CURRICULUM

FOR

LIBRARY MEDIA

GRADES K-6
This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title: Library Curriculum Grades K-6
Date of Board Adoptions: January 20, 2009 Revised – June 30, 2015
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1 - Library Orientation and Book Care

Target Course/Grade Level: Kindergarten

Unit Summary: This unit is designed to help kindergarten students become familiar with the library. Students will be introduced to the library media specialist and get a basic overview of rules and procedures. Additional lessons will focus on proper book care. Students will also discuss what libraries and information centers are and what kinds of materials can be found there.

Approximate Length of Unit: 6 weeks

Primary interdisciplinary connections: English Language Arts

LEARNING TARGETS

Anchor Standards: Reading

CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently

Speaking and Listening

SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively

Content Strand

CCCS:

SL. K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups

RL.K.10 Actively engage in group reading activities with purpose and understanding

CPI#

Cumulative Progress Indicators (CPIs) – AASL:

4.1.5 Connect ideas to own interests in previous knowledge and experience

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

4.1.1 Read, view, and listen for pleasure and personal growth
**Unit Understandings**

*Students will understand that...*
- The librarian is a teacher and resource person
- They should demonstrate proper library behavior
- They should demonstrate care of library materials

**Unit Essential Questions**

- What is the importance of the school media center?
- Why is it important to take care of library books?
- Why are libraries and information centers important?

**Knowledge and Skills**

*Students will know...*
- Taking care of library books helps them to last longer to be enjoyed by all students for many years
- Libraries and information centers are places where people can read, learn and explore

*Students will be able to...*
- Students will be able to independently and with guidance recognize and apply proper procedures and behaviors in a library setting

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**EVIDENCE OF LEARNING**

**Assessments**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*
- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses

**Learning Activities**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*
- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning
Teacher Resources:

Videos
Library videos that include uploads from different formats such as TeacherTube and YouTube.

Books such as:
- Quiet There’s A Canary in the Library
- Library Lion
- I Took My Frog to the Library
- The Wiggle Books
- Froggy Book
- Amelia Bedelia

Websites:

http://www.pppst.com/library.html

Presentations and SMART Board Files:
– Research presentations folder – kindergarten folder

Equipment Needed:
- Bright Links Technology
- VCR/DVD
- Document Camera
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 2 - Authors, Illustrators & Parts of a Book

Target Course/Grade Level: Kindergarten

Unit Summary: In this unit, students will be introduced to the concepts of author and illustrator. They will be able to remember what jobs authors and illustrators perform in creating a book. Students will become familiar with the different parts of a book. Lessons will focus on book parts such as: Author, spine and cover.

Approximate Length of Unit: 6 weeks

Primary interdisciplinary connections: Language Arts, Art

LEARNING TARGETS

Anchor Standards:

CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
CCR.6 Assess how point of view or purpose shapes the content and style of a text
CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
CCR.10 Read and comprehend complex literary and informational texts independently and proficiently

Speaking and Listening

SL.CCR. 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively

CCCS:

RL.K.5. Identify the front cover, back cover, and title page of a book
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)

RL.K.10. Actively engage in group reading activities with purpose and understanding

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups

CPI#
Cumulative Progress Indicators (CPIs)-AASL

3.2.3 Demonstrate teamwork by working productively with others

4.1.1 Read, view, listen for pleasure and personal growth

Unit Understandings

Students will understand that...

- Books have basic parts and that there is a differentiation between the role of author and illustrator

Unit Essential Questions

- Why is it important to know the different parts of a book?

Knowledge and Skills:

Students will know...

- The role of author and illustrator

Students will be able to...

- Students will be able to identify the basic parts of a book
- Students will be able to enjoy seasonal books, while reviewing the concepts of author and illustrator and the parts of a book

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Teacher Observation

- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
Learning Activities

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

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**RESOURCES**

**Teacher Resources:**

Books such as:

- Library Mouse
- What Happened to Marion’s Book

**Websites:**

http://exchange.smarttech.com/

Presentations and SMART Board Files:

- research presentations folder

**Equipment Needed:**

- Bright Links Technology
- Documentation Camera
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 3 Alphabetical Order and Shelf Browsing

Target Course/Grade Level: Kindergarten

Unit Summary: Students will focus on ABC books and will practice letters putting into ABC order. Students will also be introduced to the concept that picture books in the library are arranged in ABC order by the author’s last name.

Approximate Length of Unit: 6 weeks

Primary interdisciplinary connections: English Language Arts

LEARNING TARGETS

Anchor Standards - Reading

CCRA.R. 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

CCRA.R. 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text

Content Strand

CCCS –

RF.K.1 Demonstrate understanding of the organization and basic features of print
RF.K.1a Follow words from left to right, top to bottom, and page to page
RF.K.1d Recognize and name all upper and lower case letters of the alphabet

Unit Understandings

Students will understand that...

- It is important to keep things in order in the library so that materials can be easily found

CPI#

Cumulative Progress Indicators (CPIs)/AASL

2.4.3 Recognize new knowledge and understanding
4.1.1 Read, view, and listen for pleasure and personal growth
Unit Essential Questions

- Why is it important to keep things in order in the information center?

Knowledge and Skills

*Students will know...*

- To look to spine label for proper placement of book

*Students will be able to...*

- Practice reciting their ABC’s and put letters into ABC order

**EVIDENCE OF LEARNING**

Assessments

What evidence will be collected and deemed acceptable to show that students truly “understand”? 

- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses

Learning Activities

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

**RESOURCES**

Teacher Resources:

Books such as:

- Dr. Seuss’ ABC
- Chicka Chicka Boom Boom
Websites:
http://www.learningplanet.com/act/abcorder.asp
http://www.starfall.com

Presentations and SMART Board Files
Research presentations folder

Equipment Needed:

- Bright Links Technology
- Computer
- Document Camera
RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit - 4 Nursery Rhymes and Fairy Tales

Target Course/Grade Level: Kindergarten

Unit Summary - Students will become exposed to classic nursery rhymes and fairy tales. Students will learn the elements of a fairy tale and be introduced to the concepts of character, setting, and plot.

