summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented and provide a list of sources. ELA.W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic. ELA.W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

					ELA.SL.PE.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Standards

ELA.L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.5.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.RI.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
ELA.RI.TS.5.4	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.PP.5.5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
ELA.RI.MF.5.6	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

ELA.RI.CT.5.8	Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.
ELA.RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELA.RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
ELA.RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
ELA.RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
ELA.W.IW.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA.RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
ELA.W.IW.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
ELA.W.IW.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA.W.IW.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
ELA.W.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
ELA.W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
ELA.W.WR.4.5	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
ELA.W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
ELA.SL.PE.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
AAAA.K-12.1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
AAAA.K-12.1.1.3	Develop and refine a range of questions to frame the search for new understanding.
AAAA.K-12.1.1.4	Find, evaluate, and select appropriate sources to answer questions.
AAAA.K-12.1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
AAAA.K-12.1.1.7	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
AAAA.K-12.1.1.8	Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
AAAA.K-12.1.2.1	Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
AAAA.K-12.1.2.2	Demonstrate confidence and self- direction by making independent choices in the selection of resources and information.
AAAA.K-12.1.2.3	Demonstrate creativity by using multiple resources and formats.
AAAA.K-12.1.2.4	Maintain a critical stance by questioning the validity and accuracy of all information.

AAAA.K-12.1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
AAAA.K-12.1.3.1	Respect copyright/intellectual property rights of creators and producers.
AAAA.K-12.1.3.3	Follow ethical and legal guidelines in gathering and using information.
AAAA.K-12.1.3.5	Use information technology responsibly.
AAAA.K-12.1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
AAAA.K-12.2.1.1	Continue an inquiry- based research process by applying critical- thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
AAAA.K-12.2.1.2	Organize knowledge so that it is useful.
AAAA.K-12.2.1.4	Use technology and other information tools to analyze and organize information.
AAAA.K-12.2.1.6	Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
AAAA.K-12.3.1.4	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
AAAA.K-12.3.1.6	Use information and technology ethically and responsibly.
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.

Suggested Modifications for Students with Disabilities, ML, Academically at risk ,& Gifted Students

*Consistent with individual plans, when appropriate.

*Individual assistance when navigating online resources.

*Higher level students will serve as models for peers.

*Higher level students assisting lower level students to use OPAC and locate books in the Media Center.

Computer Design Thinking

BrainPop lessons/videos

Online databases such as PebbleGo Next, Fact Cite and the World Almanac for Kids

Google slideshows

CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
	Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.
	Many factors influence the accuracy of inferences and predictions.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

TECH.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).
TECH.9.4.5.DC	Digital Citizenship
TECH.9.4.5.TL	Technology Literacy
TECH.9.4.5.IML	Information and Media Literacy
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

Unit 6: Battle of the Books

Content Area: **Sample Content Area**
Course(s):
Time Period: **2nd Trimester**
Length: **1 Lesson (February)**
Status: **Published**

Unit 6: Battle of the Books

Summary of the Unit

Students will learn about the Battle of the Books annual event at the SUES. Students will be introduced to the eight books from the list and shown the deadline requirements and how to fill in their reading log if they intend to participate. Students will learn about how the team battles and final battle is conducted.

Enduring Understandings

Battle of the Books is an annual school-wide competition where students must recall events about pre-selected books to win points for their team.

Essential Questions

- What is Battle of the Books?

- How can students participate in the event?

- When are the team battles and final battle scheduled for?

Summative Assessment and/or Summative Criteria

- Reading logs

- Team/final competition

Resources

- "Battle of the Books" Google slideshow Battle of the Books

- Animoto book trailers

Unit Plan

Topic/Selections	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Introduction to Battle of the Books	1 lesson *Team Battle will be one class period with Language Arts teacher *Final Battle will be an hour as an assembly in the gym	Learn about a school-wide reading event called Battle of the Books. Identify the criteria to compete in the event. View trailers of this year's books to generate interest in the event.	Students will view a Google slideshow to learn more about the annual Battle of the Books competition. They will learn what the requirements are to participate in this event, the list of books they have to choose from, and where they can find additional copies of reading logs if they need one. Students will watch Animoto book trailers about each of the eight books from the list to better determine if they would like to participate in the event and if so, which books they are most interested in reading.	Students will fill out a reading log every time they finish a book from the pre-selected list. Students will recall elements of the plot by participating in a battle where they will compete with other students to see which team can answer the most questions correctly.	AAAA.K-12.1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. AAAA.K-12.3.1.2 Participate and collaborate as members of a social and intellectual network of learners. AAAA.K-12.3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. AAAA.K-12.3.2.3 Demonstrate teamwork by working productively with others.

