Maywood Public Schools

Library Media
Grade 3

I.   Introduction/Overview/Philosophy

The Library Media Center possesses a wide scope of information including text, technology, and media. In addition, the library media specialist is sensitive to a wide range of student needs that contribute to achievement. Students who are active, engaged information gatherers build knowledge through interaction with information enhancing their personal experience. The daily availability of the staffed media center is the keystone of each school library media program. Teachers, administrators, parents, and others work collaboratively with the media specialist to facilitate each student's journey toward literacy and information acquisition. Schools at the primary level have an obligation to expose students to a variety of literary experiences on a regular and frequent basis.

The library media studies curriculum is designed to promote lifelong reading by exposing children to quality literature. Consistent weekly instruction at all grade levels will enable students to develop into readers for their own purposes. Providing them with classics as well as current materials provides opportunities to pursue reading according to their personal interest. Lifelong readers come to appreciate the value of literacy and connect knowledge to their own needs, the essence of learning.

A student-centered library includes an onsite media specialist, who as teacher, instructional partner, information specialist, and program administrator provides vision, collaboration, and leadership.

To this end:
- The library collection embodies adequate materials to specifically support the Kindergarten through third grade curricula and student interest.
- The library collection includes materials and web knowledge to meet grade level research and thematic units.
- Through research, students will learn to acquire information through texts and technology.
- The library media program is not an isolated subject. It is essential to student inquiry and learning and must be fully integrated into the curriculum to promote student learning and achievement and strengthen collaborative partnerships.
- The specialist works closely with staff to design learning opportunities with resources and information that enhance the curricula and ensures that all students, teachers and staff are effective users of ideas and information.
- The media center will operate with a combination of both fixed and flexible schedules to allow for a student open library time, collaboration, management duties, and research.

II.   Objectives

Course Outline:

A. Library Skills
   a. library tour
   b. modeling procedures
   c. sharing books and videos on book care
   d. role play
   e. scavenger book hunt
   f. alphabetizing activities
   g. numerical order activities
   h. games and activities
   i. book browsing
   j. book selection
   k. identify sections of the Dewey Decimal system

B. Literary Appreciation
   a. author/illustrator studies (author's/illustrator's imagination, style, medium)
   b. visiting authors, illustrators, and storytellers
   c. identifying Caldecott medal
   d. seasonal stories, themes
   e. sharing multicultural books
   f. group discussions
   g. Reader's Theatre
   h. Venn diagrams and follow up activities that correlate to books
   i. book borrowing
   j. reading incentive programs
C. Inquiry and Research
   a. activities and worksheets
   b. create a bibliography
   c. research projects
   d. games and activities
   e. discussions and research projects
   f. websites and games that correlate across curricula

   g. research projects and information location

D. Digital Citizenship
   a. learn that good digital citizens are responsible and respectful in the digital world
   b. learn the information that is contained in a "digital footprint"
   c. learn how to stay safe when visiting a website
   d. learn how to connect with others through email and do it safely
   e. learn what to do when someone is mean to you online

Library Grade 3
Student Outcomes:

After successfully completing this course, the student will be able to:

