

Navigating the Library: Being an Engaged Library Learner - Unit 1

Grade Level: 3rd Grade

Length of Unit: Approximately one quarter, spiraling and divided through the year as needed

Unit Rationale: Students will familiarize themselves with the library media center including the layout of the room, personnel and their roles (both school and public libraries), location of relevant areas, responsible behaviors, and check-out and return procedures. Students will use various formats to gain knowledge of the library, available materials and resources, genres, book care, procedures, rules, and book selection. Students will demonstrate good habits in handling print materials and ethical choices when utilizing digital search tools.

Stage 1 - Desired Results

Understandings:

Students will understand that...

The library is a place that fosters a love of reading, learning, and creativity.

The library is a place where students can utilize information to acquire and deepen their knowledge of a variety of subjects.

Behaving appropriately, caring for materials, and following library procedures are essential to effective media center use.

The librarian is a resource who helps to identify, locate, select, and access many useful materials.

The library is arranged in a systematic way so that users can easily find materials.

Both school and public libraries are valuable resources that students can use to find materials.

Essential Questions:

How can I become an effective user of the library?

How can the library impact my personal reading and learning growth?

How will my knowledge of the library's organization impact my ability to use the library independently?

How can I navigate the library independently to identify and locate books I will enjoy?

Content:

Students will know...

How to locate area(s) where appropriate books are found.

How to follow proper check out and return procedures.

How to identify and utilize library media center personnel.

How to demonstrate acceptable media center behaviors and good habits when handling library materials.

How both the school and public libraries can enhance reading and learning.

How to sort items in alphabetical order.

How to search to find call numbers.

How to use call numbers to locate fiction and nonfiction books in the library.

How to synthesize / summarize group's experiences to create advice for other students.

Skills:

Students will be able to...

Browse the shelves while using signage, call numbers, and shelf guidelines to find materials.

Search the catalog to locate books.

Utilize knowledge of how a library is organized to locate fiction and nonfiction books in the library.

Follow proper guidelines to responsibly use the library and all of its resources.

Seek assistance from the librarian.

Articulate how school and public libraries can work hand-in-hand and how both are essential in the acquisition of knowledge.

Collaborate with a group of students to locate specific titles and titles of personal interest in the library.

Share experiences navigating the library and reflect on those experiences in order to offer advice/pointers to others and reflect on what one can do more effectively in

the future.

AASL Standards

III. A. Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.

III. B. Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge

III. D. Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.

V. D. Learners develop through experience and reflection by: 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSL-CLKS.pdf>

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
2. Model integrity, ethical leadership and effective management
3. Use technology to enhance productivity increase collaboration and communicate effectively

Explanation of how CLKs connect to the unit: Students will gain life skills that allow them to collaborate and use libraries to their benefit to meet personal and educational learning goals.

Explanation of how 9.2 standards connect to the unit: Learning how to use a library and the various careers, components, and people that allow a library to function are essential for future learning and job success.

Interdisciplinary Standards - NJSL

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Explanation of how interdisciplinary standards connect to the unit: Students will listen to one another and work together to grow ideas and resolve conflicts.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

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

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

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

Explanation of how 9.4 standards connect to the unit: Students will ethically utilize materials available in the library media center when locating resources including peers and online search tools.

Stage 2- Assessment Evidence:

Assessment:

Formative	Questioning, Exit tickets, Reflections, Sketches, Discussions, Self-Evaluations, Conversations, Anecdotal observations
Summative	Create advertisement encouraging others why they should use the library
Alternative	Slideshow, Oral presentation, Recording
Benchmark	Questionnaire, Survey

Stage 3 - Learning Plan

Learning Activities:

Organization of the library media center

- Locate areas where various books are found
- Identify genre labels and genres
- Identify parts of a book (cover, title page, illustrations, author, illustrator, spine label, call number, bar code, dedications, table of contents, glossary, index, publisher, place of publication, copyright date, preface/forward, introduction, epilogue)

Library media center procedures and expectations

- Explain proper care and return of library books and materials

Differentiation:

ELL: Extend time requirements; Preferential seating; Check often for understanding; Oral/visual directions/prompts as needed; Supplemental materials; Modify assessments/rubrics as needed; Assign a buddy; Rephrase questions, directions, and explanations; Accept participation at any level (one word answers, drawings...)