Approximate Length of Unit: 6 weeks

Primary interdisciplinary connections: English/Language Arts

LEARNING TARGETS

Anchor Standards:

Reading

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually quantitatively, and orally

Content Strand

CCCS

RL.K.1 With prompting and support, ask and answer questions about key details in a text

RL.K.2 With prompting and support, retell familiar stories, including key details

RL.K.10 Actively engage in group reading activities with purpose and understanding

RL.K.1 With prompting and support, ask and answer questions about key details in a text

RL.K.10 Actively engage in group reading activities with purpose and understanding

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through the media by asking and answering questions about key details and requesting clarification if something is not understood.

CPI#

Curriculum Progress Indicators (CPIs)/AASL

4.3.2 Recognize that resources are created for a variety of purposes.
4.1.3 Respond to literature and creative expressions of ideas in various formats in genres

Unit Understandings

Students will understand that...
- Most fairy tales have similar traits such as magic, royalty and happy endings
- Fairy tales are make believe

Unit Essential Questions

- What makes a fairy tale a fairy tale?
- Do fairy tales happen in real life?

Knowledge and Skills

Students will know...
- That fairy tales are very old stories that have been told and retold for many generations

Students will be able to...
- Distinguish fairy tales from a fictional story

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?
- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?
- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning
Teacher Resources:

Books such as
- The 3 Little Pigs
- Cinderella
- Goldilocks and the Three Bears

E-Books

Websites:
- Speakaboos Fairy Tale

Equipment Needed:
- Bright Links Technology
- Computer
- Document Camera
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit - 5 Story Elements and Author Study

Target Course/Grade Level: Kindergarten

Unit Summary: In this unit students will explore one or more authors’ body of work such as Eric Carle, Bill Martin, Mercer Mayer. Additionally students will focus on story elements such as character, setting and plot.

Approximate Length of Unit: 16 weeks

Primary interdisciplinary connections: English /Language Arts

LEARNING TARGETS

Standards:

A.R. 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text

CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Content Strand

CCCS:

RL.K.1. With prompting and support, ask and answer questions about key details in a text
RL.K.2. With prompting and support, retell familiar stories, including key details
RL.K.3. With prompting and support, identify characters, settings, and major events in a story
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)
RL.K.10. Actively engage in group reading activities with purpose and understanding
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through the media by asking and answering questions about key details and requesting clarification if something is not understood

CPI#

Curriculum Progress Indicator (CPI)/AASL
1.1.2 Use prior and background knowledge as context for new learning
3.1.3 Use writing and speaking skills to communicate new understandings effectively
4.1.3 Respond to literature and creative expressions of ideas and various format and genres

Unit Understandings

*Students will understand that...*
- An author is anyone who writes a book
- Authors can get writing ideas from everywhere and anywhere

Unit Essential Questions

- What makes someone an author?
- How does an author’s life and experience influence what they write about?

Knowledge and Skills

*Students will know...*
- Authors have different life experiences and writing styles

*Students will be able to...*
- Identify character and setting

EVIDENCE OF LEARNING

Assessments

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

Teacher Observation

- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:
Books by authors, such as:
- Jan Brett
- Eric Carle
- Laura Numeroff

Websites:
Author websites such as
http://www.janbrett.com
http://www.mousecookie.com

Equipment Needed:
- Bright Links Technology
- Document Camera
- Computer
Content Area: Library

Unit Title: Unit - 6 Fiction and Nonfiction

Target Course/Grade Level: Kindergarten

Unit Summary: This unit is designed to help students understand the difference between reality and make believe especially in books. Students will also become familiar with the terms fiction and nonfiction.

Approximate Length of Unit: 6 weeks

Primary interdisciplinary connections: Science/Social Studies/English/Language Arts

LEARNING TARGETS

Anchor Standards:

Reading

CCRA.R1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

CCRA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

CCRA.R10 Read and comprehend complex literary and informational texts independently and proficiently

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually quantitatively, and orally

Content Strand

CCSS:

RL.K.1. With prompting and support, ask and answer questions about key details in a text
RL.K.2. With prompting and support, retell familiar stories, including key details
RL.K.10. Actively engage in group reading activities with purpose and understanding
RI.K.1. With prompting and support, ask and answer questions about key details in a text
RI.K.10. Actively engage in group reading activities with purpose and understanding
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

CPI#
Curriculum Progress Indicator (CPIs) AASL
1.1.3 Develop and refine a range of questions to frame search for new understand
1.1.6 Read, view, and listening for information presented in any format (e.g., textual, visual, media, digital) in order to make inference to gather meaning
1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, or point of view or biases

Unit Understandings
Students will understand that…
- Fiction is a story that the author creates, while nonfiction contains information and facts

Unit Essential Questions
- How can readers tell if a book contains a story or facts?
- Why is it important to know the difference between fiction and nonfiction?

Knowledge and Skills
Students will be able to…
- Evaluate the difference between books that are made up stories and books that contain true facts

EVIDENCE OF LEARNING

Assessment
What evidence will be collected and deemed acceptable to show that students truly “understand”?
- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
Learning Activities
What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of questioning

RESOURCES

Teacher Resources:
- Books
- Pairs of fiction and nonfiction books on similar subjects

Websites:

Smart Board Files:
- research presentations folder-Kindergarten

Equipment:
- Bright Links Technology
- DVD
  - CD Player
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1 - Orientation and BookCare

Target Course/Grade Level: First Grade

Unit Summary
This unit is designed to reorient 1st grade students to library rules, routines and procedures. Students will review expectations of behavior. Students will also review the layout of the library and go over book checkout procedures. Additionally, several lessons will focus on proper book care.

Approximate Unit of time: 6 weeks

Primary interdisciplinary connections: English/Language Arts

LEARNING TARGETS

Standards:

Anchor Standards

Reading
CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently

Speaking and Listening
CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively
CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually quantitatively, and orally

Content Strand

CCCS:
RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1
RL.1.10. With prompting and support, read informational texts appropriately complex for grade 1
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media
CPI#

Curriculum Progress Indicators (CPIs)- AASL

4.1.5 Connect ideas to own interests in previous knowledge and experience
1.2.2 Demonstrate confidence in self-direction by making independent choices in the selection of resources and information
1.4.4 Seek appropriate help when needed
2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems

Unit Understandings

Students will understand that…
- libraries are places where people can read, learn, and explore
- taking care of books helps them to last longer; to be enjoyed by all students for many years

Unit Essential Questions

- Why is it important to take care of library books?
- Why are libraries important?