					AAAA.K-12.3.3.2
					Respect the differing interests and experiences of others, and seek a variety of viewpoints.
					AAAA.K-12.3.3.5
					Contribute to the exchange of ideas within and beyond the learning community.
					AAAA.K-12.3.4.3
					Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
					AAAA.K-12.4.1.1
					Read, view, and listen for pleasure and personal growth.
					AAAA.K-12.4.1.2
					Read widely and fluently to make connections with self, the world, and previous reading.

					AAAA.K-12.4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. AAAA.K-12.4.1.4 Seek information for personal learning in a variety of formats and genres. AAAA.K-12.4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements. AAAA.K-12.4.2.4 Show and appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

					AAAA.K-12.4.3.1 Participate in the social exchange of ideas, both electronically and in person.
					AAAA.K-12.4.4.1 Identify own areas of interest.
					ELA.L.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
					ELA.L.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
					ELA.L.RF.4.4A Read grade-level text with purpose and understanding.
					ELA.L.RF.5.4A Read grade-level text with purpose and understanding.

					ELA.L.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading if necessary.
					ELA.L.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading if necessary.
					ELA.RL.CR.5.1 Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
					ELA.RF.CI.5.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

					ELA.RL.IT.5.3
					Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
					ELA.RL.CR.4.1
					Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
					ELA.RL.CI.4.2
					Summarize a literary text and interpret the author's theme citing key details from the text.
					ELA.RL.IT.4.3
					Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of

					character, setting or event that draws on textual evidence.

Standards

ELA.L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.5.4.A	Read grade-level text with purpose and understanding.
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ELA.RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
ELA.RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
AAAA.K-12.1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
AAAA.K-12.3.1.2	Participate and collaborate as members of a social and intellectual network of learners.
AAAA.K-12.3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
AAAA.K-12.3.2.3	Demonstrate teamwork by working productively with others.
AAAA.K-12.3.3.2	Respect the differing interests and experiences of others, and seek a variety of viewpoints.

AAAA.K-12.3.3.5	Contribute to the exchange of ideas within and beyond the learning community.
AAAA.K-12.3.4.3	Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.
AAAA.K-12.4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.
AAAA.K-12.4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
AAAA.K-12.4.1.4	Seek information for personal learning in a variety of formats and genres.
AAAA.K-12.4.2.2	Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
AAAA.K-12.4.3.1	Participate in the social exchange of ideas, both electronically and in person.
AAAA.K-12.4.4.1	Identify own areas of interest.

Suggested Modifications for IEP/504 Eligible, ML, Academically at Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 7: Celebrating Black History Month

Content Area: **Sample Content Area**
Course(s):
Time Period: **2nd Trimester**
Length: **1 Lesson (February)**
Status: **Published**

Summary of the Unit

 In order to celebrate Black History Month, students will learn about the Coretta Scott King book awards. These awards are given to outstanding African American authors and illustrators each year in February. The awards are given to authors and illustrators whose books/characters show an appreciation for African American values and culture in alignment to the NJDOE mandates for teaching tolerance and combatting discrimination and prejudice Students will view the winning books for the current year.

Enduring Understandings

- There are many ways to recognize and celebrate Black History Month in the media center.

- Specific awards, known as the Coretta Scott King Awards, are given to outstanding African American authors and illustrators every year during the month of February.

- In order to win the Coretta Scott King award, an author/illustrator must follow certain criteria to be considered.

Essential Questions

- Who was Coretta Scott King and why was she an influential person?

- What are the Coretta Scott King book awards and what is the criteria to win these awards?

- Which books have won the Coretta Scott King book awards for the current year?