G&T: Provide extension activities and access to high-level reading area in library; Build on students' intrinsic motivations; Allow students to take an active role in teaching content to

- Shelf marker use and importance
- Identify library media specialists and their role
- Follow proper circulation procedures (check out, returns, holds)
- Explain and follow the expectations for entering the library media center and engaging in lessons and learning experiences

Discuss the role and purpose of library media centers (both school and public) and the library media specialist/various library personnel

- Explore books available in the library media center that appeal to the reader's interests and reading level
- Utilize Follett to search for books and subjects using keywords and the various search options
- Become familiar with the public libraries, their offerings, resources, library cards, seasonal programming and personnel

other students; Propose interest-based extension activities for early finishers

Special Ed: Utilize a multi-sensory approach during instruction; Modify test content and/or format; Provide preferential seating; Rephrase questions, directions, and explanations; Allow extended time as needed; Consult with case managers and follow IEP accommodations/modifications; Accept participation at any level (one word answers, drawings...)

504: Review, restate, and repeat; Provide notes and chunk assignments as needed; Provide word/picture cues; Accept participation at any level (one word answers, drawings...)

Students at Risk: Provide extended time to complete tasks; Consult with guidance counselor and follow procedures/action plans; Consult with classroom teacher(s) for specific interventions; Deliver instruction utilizing varied learning styles; Provide individual instruction as needed; Modify assessments/rubrics; Meet with students frequently to ensure understanding; Accept participation at any level (one word answers, drawings...)

[Link to discipline accommodations chart](#)

Core Instructional Resources

Teacher Pedagogical Resources:

[AASL Standards](#)

[Career Education \(Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards\)](#)

[Technology Integration \(9.4 Standards\)](#)

[NJSLs ELA](#)

Student Materials: Library books, Online library catalog, Public library offerings

DOE Mandates:

Diversity, Equity, and Inclusion Mandate:

Gender - Libraries have materials representing all genders

Sexual Orientation - Libraries have materials representing all sexual orientations

Race - Libraries have materials representing all races

Ethnicity - Libraries have materials representing all ethnicities

Religious Tolerance - Libraries have materials representing all religions

Unconscious Bias Impact on Individuals - Libraries have materials representing various viewpoints

Unconscious Bias Impact on Society - Libraries have materials representing various viewpoints

Economic Disparity Impact on Individuals - Libraries have materials representing various socioeconomic statuses; Libraries are free for all to use regardless of economic status

Economic Disparity Impact on Society - Libraries have materials representing various socioeconomic statuses; Libraries are free for all to use regardless of economic status

Notes:

Career Exploration Opportunities

-Public and school librarians and various personnel working and assisting within a library

-Visits from public librarians, school librarians/volunteers/aides

Books as Mirrors and Windows: Celebrating Ourselves and Our World - Unit 2

Grade Level: 3rd Grade

Length of Unit: Approximately one quarter, spiraling and divided through the year

Unit Rationale: This unit connects students with the world and the various people living in it by engaging the class in a read-aloud, discussion, and activities highlighting a thematic focus of the week/month/season. The lessons focus on age-appropriate, engaging titles that serves as launching points for conversations to help students better understand the world and its people. The topic for each lesson centers around monthly themes (for example Hispanic heritage in September, Indigenous heritage in November, Black History in February, etc.).

Stage 1 - Desired Results

Understandings:

Students will understand that...

People of all backgrounds and abilities have made significant contributions to our world.
Learning about different perspectives helps me to appreciate other experiences that might be different from my own.
Discussing books with others helps me to understand that people can have different reactions to the same book.

Essential Questions:

How does learning about other experiences help me develop empathy?
How does my understanding of annual celebrations change as I mature?
How does engaging in discussions with classmates help me develop my own point of view on issues of diversity, empathy, and global citizenship?
How does exploring weekly/monthly/seasonal themes help me connect with my own interests and how does it help me connect with broader (national / global) perspectives?
How can books be used as mirrors and windows?

Content:

Students will know...