Knowledge and Skills

Students will know…
- That libraries and information centers are calm, quiet places where people go to learn and enjoy books and other media

Students will be able to…
- understand and apply knowledge of necessary library rules and procedures
- understand and apply procedures for proper book care

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?
- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
Learning Activities
What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment
- Multiple levels of question

RESOURCES

Teacher Resources:
Books such as:

- Stella Louella’s Runaway Book
- I.Q. Goes to the Library
- Any other age appropriate library orientation books
- Read it, Don’t Eat it
- Wild About Books
- What Happened to Marion’s Book?
- Animals Should Definitely Not Wear Clothing

Games:

- “No, No, Never Game”

Presentations and Smart Board Files:

- 1st Grade Folder presentation folder

Equipment Needed:

- Bright Links Technology
- Document Camera
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit - 2 Authors, Illustrators and Parts of Book

Target Course/Grade Level: First Grade

Unit Summary: In this unit, students will review the concepts of author and illustrator. They will listen to and view stories and discuss the roles that the authors and illustrators had in creating the books. Students will also review and expand on their knowledge of the parts of a book including; title page, table of contents, spine, cover and spine label, etc.

Approximate Length of Unit: 10 weeks

Primary interdisciplinary connections: English/Language Arts/Art

LEARNING TARGETS

Anchor Standards:

Reading

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text

CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Speaking and Listening

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually quantitatively, and orally
Content Strand

CCCS:
RL.1.1. Ask and answer questions about key details in a text
RL.1.6. Identify who is telling the story at various points in a text
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electron menus, icons) to locate key facts or information in a text
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
RI.1.7. Use the illustrations and details in a text to describe its key ideas

CPI#

Curriculum Progress Indicator (CPIs)- AASL
3.2.3 Demonstrate teamwork by working productively with others
4.1.1 Read, view, listen for pleasure and personal growth

Unit Understandings

Students will understand that…
• the parts of the book help us to become better readers

Unit Essential Questions

• Why is it important to know the different parts of a book?

Knowledge and Skills

Students will know…
• the roles of the author and illustrator and differentiate between the two
• the different book parts while searching for and reading a book

Students will be able to…
• identify the role of an author in creating a book.
• identify the role of an illustrator in creating a book, as well as a number of illustrator tools.
• identify the different parts of a book.
• various authors and illustrators.
EVIDENCE OF LEARNING

Assessment
What evidence will be collected and deemed acceptable to show that students truly “understand”?
- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses

Learning Activities
What differentiated learning experiences and instruction will enable all students to achieve the desired results?
- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment

RESOURCES

Teacher Resources:
Books:
- Any age appropriate book about being an author or an illustrator
- Books by authors used for author study
- Books by various illustrators

Websites:
- Author websites

Movies:
- Movies about being an author and/or illustrator downloaded from www.learn360.com
- For example: A Visit With Rosemary Wells

Equipment Needed:
- Bright Links Technology
Content Area: Library

Unit Title: Unit 3 - Alphabetical Order and Shelf Browsing

Target Course/Grade Level: First Grade

Unit Summary
In this unit, learning will focus on ABC order and library organization. Students will learn that easy fiction books are kept in ABC order by the author’s last name. Students will practice putting letters and words into ABC order via the SMART Board and also on paper. Students will also have the opportunity to search for books using the books’ spine labels.

Approximate Length of Unit: 6 Weeks

Primary interdisciplinary connections: English/Language Arts

LEARNING TARGETS

Standards

Anchor Standards:

Reading

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

Language

CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Content Strand

CCSS

RF.1.1 Demonstrate understanding of the organization and basic features of print
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
CPI#

Curriculum Progress Indicators (CPIs)-AASL

1.1.2 Use prior and background knowledge as context for new learning
4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading

Unit Understandings

Students will understand that…

• It is important to keep things in order in the information center so that we can find what we are looking for

Unit Essential Questions

• Why is it important to keep things in order in the information center?

Knowledge and Skills

Students will know…

• how to put letters and simple words into alphabetical order and use that skill to locate simple easy fiction

Students will be able to…

• locate easy fiction books using the spine label and abc order skills

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

• Teacher Observation
• Oral Student Feedback
• Thumbs Up/Thumbs Down
• Drawn/Written Responses

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

• Flexible pairing or grouping students
• Revising worksheets
• Allowing additional time
• Preferential seating
• Ongoing assessment and adjustment
Teacher Resources:

Books:
- Any age appropriate Alphabet Book

DVD
- Chicka Chicka Boom Boom

Equipment Needed:
- Bright Links Technology
- DVD Player
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 4 - Fiction/Nonfiction

Target Course/Grade Level: First Grade

Unit Summary
In this unit students will review the difference between fiction and informational text. Students will practice differentiating between fiction and nonfiction. They’ll learn that fiction books are stories and nonfiction books are informational and contain true facts.

Approximate Length of Unit: 10 weeks

Primary interdisciplinary connections: English/Language Arts/Social Studies/Science

LEARNING TARGETS

Standards:

Anchor Standards:

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge of to compare the approaches the authors take

Speaking and Listening

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually quantitatively, and orally

Content Strand

CCSS

RL.1.1. Ask and answer questions about key details in a text

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
RI.1.1. Ask and answer questions about key details in a text.
RI.1.2. Identify the main topic and retell key details of a text.
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CPI#

Curriculum Progress Indicator (CPIs)-AASL
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.
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.
4.3.2 Recognize that resources are created for a variety of purposes.

Unit Understandings
Students will understand that...
- Fiction and nonfiction texts are written for different reasons and are organized in different ways.
- Nonfiction text is organized differently than fiction. Understanding the features of nonfiction helps the reader to better comprehend.

Unit Essential Questions
- Why is it important for readers to differentiate between fiction and nonfiction?
- Why is it important to read nonfiction differently than fiction?

Knowledge and Skills
Students will know...
- the difference between fiction and nonfiction.