Summative Assessment and/or Summative Criteria

- Student recognition of the Coretta Scott King Book Awards by understanding criteria for receiving the award as well as recognizing the sticker indicating that the book is a winner of this award

Resources

- "The Coretta Scott King Book Awards" The Coretta Scott King Book Awards

- Videos showcasing the winning authors/illustrators and their books

Unit Plan

Topic/Selections	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
The Coretta Scott King book awards	1 lesson	Celebrate Black History Month by learning about Coretta Scott King and the award given to authors and illustrators in her honor. Identify the winning books from the current year and watch videos of the winning authors and illustrators speaking about the message that their book conveys.	Students will identify that February is Black History Month and discuss different ways to celebrate. Students will view a Google slideshow to learn about the Coretta Scott King awards. First, they will recognize who Coretta Scott King is and why she is influential. Then they will learn about the awards that are given each year to outstanding African American authors and illustrators. Students will learn the criteria for winning the Coretta Scott King award and will be able to watch videos of some of the winning authors discussing their books.	Students will recognize that Coretta Scott King was an important civil rights leader. Students will understand the criteria for how books are selected each year to win this award. Students will view videos promoting the winning authors and illustrators.	AAAA.K-12.1.1.2 Use prior and background knowledge as context for new learning. AAAA.K-12.1.1.6 Read, view, and listen for information presented in any format e.g., textual, visual, media, digital) in order to make inferences and gather meaning. AAAA.K-12.2.3.1 Connect understanding to the real world. AAAA.K-12.2.3.2 Consider diverse and global perspectives in drawing conclusions. AAAA.K-12.3.3.2 Respect the

					differing interests and experiences of others, and seek a variety of viewpoints.
					AAAA.K-12.4.1.1
					Read, view, and listen for pleasure and personal growth.
					AAAA.K-12.4.1.2
					Read widely and fluently to make connections with self, the world, and previous reading.
					AAAA.K-12.4.1.4
					Seek information for personal learning in a variety of formats and genres.
					AAAA.K-12.4.1.5
					Connect ideas to own interests and previous knowledge and experience.
					AAAA.K-12.4.2.1
					Display curiosity by pursuing interests through multiple resources.

					AAAA.K-12.4.2.2
					Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
					AAAA.K-12.4.2.3
					Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when the evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
					AAAA.K-12.4.2.4
					Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
					AAAA.K-12.4.3.3
					Seek opportunities

					for pursuing personal and aesthetic growth.
					AAAA.K-12.4.4.1 Identify own areas of interest.
					AAAA.K-12.4.4.4 Interpret new information based on cultural and social context.
					ELA.L.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
					ELA.L.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
					ELA.L.RF.5.4.A Read grade-level text with purpose and understanding.
					ELA.L.RF.4.4.A Read grade-level text with purpose and understanding.

					ELA.RL.CI.5.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
					ELA.RI.CI.5.2 Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
					ELA.RL.PP.5.5 Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
					ELA.RI.PP.5.5 Analyze multiple accounts on the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence

					the reader's interpretation.
					ELA.RL.MF.5.6 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
					ELA.RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text.
					ELA.RI.MF.5.6 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

					ELA.RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details from the text. ELA.RI.AA.5.7 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). ELA.RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence. ELA.RL.CT.5.8 Compare and contrast the author's approaches across two or more literary texts within the same genre or about the same or similar topics.

					ELA.RI.IT.4.3
					Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
					ELA.RI.CT.5.8
					Compare and contrast the author's approaches across two or more informational texts within the same genre or about texts on the same or similar topics.
					ELA.RL.PP.4.5
					Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.
					ELA.RI.PP.4.5
					Compare and contrast multiple accounts of the

					same event or topic; noting important similarities and differences in the point of view they represent.
					ELA.RL.MF.4.6 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
					ELA.RI.AA.4.7 Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
					ELA.RL.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
					ELA.RI.CT.4.8 Compare and contrast the treatment of

					similar themes, topics and patterns of events in informational texts from authors of different cultures.