How to describe and explain character traits, settings, and plot events in a work of literature.
How to distinguish the elements of a story that make it distinctive (style of writing, style of illustration, theme, author's personal connection to the story, etc.).
How to explain the relationship between details in a book and the central message of the book.
How to explain the relationship between illustrations and the text of a picture book (what the illustrations add to the meaning conveyed by the words).
How to discuss the problems and solutions found in a work of literature or a nonfiction work.
How to explain one's thinking using specific details from the text.
How to ask follow-up questions for clarification.
How to summarize a conversation to report back to the class.

Skills:

Students will be able to...

Respond appropriately to literature in speech and in writing.
Participate appropriately in various discussions of literature (pair, small-group, whole class).
Analyze how an author's experience and perspective shapes the story they tell and the way they frame the story.

The types of author's purposes in writing a book (to inform, to persuade, to entertain).
How to collect evidence to support analysis of author's purpose.
How to explain understanding of the author's purpose to someone who may have a different viewpoint.

AASL Standards

IIA. Learners contribute a balanced perspective when participating in a learning community by: 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community.

IIB. Learners adjust their awareness of the global learning community by: 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.

IIC. Learners exhibit empathy with and tolerance for diverse ideas by: 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

II. D. Learners demonstrate empathy and equity in knowledge building within the global learning community by: 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
2. Consider the environmental, social and economic impacts of decisions
3. Demonstrate creativity and innovation
4. Utilize critical thinking to make sense of problems and persevere in solving them
5. Model integrity, ethical leadership and effective management
6. Work productively in teams while using cultural/global competence

Explanation of how CLKs connect to the unit: Developing cultural and global competence while acting as responsible and contributing members of society are paramount for students to better understand the world and its people.

Explanation of how 9.2 standards connect to the unit: Global careers and ways to contribute to the world as global citizens will be highlighted.

Interdisciplinary Standards - NJSLs

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.6. Distinguish their own point of view from that of the author of a text.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.

Explanation of how interdisciplinary standards connect to the unit: Literature and shared discussions serve as a launching point full of windows/mirrors into life outside a student's own experience.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-9.4LifeLiteraciesandKeySkills.pdf>

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

Explanation of how 9.4 standards connect to the unit: Discussions surrounding diverse perspectives and experiences are critical to developing empathy and understanding of the world and the various people living in it.

Stage 2- Assessment Evidence:

Assessment:

Formative

Questioning, Exit tickets, Reflections, Sketches, Discussions, Self-Evaluations,

	Conversations, Anecdotal observations
Summative	Personal reactions to literature: -Drawing -Poem -Journal entry -Letter to character or author. Brainstorms and displays of ways to contribute to the world as global citizens.
Alternative	Slideshow, Oral presentation, Recording
Benchmark	Questionnaire, Survey

Stage 3 - Learning Plan	
<p>Learning Activities:</p> <p>Interactive read alouds and age-appropriate discussions filled with anecdotes, artifacts, and real world examples. Possible monthly/weekly/seasonal topics include, but not limited to:</p> <p>September: Welcome/Orientation Hispanic Heritage Month Rosh Hashanah*/Yom Kippur* Deaf Awareness Month Alopecia Awareness Month Constitution Day Bus Driver/Crossing Guard Appreciation Public Library Card Sign-Up</p> <p>October: Learning Disabilities, ADD/ADHD, and Dyslexia Awareness Month Down Syndrome Awareness Month Celebrating the Bilingual Child Month Bullying Prevention Month Halloween/Dia de los Muertos Fire Safety Month Diwali* Book Fair</p> <p>November: Indigenous Peoples Heritage Month Diwali* Election Day Veterans Day Thanksgiving Hanukkah* National Diabetes Month World Kindness Day</p> <p>December: Human Rights Month</p>	<p>Differentiation:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>ELL: Extend time requirements; Preferential seating; Check often for understanding; Oral/visual directions/prompts as needed; Supplemental materials; Modify assessments/rubrics as needed; Assign a buddy; Rephrase questions, directions, and explanations; Accept participation at any level (one word answers, drawings...)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>G&T: Provide extension activities and access to high-level reading area in library; Build on students' intrinsic motivations; Allow students to take an active role in teaching content to other students; Propose interest-based extension activities for early finishers</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Special Ed: Utilize a multi-sensory approach during instruction; Modify test content and/or format; Provide preferential seating; Rephrase questions, directions, and explanations; Allow extended time as needed; Consult with case managers and follow IEP accommodations/modifications; Accept participation at any level (one word answers, drawings...)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>504: Review, restate, and repeat; Provide notes and chunk assignments as needed; Provide word/picture cues; Accept participation at any level (one word answers, drawings...)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Students at Risk: Provide extended time to complete tasks; Consult with guidance</p> </div>