Students will be able to...
- recognize and describe the characteristics of a fiction book.
- recognize and describe the characteristics of a nonfiction book.
- read a book and recognize whether it is fiction or nonfiction.

EVIDENCE OF LEARNING

Assessment
What evidence will be collected and deemed acceptable to show that students truly “understand”?
- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating

RESOURCES

Teacher Resources:

Books:
  - Pairs of fiction and nonfiction books on the same subject

Equipment Needed:
  - Bright Links Technology
  - Document Camera
Content Area: Library

Unit Title: Unit 5 - Fictional Story Elements

Target Course/Grade Level: First Grade

Unit Summary
In this unit, students will explore fictional picture books. Instruction will focus on the retelling of stories and determining the central message. Learning will also focus on the elements of stories such as the setting, characters and events. Students will also compare and contrast the experience of characters within stories.

Approximate Length of Unit: 4 weeks

Primary interdisciplinary connections: English/Language Arts

LEARNING TARGETS

Standards
Anchor Standards:

Reading
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge to compare the approaches the authors take

Speaking and Listening
CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively
CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually quantitatively, and orally
Content Strand

CCCS

RL.1.1. Ask and answer questions about key details in a text
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson
RL.1.3. Describe characters, settings, and major events in a story, using key details
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events
RL.1.9. Compare and contrast the adventures and experiences of characters in stories
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media

CPI#

Curriculum Progress Indicator (CPIs)-AASL

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres
3.1.3 Use writing and speaking skills to communicate new understandings effectively
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

Unit Understandings

Students will understand that…
- Different kinds of stories contain different elements and features

Unit Essential Questions

- How do story elements contribute to our understanding of fiction?

Knowledge and Skills

Students will know…
- how to describe the characteristics and story elements of fiction

Students will be able to…
- determine the main idea of a story
- analyze the difference between story events, characters and settings

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”? 
- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
Learning Activities
What differentiated learning experiences and instruction will enable all students to achieve the desired results?
- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment

RESOURCES

Teacher Resources:
Books such as:
- Tacky the Penguin
- Enemy Pie
- Chrysanthemum
- Cloudy With A Chance of Meatballs
- The Great Kapok Tree

Websites

Equipment Needed:
- Bright Links Technology
- Document Camera
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit - 6 Nonfiction/Beginning Research

Target Course/Grade Level: First Grade

Unit Summary
In this unit, students will review and reinforce their understanding of the features of nonfiction. In addition, students will perform basic research using the index and table of contents in nonfiction books. Students will practice searching for and recording facts into a graphic organizer on a given subject.

Approximate Length of Unit: 4 weeks

Primary interdisciplinary connections: English-Language Arts/Social Studies/Science

LEARNING TARGETS

Standards:

Reading

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

CCRA.R. 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text

R. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

R. 6 Assess how point of view or purpose shapes the content and style of a text

R. 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

Writing

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
Content Strand

CCSS

RI.1.1. Ask and answer questions about key details in a text
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in text
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electron menus, icons) to locate key facts or information in a text
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
RI.1.8. Identify the reasons an author gives to support points in a text
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how to” book on a given topic and use them to write a sequence of instructions)
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
W.1.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)

CPI#

Curriculum Progress Indicators (CPIs)-AASL

2.2.4 Demonstrate personal productivity by completing products to express learning
3.1.3 Use writing and speaking skills to communicate new understandings effectively

Unit Understandings

Students will understand that…

- important facts helps the reader understand the text

Unit Essential Questions

- How can I determine what facts are most important when I read nonfiction?

Knowledge and Skills

Students will know…

- how to find and record information

Students will be able to…

- identify and utilize basic nonfiction features such as table of contents and index
- utilize nonfiction features to find relevant information in a nonfiction text
- record findings utilizing a graphic organizer
EVIDENCE OF LEARNING

Assessment
What evidence will be collected and deemed acceptable to show that students truly “understand”?
- Teacher Observation
- Oral Student Feedback
- Thumbs Up/Thumbs Down
- Drawn/Written Responses
- Graphic Organizers

Learning Activities
What differentiated learning experiences and instruction will enable all students to achieve the desired results?
- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
- Ongoing assessment and adjustment

RESOURCES

Teacher Resources:
- Nonfiction Books
- Groups of 1st grade nonfiction books for research on a chosen topic
- Graphic Organizers for Research

Websites:
- Britannica Online

Equipment Needed:
- Bright Links Technology
- Document Camera
RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1 - Library Orientation

Target Course/Grade Level: Second Grade

Unit Summary:
This unit will allow 2nd grade students to review library rules, routines and procedures as well as expectations of behavior. Students will also review the layout of the library and book check out procedures.

Approximate Length of Unit: 4 weeks

Primary interdisciplinary connections: English/Language Arts

LEARNING TARGETS

Standards:

Anchor Standards:

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

SL. 2 Integrate and evaluate information presented in diverse media and formats, including visually quantitatively, and orally.

Content Strand

CCCS:

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
  - Follow agreed upon rules 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)
  - Build on others’ talk in conversations by linking their comments to the remarks of others
  - Ask for clarification and further explanation as needed about the topics and texts under discussion

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

CPI#
Curriculum Progress Indicators (CPIs) - AASL

4.1.5 Connect ideas to own interests in previous knowledge and experience
1.2.2 Demonstrate confidence in self-direction by making independent choices in the selection of resources and information
1.4.4 Seek appropriate help when needed
2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems

Unit Understandings

Students will understand that…
- libraries and information centers are places where people can read, learn, and explore
- rules and procedures help to keep everyone safe and able to enjoy their time in the library

Unit Essential Questions

- Why are libraries and information centers important?
- Why do we need to have rules and procedures?

Knowledge and Skills

Students will know…
- how to read and evaluate texts in all formats for personal and intellectual growth, how to locate information from a variety of sources

Students will be able to…
- understand and the layout and routines of the school’s library
- understand and demonstrate proper manners as well as follow rules, routines and procedures

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?  
- Teacher observations
- Class discussion
- Oral student feedback

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?
- Teamwork
- Individual work
Teacher Resources:

Books such as:
- A Fine, Fine School
- Rules for School
- Library Lil
- Library Lion

Equipment Needed:
- Bright Links Technology
- Document Camera
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 2 Parts of a Book/ABC Order

Target Course/Grade Level: Second Grade

Unit Summary
This unit will focus on the parts of ABC order and library organization. Students will practice putting letters and words into ABC order to the second letter via the SMART Board and also on paper.