Standards

ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.5.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
ELA.RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
ELA.RI.PP.5.5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
ELA.RL.MF.5.6	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RI.MF.5.6	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RL.CT.5.8	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
ELA.RI.CT.5.8	Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.
ELA.RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
ELA.RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
ELA.RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

ELA.RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
ELA.RL.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
ELA.RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.1.6	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
AAAA.K-12.2.3.1	Connect understanding to the real world.
AAAA.K-12.2.3.2	Consider diverse and global perspectives in drawing conclusions.
AAAA.K-12.3.3.2	Respect the differing interests and experiences of others, and seek a variety of viewpoints.
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.
AAAA.K-12.4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.
AAAA.K-12.4.1.4	Seek information for personal learning in a variety of formats and genres.
AAAA.K-12.4.1.5	Connect ideas to own interests and previous knowledge and experience.
AAAA.K-12.4.2.1	Display curiosity by pursuing interests through multiple resources.
AAAA.K-12.4.2.2	Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
AAAA.K-12.4.2.3	Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
AAAA.K-12.4.3.3	Seek opportunities for pursuing personal and aesthetic growth.
AAAA.K-12.4.4.1	Identify own areas of interest.
AAAA.K-12.4.4.4	Interpret new information based on cultural and social context.

Suggested Modifications for Students with Disabilities, MLs, Academically at risk ,& Gifted Students

*Consistent with individual plans, when appropriate.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

Unit 8: March Madness: A Tournament of Genres

Content Area: **Sample Content Area**
Course(s):
Time Period: **2nd Trimester**
Length: **1 Lesson (March)**
Status: **Published**

Summary of the Unit

Students will be introduced to the annual March Madness Tournament of Genres competition at the SUES. For this competition, 16 books are selected to compete in match ups to see which book will advance to the next round each week. The books/series that are selected are the most popular and the most frequently checked out from the media center each week. Eight different genres will be featured and students will utilize a Google form to vote for their choice for each round.

Enduring Understandings

- There are many different book genres within the media center and some are more popular than others.

- It is interesting to learn which particular book series/author/genre is the most popular at the SUES and why.

Essential Questions

- How do students evaluate books, based on different genres?

- Which genre/series is currently the most popular at the SUES?

Summative Assessment and/or Summative Criteria

- Google form to vote for March Madness rounds

Resources

"March Madness Tournament of Genres" Google form https://docs.google.com/forms/d/1gAVCvMGvP-xUtnCXHJcKqiIq-Q_n5LBT5GmELTd9Gg0/edit

Unit Plan

Topic/Selections	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Introduction to March Madness	1 lesson Voting will take place every two weeks	Gain awareness of the March Madness tournament that will be taking place over the next few weeks in the media center. Determine which book/series should advance to the next round by using a Google form to submit votes.	Students will learn about the March Madness Tournament of Genres that occurs annually, starting in the month of March. Students will identify sixteen books that have been paired up against one another in brackets. For the first round, students will have to choose one book from each of the eight brackets to advance to the next round. The first round will feature books from the same genre competing with one another. For the next round, the winners of the previous round will pair up against one another so the genres will no longer be the same. Students will vote	Students will complete a Google form every two weeks to vote for the books they would like to advance to the next round.	AAAA.K-12.1.1.2 Use prior and background knowledge as context for new learning. AAAA.K-12.1.3.4 Contribute to the exchange of ideas within the learning community. AAAA.K-12.1.3.5 Use information technology responsibly. AAAA.K-12.2.1.4 Use technology and other information tools to analyze and organize information. AAAA.K-12.3.1.6 Use information and technology ethically and

			each week, using a Google form, to select their pick in each match up. The rounds will follow the Sweet Sixteen, the Elite Eight, the Final Four and then the last two books will compete in a championship match up to determine the winning book/genre/author. Books will be selected based on their popularity and how often they circulate. Winners for each round will be announced weekly on the Media Arts Google classroom as well as by a posterboard showcasing the brackets in the library display window.		responsibly. AAAA.K-12.4.1.1 Read, view, and listen for pleasure and personal growth. AAAA.K-12.4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. AAAA.K-12.4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. AAAA.K-12.4.1.4 Seek information for personal learning in a variety of formats and genres. AAAA.K-12.4.1.5 Connect ideas to own interests and precious knowledge and

					experience.
					AAAA.K-12.4.1.7 Use social networks and information tools to gather and share information.
					AAAA.K-12.4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
					AAAA.K-12.4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
					AAAA.K-12.4.3.1 Participate in the social exchange of ideas, both electronically and