Hanukkah*/Christmas/Kwanzaa

January:

New Year's
MLK Jr. Day
Lunar New Year*
ALA Winners Announced
Holocaust Remembrance Day

February:

Black History Month
Valentine's Day
Presidents' Day
Groundhog Day
100th Day
Read Across America*

March:

Read Across America*
Women's History/Gender Equality
Developmental Disabilities Awareness Month
Irish American Heritage/St. Patrick's Day
World Down Syndrome Day
Holi*
Ramadan*

April:

Arab-American Heritage Month
School Library Month
Poetry Month
National Humor Month
Earth Month
Autism Awareness Month
Ramadan*/Easter*/Passover*/Vaisakhi*
Eid*
Baseball

May:

Asian American Pacific Islander Heritage Month
Jewish American Heritage Month
Memorial Day
Cinco de Mayo
Culture Week PreK/K- South America, 1- Australia, 2-
Europe, 3- Africa, 4- Asia
Career Week
Mental Health Awareness Month
Cystic Fibrosis Awareness Month

June:

Summer Reading Program
Juneteenth
Flag Day
Inclusive Book Month
Caribbean American Heritage Month

*Note that certain holidays/special events rotate

counselor and follow procedures/action plans; Consult with classroom teacher(s) for specific interventions; Deliver instruction utilizing varied learning styles; Provide individual instruction as needed; Modify assessments/rubrics; Meet with students frequently to ensure understanding; Accept participation at any level (one word answers, drawings...)

[Link to discipline accommodations chart](#)

throughout various months and times of year.

Core Instructional Resources

Teacher Pedagogical Resources:

[AASL Standards](#)

[Career Education \(Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards\)](#)

[Technology Integration \(9.4 Standards\)](#)

[NJSLs ELA](#)

Student Materials: Library books, Online library catalog, Public library offerings

DOE Mandates:

Diversity, Equity, and Inclusion Mandate:

Gender - Read alouds and discussions represent various genders as well as age-appropriate discussions surrounding equal rights, tolerance, and inclusion.

Sexual Orientation - Read alouds and discussions represent various sexual orientations and family structures as well as age-appropriate discussions surrounding equal rights, tolerance, and inclusion.

Race - Read alouds and discussions represent various races as well as age-appropriate discussions surrounding equal rights, tolerance, and inclusion.

Ethnicity - Read alouds and discussions represent various ethnicities as well as age-appropriate discussions surrounding equal rights, tolerance, and inclusion.

Religious Tolerance - Read alouds and discussions represent various religions as well as age-appropriate discussions surrounding equal rights, tolerance, and inclusion.

Unconscious Bias Impact on Individuals - Libraries have materials representing various viewpoints

Unconscious Bias Impact on Society - Libraries have materials representing various viewpoints

Economic Disparity Impact on Individuals - Libraries have materials representing various socioeconomic statuses; Libraries are free for all to use regardless of economic status

Economic Disparity Impact on Society - Libraries have materials representing various socioeconomic statuses; Libraries are free for all to use regardless of economic status

Notes:

Career Exploration Opportunities

-Exposure to global and humanitarian career opportunities including local career opportunities that

have a global impact.

-Exposure to United Nation's global Sustainable Development Goals and brainstorm careers that impact these goals: (1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education 5. Gender equality 6. Clean water and sanitation 7. Affordable and clean energy 8. Decent work and economic growth 9. Industry, innovation and infrastructure 10. Reduced inequalities 11. Sustainable cities and communities 12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land 16. Peace, justice and strong institutions 17. Partnerships for the goals)

-Seek out connections with those working within these careers.