Students will also review and expand on their knowledge of the parts of a book including: Title page, table of contents, spine, cover, and spine label, etc. Students will also have the opportunity to search for books using the books’ spine labels.

Approximate Length of Unit: 8 weeks

Primary interdisciplinary connections: English/Language Arts

LEARNING TARGETS

Standards:
CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Content Strand

CCSS
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

CPIs

Curriculum Progress Indicators (CPIs) - AASL
2.1.2 Organize knowledge so that it is useful
2.2.4 Demonstrate personal productivity by completing products to express learning
2.4.3 Recognize new knowledge and understanding
Unit Understandings
Students will understand that…
- Books are arranged in a specific order to keep materials organized and allow library users to easily locate materials
- Each part of a book has a special purpose, ranging from helping users find information as well protecting the book

Unit Essential Questions
- How does alphabetical order help in the library?
- Why is it important to know the different parts of a book?

Knowledge and Skills
Students will know…
- how to locate a book by a specific author

Students will be able to…
- explain the importance of alphabetical order in the library
- identify the parts of a book and their roles

EVIDENCE OF LEARNING
Assessment
What evidence will be collected and deemed acceptable to show that students truly “understand”?
- Teacher Observation
- Class Discussion
- Oral Student feedback

Learning Activities
What differentiated learning experiences and instruction will enable all students to achieve the desired results?
- Teamwork
- Modify assignment

RESOURCES
Teacher Resources:
Books by:
- Peggy Parish
- Margie Palatini
Author websites

- Smart Board Files:
- Alphabetical Order
- Parts of a Book

Equipment Needed:

- Bright Links Technology
- Document Camera
RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 3 Genres of Fiction

Target Course/Grade Level: Second Grade

Unit Summary
In this unit students will explore the various genres within fiction. Students will learn to differentiate between mystery, realistic fiction, fantasy, historical fiction, folklore, and poetry.

Approximate Length of Unit: 12 weeks

Primary interdisciplinary connections: English/Language Arts

LEARNING TARGETS

Standards:

Anchor Standards:

Reading
R. 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
R. 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text
R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Content Standards

RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral

CPI#

Curriculum Progress Indicators (CPIs) - AASL
1.1.3 Develop and refine a range of questions to frame search for new understanding
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
4.1.3 Respond to literature and creative expressions of ideas in various formats and genres
Unit Understandings
Students will understand that…
- Different genres use differing formats and styles
- Authors use different genres for specific purposes

Unit Essential Questions
- How does understanding what different genres are help a reader to comprehend?
- Why is literature classified into different genres?

Knowledge and Skills
Students will know…
- How to differentiate between various types of genres of literature as well as classify books by genre

Students will be able to…
- recognize the genre of a book

EVIDENCE OF LEARNING

Assessment
What evidence will be collected and deemed acceptable to show that students truly “understand”?  
- Teacher Observation
- Oral student feedback

Learning Activities
- What differentiated learning experiences and instruction will enable all students to achieve the desired results?

RESOURCES

Teacher Resources:
- Various books on the specific genres listed above

Websites:

Equipment Needed:
- Bright Links Technology
- Chromebooks
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 4 Research

Target Course/Grade Level: Second Grade

Unit Summary
This unit will focus on nonfiction reading and writing research. Students will review the features of nonfiction. They will be asked to create a mini research project.

Approximate Length of Unit: 14 weeks

Primary interdisciplinary connections: English/Language Arts/Science/Social Studies

LEARNING TARGETS

Standards:

Anchor Standard:

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text

Content Standards

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

Content Standards

CC.2.R.F.4.a Read grade-level text with purpose and understanding.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing a needed by revising and editing

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)

W.2.8. Recall information from experiences or gather information from provided sources to answer a question

CPI#

Curriculum Progress Indicator (CPIs)-AASL

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

2.2.4 Demonstrate personal productivity by completing products to express learning

3.1.3 Use writing and speaking skills to communicate new understandings effectively

Unit Understandings

Students will understand that…

- Staying organized helps when it is time to put the research project together

Unit Essential Questions

- Why is it important to organize information when doing research

Knowledge and Skills

Students will know…

- how to locate information from a variety of sources

Students will be able to…

- understand and apply knowledge of the features of nonfiction in order find information
- create a basic mini research project of their own choosing

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Class Discussion
- Oral student feedback
- Completed research project
Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Teamwork
- Modify assignment

Teacher Resources:

Books:
- Nonfiction books to support research projects
- Easy biographies

Equipment Needed:
- Bright Links Technology
- Chromebooks
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1 Library Orientation / Location of Books / Fiction and Nonfiction Arrangement

Target Course/Grade Level: Third Grade

Unit Summary
In this unit, students will review library rules and procedures. They will also review the different sections of the library and where books are located. Students will also be introduced to popular fiction and nonfiction appropriate for most third grade readers. Additional lessons will focus on the arrangement of books. Students will review the ABC order of fiction books.

Approximate Length of Unit: 4 weeks

Primary interdisciplinary connections: English Language Arts, Math, Science, Social Studies

LEARNING TARGETS

Standards:

Anchor Standards

CCRA.R. 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

CCRA.R. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

CCRA.R. 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

CCRA.R. 10 Read and comprehend complex literary and informational texts independently and proficiently

Speaking and Listening

SL.3.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively
Content Strand

CPI#

Curriculum Progress Indicators (CPIs) - AASL

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

1.3.4 Contribute to the exchange of ideas within the learning community

4.1.1 Read, view, and listen for pleasure and personal growth

Unit Understandings

Students will understand that…

- Libraries and information centers are places where people can read, learn and explore
- Rules and procedures help to keep everyone safe and able to enjoy their time in the Library

Unit Essential Questions

- Why are libraries and information centers important?
- Why do we need to have rules and procedures?
- What if there was no organizational system in the library?