					in person.
					AAAA.K-12.4.3.2
					Recognize that resources are created for a variety of purposes.
					AAAA.K-12.4.3.4
					Practice safe and ethical behaviors in personal electronic communication and interaction.
					AAAA.K-12.4.4.1
					Identify own areas of interest.
					ELA.L.RF.5.4
					Read with sufficient accuracy and fluency to support comprehension.
					ELA.L.RF.4.4
					Read with sufficient accuracy and fluency to support comprehension.
					ELA.RF.5.4.A
					Read grade-level text with purpose and

					understanding.
					ELA.RF.4.4.A Read grade-level text with purpose and understanding.
					ELA.RL.CR.5.1 Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
					ELA.RL.CI.5.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
					ELA.RL.IT.5.3 Analyze the impact of two more individuals and events throughout the course of a text, comparing and contrasting two or more characters,

					settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
					ELA.RL.TS.5.4
					Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
					ELA.RL.PP.5.5
					Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
					ELA.RL.CR.4.1
					Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

					ELA.RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text. ELA.RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence. ELA.RL.PP.4.5 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Standards

ELA.L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.5.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
ELA.RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
ELA.RL.TS.5.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
ELA.RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.3.4	Contribute to the exchange of ideas within the learning community.
AAAA.K-12.1.3.5	Use information technology responsibly.
AAAA.K-12.2.1.4	Use technology and other information tools to analyze and organize information.
AAAA.K-12.3.1.6	Use information and technology ethically and responsibly.
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.
AAAA.K-12.4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.
AAAA.K-12.4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
AAAA.K-12.4.1.4	Seek information for personal learning in a variety of formats and genres.
AAAA.K-12.4.1.5	Connect ideas to own interests and previous knowledge and experience.
AAAA.K-12.4.1.7	Use social networks and information tools to gather and share information.
AAAA.K-12.4.2.2	Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
AAAA.K-12.4.3.1	Participate in the social exchange of ideas, both electronically and in person.
AAAA.K-12.4.3.2	Recognize that resources are created for a variety of purposes.
AAAA.K-12.4.3.4	Practice safe and ethical behaviors in personal electronic communication and interaction.
AAAA.K-12.4.4.1	Identify own areas of interest.

Suggested Modifications for Students with Disabilities, ML, Academically at risk ,& Gifted Students

*Consistent with individual plans, when appropriate.

*Individual assistance opening up and filling out the Google form.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 9: National Poetry Month

Content Area: **Sample Content Area**
Course(s):
Time Period: **3rd Trimester**
Length: **2 lessons (April)**
Status: **Published**

Summary of the Unit

In honor of National Poetry Month, students will learn about different types of poems, poets and poetic devices. Students will read and discuss poems written by a wide range of poets celebrating writers of color, female poets, poets who identify as AAPI in alignment to the NJDOE mandates for teaching tolerance and combatting discrimination and prejudice. Students will compose their own poem and display it, if they choose, for other students to enjoy.

Enduring Understandings

- National Poetry Month is one of the most widely celebrated literary events around the world.

- National Poetry Month was established in 1996 and is celebrated every year during the month of April.

- There are many different types of poetry.

- Different poetic devices can be used to compose a poem.

Essential Questions

- What are some different types of poems?

- What are some examples of common poetic devices?

- What is a poem-in-a-pocket?

- What is blackout poetry?

Summative Assessment and/or Summative Criteria

- All About Me poem

- Poem-in-a-Pocket

- Blackout poem

Resources

- "National Poetry Month grade 4" Google slideshow [National Poetry Month Grade 4](#)

- "National Poetry Month grade 5" Google slideshow [National Poetry Month Grade 5](#)

- BrainPop Jr video explaining different types of poems
  https://jr.brainpop.com/readingandwriting/writing/poems/

- BrainPop video explaining different poetic devices
  https://www.brainpop.com/english/writing/poetry/movie/

- The Children's Poetry Archive https://childrens.poetryarchive.org/

- Blackout Poetry Maker https://blackoutpoetry.glitch.me/

- Kids' Magnetic Poetry Kit https://play.magneticpoetry.com/poem/Kids/kit/

- Poets for Kids https://poets.org/poems-kids

- Sunisa Lee: Poetry Slam Student Activity
  https://google.discoveryeducation.com/suite/player/ca6a28b4-8fe6-498b-9576-
  645354fc5681?source=https%3A%2F%2Fgoogle.discoveryeducation.com%2Flearn%2Fsearch%3Fq
  %3Dasian%2520american%2520pacific%2520islander%2520poetry

Unit Plan

Topic/Selections	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Introduction to Poetry	1 lesson	Celebrate National Poetry Month by learning how to recognize and differentiate between various types of poetry.