Book Selection, Comprehension, & Developing a Love and Appreciation of Literature - Unit 3

Grade Level: 3rd Grade

Length of Unit: Approximately one quarter, spiraling and divided through the year

Unit Rationale: In this unit, students will experience the world of various authors and illustrators and will describe what authors, illustrators, and others involved in the publication of a book do. Students will explore different types of books and different features of books while developing a broader understanding of types of books that are available to them. Students will be able to use their learning to locate, select, and properly use books to entertain and enrich their lives. Students will obtain information from various genres of literature such as fiction, non-fiction, biography, fairy tales, and poetry. Students will demonstrate comprehension and the ability to answer questions about literature.

Stage 1 - Desired Results

Understandings:

Students will understand that...

Reading for pleasure or information has lifelong applications.
 Literature can influence personal growth and development.
 There are many people and jobs involved with the publication of a book.
 There are various elements of literature.
 Books contain various formats, presentations, parts and each serves a purpose and conveys information.
 Explaining what I liked or did not like about a book is a more effective recommendation than merely giving a plot summary.
 There are various ways to get information about books and discover books that I might enjoy.
 All libraries provide a diverse collection of information presenting many different viewpoints.

Essential Questions:

How can I understand and appreciate all types of literature?
 How can the library impact my personal reading and learning growth?
 What types of books do I like best? How do I know?
 How can literature help me understand the world around me?
 What purpose do various text features have?
 How do readers locate, access, and choose books and informational resources?
 How can the parts of a book help me navigate and understand information?

Content:

Students will know...

The roles of authors, illustrators, and others involved in the publication of a book.
 How to recognize various award medals on the covers of books.
 How to obtain information from various types of literature.
 How to use illustrations as clues to events in the story.
 How to scan text for titles, pictures, and section headings to determine whether the material is fiction or nonfiction.

Skills:

Students will be able to...

Identify parts of a book used as a method for searching including title, subject, series, and author.
 Recognize and locate books of interest.
 Respond to and identify literature of all genres.
 Use the library media center to continue personal reading growth.
 Appreciate all that goes into the publication of a book.
 Determine when to utilize print vs. nonprint texts.
 Examine various comprehension strategies such as central messages and the way authors and illustrators

<p>How to recognize and use story elements and text features.</p> <p>How to determine the main idea and sequence of events in a story.</p> <p>How to identify characters, setting, and plot of a story.</p> <p>How to distinguish between fact and fiction in literature.</p> <p>How to make, confirm, and revise predictions.</p> <p>How to compare and contrast fiction and nonfiction literature on the same topic.</p> <p>How to compare new books with familiar books by discussing similarities and differences.</p> <p>The parts of a book will help me understand what I read.</p>	<p>use the characters, settings, and conflicts to develop the plot of the story.</p> <p>Articulate the different roles of authors and illustrators such as the author's purpose and how illustrations contribute to what is conveyed by the words in a story to create mood or emphasize aspects of a character or setting.</p>
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AASL Standards

IVA: Learners act on an information need by: 2. Identifying possible sources of information.

IIID: Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.

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

IIIA: Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings.

IC: Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others.

VA: Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 3. Engaging in inquiry-based processes for personal growth.

VC: Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
2. Consider the environmental, social and economic impacts of decisions
3. Demonstrate creativity and innovation
4. Utilize critical thinking to make sense of problems and persevere in solving them
5. Model integrity, ethical leadership and effective management
6. Work productively in teams while using cultural/global competence

Explanation of how CLKs connect to the unit: Students will gain life skills that allow them to collaborate and use libraries to their benefit to meet personal and educational learning goals.

Explanation of how 9.2 standards connect to the unit: Learning about the various careers, components, and people that contribute to the publication of a book allows students to appreciate how careers are interconnected and do not operate in isolation.

Interdisciplinary Standards - NJSL

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Explanation of how interdisciplinary standards connect to the unit: Reading, comprehending, and developing a love of literature have lifelong applications both in and out of the classroom.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

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

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.

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

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

Explanation of how 9.4 standards connect to the unit: Students will ethically utilize materials available in the library media center when locating resources including peers and online search tools.

Stage 2- Assessment Evidence:

Assessment:

Formative	Questioning, Exit tickets, Reflections, Sketches, Discussions, Self-Evaluations, Conversations, Anecdotal observations
Summative	Book buzz to peers and curation of recommended book lists
Alternative	Slideshow, Oral presentation, Recording
Benchmark	Questionnaire, Survey

Stage 3 - Learning Plan

Learning Activities:

Deep dive into fiction/nonfiction, story elements, text features, author/illustrator studies, book awards, choosing appropriate literature, reading/comprehension strategies, genre, and theme.