Knowledge and Skills

Students will know…

- The importance of libraries, follow appropriate library procedures, and locate library materials

Students will be able to…

- Understand and apply knowledge of necessary information center rules and procedures
- Locate fiction books using spine labels
- Remember and understand the ABC order of the book as placed on the shelves in the fiction section

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Multiple levels of questioning
Teacher Resources:

- Presentations and SMART Board Files:

Equipment Needed:

- Bright Links Technology
UNIT OVERVIEW

Content Area: Library

Unit Title: OPAC

Target Course/Grade Level: Third Grade

Unit Summary
In this unit lessons will focus on the use of Destiny: Rahway’s Online Public Access Catalog.

Approximate Length of Unit: 10 weeks

Primary interdisciplinary connections: Technology

LEARNING TARGETS

Standards:

NJCCC Standards 8.1 Educational Technology:
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

CPI#

Curriculum Progress Indicator (CPI’s) - AASL
1.1.8 Demonstrate mastery of technology tools to access information and peruse inquiry

Unit Understandings
Students will understand that…
• Destiny is the index to all materials in the library

Unit Essential Questions
• How do I locate, access, and choose information resources in the library?

Knowledge and Skills
Students will know…
• that Destiny is the key to locating library materials

Students will be able to…
• decipher and navigate Destiny
• select appropriate search/keywords
• locate books on the shelf
Assessment
What evidence will be collected and deemed acceptable to show that students truly “understand”?
- Students participate in independent searches during check out time

Learning Activities
What differentiated learning experiences and instruction will enable all students to achieve the desired results?

RESOURCES

Equipment Needed:
- Bright Links Technology
- Document Camera

Teacher Resources:
- Destiny Files
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 2 Genres of Fiction and Nonfiction

Target Course/Grade Level: Third Grade

Unit Summary
In this unit, students will explore the various genres within fiction and nonfiction. Students will learn to differentiate between mystery, realistic fiction, fantasy, historical fiction, folklore, and poetry. They will also explore the different genres of nonfiction, such as biography and autobiography.

Approximate Length of Unit: 6 weeks

Primary interdisciplinary connections: English Language Arts, Science and Social Studies

LEARNING TARGETS

Standards:

Anchor Standards:

Reading

R. 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

R. 9 Analyze how two or more texts address similar themes or topics in order to build knowledge to compare the approaches the authors take

Content Strand

CCSS

RL.3.1. Ask and answer questions 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, lesson, or moral and explain how it is conveyed through key details in the text

RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic
CPI#

Curriculum Progress Indicator (CPI’s) - AASL

3.1.3 Use writing and speaking skills to communicate new understandings effectively
4.1.1 Read, view, and listen for pleasure and personal growth
4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading

Unit Understandings

Students will understand that…
- Different genres use differing formats and styles
- Authors use different genres for specific purposes
- Books can cross into more than one genre

Unit Essential Questions

- How does understanding what different genres are help a reader to comprehend?
- Why is literature classified into different genres?

Knowledge and Skills

Students will know…
- that there are different genres in literature

Students will be able to…
- differentiate between various types of genres of literature as well as classify books by genre

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?
- Teacher Observation
- Oral Student Feedback

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?
- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
Teacher Resources:

- Genre Posters
- Teacher created displays

Have students participate in an online game identifying genre such as:


Equipment Needed:

- Bright Links Technology
- Chromebooks
UNIT OVERVIEW

Content Area:  Library

Unit Title:  Reference Materials

Target Course/Grade Level:  Third Grade

Unit Summary
In this unit, students will explore various types of reference materials.

Approximate Length of Unit:  9 Weeks

Primary interdisciplinary connections:  English Language Arts, Social Studies, Science and Technology

LEARNING TARGETS

Standards:

Anchor Standards:

Reading

R. 1  Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

R. 2  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

R. 5  Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

R. 7  Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Content Strands

CCCS

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

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

Curriculum Progress Indicator (CPI’s) - AASL

1.1.8 Demonstrate mastery of technology tools to access information and peruse inquiry

Unit Understandings
Students will understand that…
  • being able to access and utilize information can help us to be lifelong learners

Unit Essential Questions
  • How do we access information?
  • For what purpose can we use information?

Knowledge and Skills
Students will know…
  • how to access information using various types of reference materials

Students will be able to…
  • review the conventions of nonfiction such as the table of contents, index, glossary, etc. and utilize them to retrieve information
  • understand and apply dictionary skills while utilizing print dictionaries as well as online dictionaries
  • understand and apply thesaurus skills in order to enhance vocabulary in writing
  • utilize print and online encyclopedias to retrieve and record information
  • determine which reference source is appropriate for their needs

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**EVIDENCE OF LEARNING**

Assessment
What evidence will be collected and deemed acceptable to show that students truly “understand”?
  • Teacher Observation
  • Oral Student Feedback
  • Written Responses

Learning Activities
What differentiated learning experiences and instruction will enable all students to achieve the desired results?
  • Flexible pairing or grouping students
  • Allowing additional time
  • Preferential seating
Teacher Resources:

- Reference Books such as encyclopedias, dictionaries, and thesauruses

Equipment Needed:

- Bright Links Technology
- Chromebooks/Computers
- Document Camera
UNIT OVERVIEW

Content Area: Library

Unit Title: Research

Target Course/Grade Level: Third Grade

Unit Summary
Students will complete a research on a given topic appropriate for their grade level

Approximate Length of Unit: 9 Weeks

Primary interdisciplinary connections: English Language Arts, Science, Social Studies, Technology

LEARNING TARGETS

Standards:
Anchor Standards

Reading
R. 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
R. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Writing
W. 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
W. 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
W. 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
Content Strand

CCSS

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

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

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

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

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; take brief notes on sources and sort evidence into provided categories

CPI#

Curriculum Progress Indicator (CPI’S)-AASL

1.1.2 Use prior and background knowledge as context for new learning
1.1.4 Find, evaluate, and select appropriate sources to answer questions
2.1.2 Organize knowledge so that it is useful

Unit Understandings

Students will understand that…
- Various reference sources are used to locate specific information

Unit Essential Questions
- How do I find the information I need?
- How can I communicate my research findings?