Identify different poetic devices such as rhyme scheme, repetition, rhythm, and | Students will view a Google slideshow to learn about National Poetry Month and how it is celebrated.

Grade 4 will watch a BrainPop video explaining different types of poems and Grade 5 will watch a | Students will be able to identify different types of poems.

Students will be able to recognize poetic devices. | AAAA.K-12.1.1.2

Use prior and background knowledge as context for new learning.

AAAA.K-12.1.1.6

Read, view, and listen for information presented in any format (e.g., |

		stanzas.	BrainPop video explaining different poetic devices.		textual, visual, media, digital) in order to make inferences and gather meaning.
			All students will listen to a poem from the Children's Poetry Archive website.		AAAA.K-12.1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
					AAAA.K-12.1.3.5 Use information technology responsibly.
					AAAA.K-12.3.1.6 Use information and technology ethically and responsibly.
					AAAA.K-12.4.1.1 Read, view, and listen for pleasure and personal growth.
					AAAA.K-12.4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.

					AAAA.K-12.4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
					AAAA.K-12.4.1.4 Seek information for personal learning in a variety of formats and genres.
					AAAA.K-12.4.1.7 Use social networks and information tools to gather and share information.
					AAAA.K-12.4.1.8 Use creative and artistic formats to express personal learning.
					AAAA.K-12.4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

					AAAA.K-12.4.3.1
					Participate in the social exchange of ideas, both electronically and in person.
					AAAA.K-12.4.4.1
					Identify own areas of interest.
					ELA.L.RF.4.4
					Read with sufficient accuracy and fluency to support comprehension.
					ELA.L.RF.4.4.A
					Read grade-level text with purpose and understanding.
					ELA.RF.4.4.B
					Read grade-level text orally with accuracy, appropriate rate, and expression.
					ELA.L.RF.4.4.C
					Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

					ELA.RL.TS.4.4 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
					ELA.SL.PE.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
					ELA.SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

					ELA.SL.PE.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
					ELA.L.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
					ELA.RF.5.4.A Read grade-level text with purpose and understanding.
					ELA.5.4.B Read grade-level text orally with accuracy, appropriate rate, and expression.
					ELA.RL.CI.5.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

					ELA.RL.MF.5.6
					Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
					ELA.RL.TS.5.4
					Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem.
					ELA.SL.PE.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, building on others' ideas and expressing their own clearly.
					ELA.SL.PE.5.1.A
					Explicitly draw on previously read text or material and other information known about the topic to explore

					ideas under discussion. ELA.SL.PE.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
Composing a Poem	1 lesson	Compose an All About Me poem by following a template. (Grade 4) Personalize a pocket by decorating it and placing the All About Me poem inside. (Grade 4) Learn the format for creating blackout poetry. (Grade 5) Analyze a text to create a blackout poem and illustrate accordingly. (Grade 5) Write a Haiku poem (Grade 5)	Grade 4 will compose an All About Me poem by following a template given to them by their teacher. The teacher will go over the requirements of each line and display a model poem that she wrote for the students to use as a reference. Once they have written their poem, they will decorate a pocket and place their All About Me poem inside it. Language Arts teachers will let students hang their pockets up outside their classroom doors. Grade 5 will learn about blackout poetry by viewing examples online.	Students in grade 4 will compose an All About Me poem and design a poem-in-a-pocket. Students in grade 5 will create a blackout poem. Students in grade 5 will write a Haiku poem.	AAAA.K-12.1.1.2 Use prior and background knowledge as context for new learning. AAAA.K-12.1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. AAAA.K-12.1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. AAAA.K-12.1.3.5 Use information technology responsibly.