Exploration of how a book is published and all of the careers/jobs involved and steps necessary.

Book buzz practice with peers and summarize information read or heard aloud.

Comprehension strategies such as:
-Making predictions about a story by interpreting/investigating illustrations and context

Differentiation:

ELL: Extend time requirements; Preferential seating; Check often for understanding; Oral/visual directions/prompts as needed; Supplemental materials; Modify assessments/rubrics as needed; Assign a buddy; Rephrase questions, directions, and explanations; Accept participation at any level (one word answers, drawings...)

G&T: Provide extension activities and access to high-level reading area in library; Build on students' intrinsic motivations; Allow students to take an active role in teaching content to other students; Propose interest-based

clues and engaging in whole and small group discussions.

- Describing the plot, characters' traits, motivations, and feelings and how characters' actions contribute to the plot.
- Determining and explaining the author's purpose.
- Describing personal point of view and how that is the same or different from the author's.
- Engaging in discussions centered around cause and effect in various stories/texts.
- Comparing and contrasting the plots of stories written by the same author (series).
- Describing how illustrations contribute to and enhance what is conveyed by the words in a story to create mood or emphasize aspects of a character or setting.
- Reacting to various types of books by identifying the key features that make them unique and making connections (comparing and contrasting) with other books with which they are familiar.

Author/Illustrator studies including an author/illustrator visit of a selected author/illustrator.

extension activities for early finishers

Special Ed: Utilize a multi-sensory approach during instruction; Modify test content and/or format; Provide preferential seating; Rephrase questions, directions, and explanations; Allow extended time as needed; Consult with case managers and follow IEP accommodations/modifications; Accept participation at any level (one word answers, drawings...)

504: Review, restate, and repeat; Provide notes and chunk assignments as needed; Provide word/picture cues; Accept participation at any level (one word answers, drawings...)

Students at Risk: Provide extended time to complete tasks; Consult with guidance counselor and follow procedures/action plans; Consult with classroom teacher(s) for specific interventions; Deliver instruction utilizing varied learning styles; Provide individual instruction as needed; Modify assessments/rubrics; Meet with students frequently to ensure understanding; Accept participation at any level (one word answers, drawings...)

[Link](#) to discipline accommodations chart

Core Instructional Resources

Teacher Pedagogical Resources:

[AASL Standards](#)

[Career Education \(Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards\)](#)

[Technology Integration \(9.4 Standards\)](#)

[NJSLA ELA](#)

Student Materials: Library books, Online library catalog, Public library offerings

DOE Mandates:

Diversity, Equity, and Inclusion Mandate:

Gender - Libraries have materials representing all genders

Sexual Orientation - Libraries have materials representing all sexual orientations

Race - Libraries have materials representing all races

Ethnicity - Libraries have materials representing all ethnicities

Religious Tolerance - Libraries have materials representing all religions

Unconscious Bias Impact on Individuals - Libraries have materials representing various viewpoints

Unconscious Bias Impact on Society - Libraries have materials representing various viewpoints

Economic Disparity Impact on Individuals - Libraries have materials representing various socioeconomic statuses; Libraries are free for all to use regardless of economic status

Economic Disparity Impact on Society - Libraries have materials representing various socioeconomic statuses; Libraries are free for all to use regardless of economic status

Notes:

Career Exploration Opportunities

-Explore jobs and resources involved in the publication of a book such as: author, illustrator, editor, publisher/publishing company, graphic designer, publicist, agent, sales representative, manager, marketer, book store, production, rights, distribution, etc.

-View and connect with authors/illustrators and those involved in the publication of a book both in person and virtually (recorded or live) whenever possible.

Reference, Research, and Technological Resources: Finding, Synthesizing, and Using Information in the Library - Unit 4

Grade Level: 3rd Grade

Length of Unit: Approximately one quarter, spiraling and divided through the year

Unit Rationale: Students will identify nonfiction books and online/technological resources as sources of information to answer questions and will utilize nonfiction text features to aide in organizing and synthesizing their growing knowledge as they hone their knowledge of the research process. Students will recognize the importance of expressing information in one’s own words and abiding by copyright laws.