Knowledge and Skills

Students will know…
- Information can be located from a variety of print and online sources

Students will be able to…
- locate and select information relevant to topic
- take notes on a graphic organizer provided
- synthesize and share information in the form of a final project
**Evidence of Learning**

**Assessment**

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Completed Projects

**Learning Activities**

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating

**Resources**

**Teacher Resources:**

- Nonfiction books
- Encyclopedias (print and non-print)
- Smartboard files

**Equipment Needed:**

- Bright Links Technology
- Chromebooks/Computers
- Document Camera
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1 - Library Orientation/ Fiction and Nonfiction Arrangement

Target Course/Grade Level: Fourth Grade

Unit Summary
This unit will review library rules and procedures. Students will also review the different sections of the library, where books are located, and how to access materials using the OPAC. Students will review the arrangement of fiction. Students will be introduced to the Dewey Decimal System.

Approximate Length of Unit: 14 Weeks

Primary interdisciplinary connections: English Language Arts, Math, Science, Social Studies

LEARNING TARGETS

Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Anchor Standards:

Reading

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text

CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge to compare the approaches the authors take

Speaking and Listening

SL. 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively
Content Strand

CCSS

RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

SL.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

CPI#

Curriculum Progress Indicators (CPIs) - AASL

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

1.3.4 Contribute to the exchange of ideas within the learning community

4.1.1 Read, view, and listen for pleasure and personal growth

Unit Understandings

Students will understand that…

• the library is used for multiple purposes

Unit Essential Questions

• Why are libraries important?
• Why do we need to have rules and procedures?

Knowledge and Skills

Students will know…

• how to access various types of information using the library

Students will be able to…

• locate fiction books using spine labels
• remember that fiction books are shelved in alphabetical order by the author’s last name
• locate nonfiction books using spine labels
• remember that the Dewey Decimal System is used for nonfiction books

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”? 

• Teacher observation
• Oral student feedback
Learning Activities
What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating
- Teamwork

RESOURCES

Teacher Resources:

- Presentations and SMART Board Files: Grade 4

Equipment Needed:

- Chromebooks/Computers
- Bright Links Technology
- Document Camera
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 2 - Reference Materials

Target Course/Grade Level: Fourth Grade

Unit Summary
Students will review the conventions of nonfiction and explore various types of reference materials.

Approximate Length of Unit: 14 Weeks

Primary interdisciplinary connections: English Language Arts, Science, Social Studies, Technology

LEARNING TARGETS

Standards:

Anchor Standards:

Reading

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text

CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

Content Strand

CCSS

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and what drawing inferences from the text

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

CPI#
Curriculum Progress Indication (CPI’s) - AASL
1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process
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

Unit Understandings
Students will understand that…
- they can locate information from a variety of sources

Unit Essential Questions
- How do we access information?
- How can we use information?
- Why is it important to evaluate information?
- How can we be critical of what we read?

Knowledge and Skills
Students will know…
- how to utilize information to be lifelong learners

Students will be able to…
- utilize the almanac to retrieve and record facts and information
- use print and online encyclopedias

EVIDENCE OF LEARNING

Assessment
What evidence will be collected and deemed acceptable to show that students truly “understand”?
- Teacher observation
- Completed assignments
- Oral student feedback

Learning Activities
What differentiated learning experiences and instruction will enable all students to achieve the desired results?
- Teamwork
- Individual work
- Modified assignment
Teacher Resources:
- Almanac Video
- Reference Books such as almanacs and encyclopedias

Equipment Needed:
- Computers
- Bright Links Technology
- Document Camera
Content Area: Library

Unit Title: Unit 3 - Research

Target Course/Grade Level: Fourth Grade

Unit Summary
In this unit students will utilize library resources to complete a research task.

Approximate Length of Unit: 9 Weeks

Primary interdisciplinary connections: English Language Arts, Science, Social Studies

LEARNING TARGETS

Standards:

Anchor Standards

Reading

R. 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

R. 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text

R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

R. 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

Content Strand

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and what drawing inferences from the text

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic
Curriculum Progress Indication (CPI’s) - AASL

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

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process

Unit Understandings

Students will understand that…

- Information can be located from a variety of sources

Unit Essential Questions

- How do I find the information I need?
- How can I communicate my research findings?

Knowledge and Skills

Students will know…

- where to find specific information for their varied reference needs

Students will be able to…

- apply knowledge of nonfiction conventions when performing research
- complete a research project on a nonfiction topic

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher observation
- Completed projects

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flexible pairing or grouping students
- Revising worksheets
- Allowing additional time
- Preferential seating
Teacher Resources:

- Library Skills Videos
- On-line Research site, e.g. Britannica

Equipment Needed:

- DVD
- Computers
- Bright Links Technology
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 1 - Library Orientation / Genres of Fiction and Nonfiction

Target Course/Grade Level: Fifth Grade

Unit Summary
In this unit, students will review library rules and procedures. They will also review the different sections of the library and where books are located. Students will also be introduced to genres of fiction and nonfiction appropriate for most fifth grade readers. Students will learn to differentiate between mystery, realistic fiction, fantasy, historical fiction, folklore and poetry. They will also explore the different genres of nonfiction such as biography and autobiography. Additional lessons will focus on the arrangement of books. Students will review the ABC order of fiction books, the Dewey Decimal System for nonfiction books. Lessons will also focus on the use of Destiny, the OPAC online catalog.

Approximate Length of Unit: 14 Weeks

Primary interdisciplinary connections: English Language Arts, Math, Science, Social Studies

LEARNING TARGETS

Standards:
Anchor Standards:
Reading
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge of to compare the approaches the authors take
CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently
Speaking and Listening

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively

SL.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

Content Strand

CCSS

RL.5.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

RL.5.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

SL.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

CPI#

Curriculum Progress Indicators (CPI’s) - AASL

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

4.1.1 Read, view, and listen for pleasure and personal growth

4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres

Unit Understandings

Students will understand that…

- the library is a source of materials in print and non-print which will meet their varied needs

Unit Essential Questions

- Why are libraries and information centers important?
- Why do we need to have rules and procedures?
- How does understanding what different genres are help a reader to comprehend?
- Why is literature classified into different genres?