			They will be given pages from different age-appropriate texts so that they can create their own blackout poem. Once they have boxed out the words, they will use crayons to create the illustration to go along with their poem. Students can volunteer to have their finished blackout poems hung up on display in the library bulletin board.		AAAA.K-12.3.1.6 Use information and technology ethically and responsibly. AAAA.K-12.4.1.1 Read, view, and listen for pleasure and personal growth. AAAA.K-12.4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
			Grade 5 students will watch a video about Sunisa Lee, pausing the video to take notes. Students will use what they learned to write a Haiku poem.		AAAA.K-12.4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. AAAA.K-12.4.1.4 Seek information for personal learning in a variety of formats and genres. AAAA.K-12.4.1.7 Use social networks and information tools to gather and share information.

					AAAA.K-12.4.1.8
					Use creative and artistic formats to express personal learning.
					AAAA.K-12.4.2.4
					Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
					AAAA.K-12.4.3.1
					Participate in the social exchange of ideas, both electronically and in person.
					AAAA.K-12.4.4.1
					Identify own areas of interest.
					ELA.L.RF.4.4
					Read with sufficient accuracy and fluency to support comprehension.
					ELA.L.RF.4.4.A
					Read grade-level text with purpose and understanding.

					ELA.RF.4.4.B
					Read grade-level text orally with accuracy, appropriate rate, and expression.
					ELA.L.RF.4.4.C
					Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
					ELA.RL.TS.4.4
					Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
					ELA.SL.PE.4.1
					Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4

					topics and texts, building on others' ideas and expressing their own clearly.
					ELA.SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
					ELA.SL.PE.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
					ELA.L.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
					ELA.RF.5.4.A Read grade-level text with purpose and understanding.

					ELA.5.4.B Read grade-level text orally with accuracy, appropriate rate, and expression. ELA.RL.CI.5.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text. ELA.RL.MF.5.6 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). ELA.RL.TS.5.4 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem.

					ELA.SL.PE.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, building on others' ideas and expressing their own clearly. ELA.SL.PE.5.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. ELA.SL.PE.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Standards

ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.5.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.RF.5.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.

ELA.L.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
ELA.RL.TS.5.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
ELA.RL.MF.5.6	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
ELA.RI.MF.5.6	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
ELA.RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
ELA.SL.PE.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.
ELA.SL.PE.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
ELA.SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PE.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.1.6	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
AAAA.K-12.1.1.8	Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
AAAA.K-12.1.3.5	Use information technology responsibly.
AAAA.K-12.3.1.6	Use information and technology ethically and responsibly.
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.
AAAA.K-12.4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.
AAAA.K-12.4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
AAAA.K-12.4.1.4	Seek information for personal learning in a variety of formats and genres.
AAAA.K-12.4.1.7	Use social networks and information tools to gather and share information.
AAAA.K-12.4.1.8	Use creative and artistic formats to express personal learning.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
AAAA.K-12.4.3.1	Participate in the social exchange of ideas, both electronically and in person.
AAAA.K-12.4.4.1	Identify own areas of interest.

Suggested Modifications for Students with Disabilities, ML, Academically at risk ,& Gifted Students

*Consistent with individual plans, when appropriate.

*Individual assistance with composing the poem.

*Higher level students will serve as models.

*Collaborative activities will include high/low grouping to provide peer support.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

SOC.6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Unit 10: Summer Reading

Content Area: **Sample Content Area**
Course(s):
Time Period: **3rd Trimester**
Length: **1 lesson (May/June)**
Status: **Published**

Summary of the Unit

Students will learn the importance of reading over the summer. They will view their summer reading assignments and fifth grade students will be introduced to the books on the reading list and how to prepare for the assessment in September when they enter sixth grade. Students will also learn about different activities, pertaining to summer reading, that are available at the Sayreville Public Library.

Enduring Understandings

- Reading over the summer months allows students to retain literacy and vocabulary skills that are necessary for success when they begin school in September.

- Each grade has specific requirements that must be completed for the summer reading assignment.

- The Sayreville Public Library offers numerous activities throughout the summer that pertain to summer reading

Essential Questions

- Why is it important to read over the summer?

- What are the summer reading requirements and book choices?

- How should reading logs be filled out?

- What are some of the Summer Reading activities at the Sayreville Public Library?