Stage 1 - Desired Results

Understandings:

Students will understand that...

Reading for information has lifelong applications.
 Inquiry guides research.
 Information from various sources must be analyzed, synthesized, and applied appropriately.
 Using various resources to get information about a topic helps me understand the topic better than if I only used one source.
 Reading critically is important to determine whether or not information contradicts itself and why - opposite viewpoints, outdated publication date, etc.
 Some sources are more useful than others.
 Information must be evaluated and processed to determine accuracy, relevance, and validity.
 I need to give credit to authors when I use their ideas in a project.

Essential Questions:

What are the learning skills and strategies needed to successfully find information?
 Where can I locate relevant and authentic information?
 How do I synthesize information from a variety of sources?
 How do I evaluate information for validity?
 What can I learn by reflecting on the research process?

Content:

Students will know...

How to answer questions and synthesize information found in nonfiction sources (both print and digital).
 How to recognize a book or source as nonfiction (vs. fiction).
 How to utilize text features to organize and grow knowledge.
 How to revise a research question to make it more effective.
 How to utilize varied resources to gain, expand, and synthesize knowledge.
 That some information will be useful, whereas other information will not be relevant or helpful.
 How to recognize the importance of expressing

Skills:

Students will be able to...

Research topics of interest utilizing various sources.
 Engage in the research process to synthesize information from various sources.
 Identify how they can find the information to the questions they have.
 Reflect on the validity of sources.
 Adhere to and appreciate the importance of copyright laws.

information in one's own words by paraphrasing information found in resources and abiding by copyright laws.

AASL Standards

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

IB: Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps.

IC: Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve.

IVA: Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.

IVB: Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.

VA: Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.

VC: Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance.

VIA: Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

VIB: Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

CLKS Practices:

1. Act as a responsible and contributing community members and employee
2. Demonstrate creativity and innovation
3. Utilize critical thinking to make sense of problems and persevere in solving them

4. Model integrity, ethical leadership and effective management
5. Plan education and career paths aligned to personal goals
6. Use technology to enhance productivity increase collaboration and communicate effectively
7. Work productively in teams while using cultural/global competence

Explanation of how CLKs connect to the unit: Students will gain life skills that allow them to collaborate and use libraries to their benefit to meet personal and educational learning goals.

Explanation of how 9.2 standards connect to the unit: Through research investigations and inquiries, students will hone their sense of personal likes and dislikes while identifying possible careers that might be suited to their interests.

Interdisciplinary Standards - NJSL

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources.

Explanation of how interdisciplinary standards connect to the unit: Grade level reading, writing, and speaking/listening skills are paramount to effective research and lifelong success.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSL-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.

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

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

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

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

Explanation of how 9.4 standards connect to the unit: Students will need to synthesize information as they ethically use and gather research across a variety of sources.

Stage 2- Assessment Evidence:

Assessment:

Formative	Questioning, Exit tickets, Reflections, Sketches, Discussions, Self-Evaluations, Conversations, Anecdotal observations
Summative	Synthesis of research across sources
Alternative	Slideshow, Oral presentation, Recording
Benchmark	Questionnaire, Survey

Stage 3 - Learning Plan

Learning Activities:

Conduct lessons surrounding inquiry, research, evaluating accuracy and validity of sources, copyright laws, and search techniques.

Research topics of both individual and whole class interest.

Develop and answer research questions through modeling of the research process.

Recognize that a variety of sources offer different information that can be synthesized to grow knowledge.

Identify and extract relevant information in print and electronic resources.

Interpret information critically through reading, listening to, and viewing primary sources.

Differentiation:

ELL: Extend time requirements; Preferential seating; Check often for understanding; Oral/visual directions/prompts as needed; Supplemental materials; Modify assessments/rubrics as needed; Assign a buddy; Rephrase questions, directions, and explanations; Accept participation at any level (one word answers, drawings...)

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DOE Mandates: A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.

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Gender - Libraries have materials representing all genders

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Notes:

Career Exploration Opportunities

-Through research, students have access to print and non-print library sources about careers of their interest.

-Enhance Technology and Enrichment classes by guiding students to relevant resources about potential careers they are interested in.