Knowledge and Skills

Students will know…

- how to locate materials using the library catalog
- how to choose appropriate reading materials based on reading levels and interests
Students will be able to...
- choose a just right book. They will be introduced to several novels, authors and series appropriate for many fifth grade readers
- locate fiction books using spine labels. They will also remember and understand the ABC order of the bookshelves in fiction
- nonfiction books using spine labels. They will also remember and understand the number order of the bookshelves in nonfiction
- differentiate between various types of genres of literature. They will also be able to classify books by genre

**EVIDENCE OF LEARNING**

**Assessment**
What evidence will be collected and deemed acceptable to show that students truly “understand”?
- Teacher Observation
- Oral Student Feedback

**Learning Activities**
What differentiated learning experiences and instruction will enable all students to achieve the desired results?
- Flexible pairing or grouping students
- Allowing additional time
- Preferential seating

**RESOURCES**

**Teacher Resources:**

**Books:**
Books from various genres (biography, autobiography, poetry, mystery, science fiction, fantasy, legend, realistic fiction, etc.).

**Presentations and SMART Board Files: Grade 5**

**Equipment Needed:**
- Bright Links Technology
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 2 - Reference Sources

Target Course/Grade Level: Fifth Grade

Unit Summary
Students will also review the conventions of nonfiction and explore various types of reference materials. Students will review what plagiarism is and how to avoid it. They will also learn about copyright law and why it is important. Lessons with a focus on the fact that copyright covers all types or original work including; music, art, and writing. Students will also practice taking notes and become familiar with the concept of citing sources.

Approximate Length of Unit: 14 Weeks

Primary interdisciplinary connections: English Language Arts, Social Studies, Science

LEARNING TARGETS

Standards:
Anchor Standards:
CCRA.R.1 Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

Content Strand
RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawn inferences from the text
RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
SL.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
SL.5.2. Summarize a written text read aloud or information presented in diverse media and format including visually, quantitatively, and orally
CPI#

Curriculum Progress Indicators (CPI’s) - AASL

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process
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
4.1.3 Respond to literature and creative expressions of ideas in various formats and genres

Unit Understandings

Students will understand that…

???

Unit Essential Questions

- How do we access information?
- For what purpose can we use information?
- Why is it important to evaluate information?
- How can we be critical of what we read?
- Why is it important to respect copyright?

Knowledge and Skills

Students will know…

- when to use various reference sources
- to avoid plagiarism
- how to cite sources

Students will be able to…

- access and utilize the almanac, atlas, and online encyclopedias
- they will also be able to determine when to use what reference source
- understand what copyright is and why it is important to respect it
- understand what plagiarism is apply strategies to avoid it
- work on beginning note taking skills and practice paraphrasing

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher Observation
- Oral Student Feedback
Learning Activities
What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Choices of books
- Multiple levels of questioning

RESOURCES

Teacher Resources:
Reference books

Presentations and SMART Board Files: Grade 5

Equipment Needed:
- Bright Links Technology
UNIT OVERVIEW

Content Area: Library

Unit Title: Unit 3 - Research

Target Course/Grade Level: Sixth Grade

Unit Summary
Students will perform research on a given topic

Approximate Length of Unit: 9 Weeks

Primary interdisciplinary connections: English Language Arts/Science/Social Studies/Technology

LEARNING TARGETS

Standards:

Anchor Standard:
CCRA.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

CCRA.R.3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text

Content Strand

CCCS
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text

CPI#

Curriculum Progress Indicators (CPI’s) - AASL
1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process

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
4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading

Unit Understandings
Students will understand that…
- Information can be communicated through a variety of print and digital media

Unit Essential Questions
- How do I find the information I need?

Knowledge and Skills
Students will know…
- Information can be located from a variety of print and online sources

Students will be able to…
- apply knowledge of nonfiction conventions and online databases when performing research
- complete a research project based on a nonfiction topic

EVIDENCE OF LEARNING

Assessment
What evidence will be collected and deemed acceptable to show that students truly “understand”? 
- Teacher Observation
- Completed projects

Learning Activities
What differentiated learning experiences and instruction will enable all students to achieve the desired results?
- Choices of books
- Multiple levels of questioning

RESOURCES

Teacher Resources:
- Books
- Reference books

Presentations and SMART Board Files:

Equipment Needed:
- Bright Links Technology
UNIT OVERVIEW

Content Area: Library

Unit Title: Reference Books/ Research

Target Course/Grade Level: Grade 6

Unit Summary
In this unit, students will analyze websites. They will be taught to look for clues about a website’s origin and authenticity. Students will also review the conventions of nonfiction and explore various types of reference materials. Students will review what plagiarism is and how to avoid it. They will also learn about copyright law and why it is important. Lessons will focus on the fact that copyright covers all types of original work including music, art, and writing. Students will also practice taking notes and become familiar with the concept of citing sources.

Approximate Length of Unit: 38 weeks

Primary interdisciplinary connections: English Language Arts/Social Studies/ Science/Technology

LEARNING TARGETS

Standard
Anchor Standards:
CCRA.R.10 Read and comprehend complex literary and informational texts independently

Content Strand
CC.6.W.9.b Research to Build and Present Knowledge: Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”)

CC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

Curriculum Progress Indicators (CPI’s) - AASL
1.3.1 Respect copyright/intellectual property rights of creators and producers
Unit Understandings

Students will understand that….
- information can be located from a variety of print and online sources

Unit Essential Questions

- For what purpose can we use information?
- Why is it important to evaluate information?
- How can we be critical of what we read?
- Why is it important to respect copyright

Knowledge and Skills

Students will know….
- not everything we read, especially on the internet, is true
- we can evaluate information by looking at the source and searching for bias
- authors, illustrators, composers and other creators own their creations
- this is their intellectual property

Students will be able to…
- utilize the almanac, atlas, and online encyclopedias
- determine when to use what reference source
- analyze clues as to what makes a website reliable
- understand what copyright is and why it is important to respect it
- analyze what plagiarism is and apply strategies to avoid it
- work on beginning note taking skills and practice paraphrasing

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?
- Teacher Observation
- Written responses
- worksheets

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?
- Choices of books
- Multiple levels of questioning
Teacher Resources:

Presentations and SMART Board Files:
- websites
- encyclopedias (print and non-print)

Equipment Needed:
- Smart Board
- Computers/ Chromebooks