Summative Assessment and/or Summative Criteria

- Reading logs

- Summer Reading writing assessment

Resources

- "Summer Reading Grade 4" materials

- "Summer Reading Grade 5" materials

- Summer Reading Bingo Board https://classroom.google.com/c/NTQ0NDk5MjQ5ODQ3

- Sayreville Public Library website https://sayrevillelibrary.org/

- Animoto book trailers

Unit Plan

Topic/Selections	Topic/Selections	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Introduction to Summer Reading assignments and activities	1 lesson	Identify the requirements for completing the summer reading assignment. Select a book from the list by viewing trailers that show a glimpse of the plot of each choice. (*Students entering grade 6 only) Explore the Sayreville Public Library's website to learn about different summer-reading themed activities taking	Students will view a Google form to learn about the benefits of summer reading. Grade 4 will go over the reading log that they will be filling out over the summer. They will view a list of suggested books that are age-appropriate and identify where they can access links to additional summer reading logs if need be. Grade 5 will view the list of	Students will turn in completed reading logs at the start of the next school year. (*Students entering grade 5) Students will complete a writing assessment on the book they chose to read over the summer. (*Students entering grade 6)	AAAA.K-12.1.1.2 Use prior and background knowledge as context for new learning. AAAA.K-12.2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations. AAAA.K-12.2.3.1 Connect understanding to the real world.

		place throughout the summer.	summer reading book choices and watch Animoto book trailers for each book in order to make a selection of which one to read over the summer. They will be made aware that they will have a written assessment about their summer reading book when they return to school in September.		AAAA.K-12.3.1.3 Use writing and speaking skills to communicate new understandings effectively. AAAA.K-12.3.1.5 Connect learning to community issues. AAAA.K-12.4.1.1 Read, view, and listen for pleasure and personal growth. AAAA.K-12.4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. AAAA.K-12.4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. AAAA.K-12.4.1.5 Connect ideas to own interests and previous

					knowledge and experience.
					AAAA.K-12.4.2.4

Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. |
| | | | | | ELA.L.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. |
| | | | | | ELA.L.RF.5.4 Read with sufficient accuracy and fluency to support comprehension. |
| | | | | | ELA.L.RF.5.4.A

Read grade-level text with purpose and understanding. |
| | | | | | ELA.L.RF.4.4.A

Read grade-level text with purpose and understanding. |

					ELA.L.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
					ELA.L.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
					ELA.RL.CI.5.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
					ELA.RI.CI.5.2 Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
					ELA.RL.IT.5.3 Analyze the impact of two or more

| | | | | | individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

ELA.RI.IT.5.3

Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two ore more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

ELA.RL.CI.4.2

Summarize a literary text and interpret the author's theme citing key details from the text.

ELA.RI.CI.4.2

Summarize an informational text |
| --- | --- | --- | --- | --- | --- |

					and interpret the author's purpose or main idea, citing key details from the text.
					ELA.RL.CT.5.8 Compare and contrast the author's approaches across two or more literary texts within the same genre or about the same or similar topics.
					ELA.RI.CT.5.8 Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.
					ELA.RI.TS.4.4 Determine the overall structure (e.g., chronology, comparison cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

					ELA.RL.PP.4.5
					Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
					ELA.RL.CT.4.8
					Compare and contrast the treatment of similar themes, topics, and patterns of events in literary texts from authors of different cultures.
					ELA.RI.CT.4.8
					Compare and contrast the treatment of similar themes, topics, and patterns of events in informational in informational texts from authors of different cultures.

Standards

ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.5.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

ELA.RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
ELA.RI.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RL.CT.5.8	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
ELA.RI.CT.5.8	Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.
ELA.RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELA.RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
ELA.RL.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
ELA.RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.2.1.3	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
AAAA.K-12.2.3.1	Connect understanding to the real world.
AAAA.K-12.3.1.3	Use writing and speaking skills to communicate new understandings effectively.
AAAA.K-12.3.1.5	Connect learning to community issues.
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.
AAAA.K-12.4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.
AAAA.K-12.4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
AAAA.K-12.4.1.5	Connect ideas to own interests and previous knowledge and experience.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

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*Consistent with individual plans, when appropriate.

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9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.