- use parts of a book (cover, spine, title page, copyright, glossary) as information sources.
- cite title, author, publisher, copyright dates.
- acquire information through reading.
- use guidewords in dictionaries, encyclopedias, etc., as aids for finding information.
- use a dictionary to identify appropriate word, meanings and correct spellings.
- use various sources (periodicals, AV, encyclopedias, atlases, thesaurus, Internet resources, newspapers, print media and other reference resources) to answer information questions.
- identify the steps of the research process.
- recognize appropriate uses of information and information technology.
- use basic research techniques with media specialist's and teacher's guidance.
- demonstrate ethical and legal use of technology.
- recognize author, illustrator and their functions.
- recognize award-winning books (Caldecott).
- experience classic and contemporary literature through varied media and genres.
- experience cultural diversity in literature.
- experience and demonstrate comprehension of a variety of literary forms (fiction, non-fiction, poetry, drama).
- recognize basic elements found in literature (main idea, sequence, cause and effect, character, setting).
- distinguish between fiction and non-fiction.
- distinguish between fairy tales, tall tales, legends, myths
- draw conclusions and make predictions and comparisons.
- read a variety of books for information and pleasure.
- participate in media center orientation.
- know media specialist, clerk, volunteers and their purpose.
- know rules and expected behavior.
- know checkout and check in procedures.
- know proper care of books and other materials
- locate areas of the media center (easy, fiction and non-fiction).
- expand on the alphabetical arrangement of the easy fiction section and how the call number on the spine relates to the author's last name.
- recognize numerical order of non-fiction books and their categories
- locate a book using Dewey Decimal system.
- locate a book using the online catalog (searches by title, author, keyword, and subject).
- independently locate and select a book based on personal interest.
- Locate a book appropriate for reading level
- learn that good digital citizens are responsible and respectful in the digital world
- learn the information that is contained in a "digital footprint"
- lean how to stay safe when visiting a website in particular and online in general
- learn what to do when someone is mean or inappropriate to you online

Library Grade 3
NEW JERSEY STUDENT LEARNING STANDARDS

The Library Grade 3 curriculum provides opportunities for support and connection to all subject areas of The New Jersey Student Learning Standards. These standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The instruction integrates these state standards with the Information Literacy Standards for Student Learning, as prepared by the American Association of School Librarians. The standards are called the American Association of School Librarians Standards for the 21st Century and may be viewed here: https://standards.aasl.org/

ENGLISH LANGUAGE ARTS

Grade 3

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

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

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

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. 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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Grade 3

Progress Indicators for Reading Literature

Key Ideas and Details

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

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

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

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

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Grade 3

Progress Indicators for Reading Informational Text

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Key Ideas and Details

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

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

RI.3.3. 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.

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

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

Range of Reading and Complexity of Text

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

Grade 3

Reading Foundational Skills

Phonics and Word Recognition

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
   A. Identify and know the meaning of the most common prefixes and derivational suffixes.
   B. Decode words with common Latin suffixes.
   C. Decode multi-syllable words.
   D. Read grade-appropriate irregularly spelled words.

Fluency

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
   A. Read grade-level text with purpose and understanding.
   B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Library Grade 3

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade 3

Progress Indicators for Writing

Text Types and Purposes

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
   A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
   B. Provide reasons that support the opinion.
   C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
   D. Provide a conclusion.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
   B. Develop the topic with facts, definitions, and details.
   C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
   D. Provide a conclusion.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and clear event sequences.
   A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
   B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
   C. Use temporal words and phrases to signal event order.
   D.   Provide a sense of closure.

Production and Distribution of Writing

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge
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.

Range of Writing

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. 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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade 3
Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

Anchor Standards for Language
Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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Progress Indicators for Language

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
   B. Form and use regular and irregular plural nouns.
   C. Use abstract nouns (e.g., *childhood*).
   D. Form and use regular and irregular verbs.
   E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
   F. Ensure subject-verb and pronoun-antecedent agreement.
   G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   H. Use coordinating and subordinating conjunctions.
   I. Produce simple, compound, and complex sentences.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   A. Capitalize appropriate words in titles.
   B. Use commas in addresses.
   C. Use commas and quotation marks in dialogue.
   D. Form and use possessives.
   E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
   F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
   G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   A. Choose words and phrases for effect.
   B. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
   A. Use sentence-level context as a clue to the meaning of a word or phrase.

    B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

    C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

    D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

    A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

    B. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

    C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

21ST CENTURY LIFE AND CAREERS
CAREER READY PRACTICES

CRP1   *Act as a responsible and contributing citizen and employee*
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2   *Apply appropriate academic and technical skills*
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4   *Communicate clearly and effectively and with reason.*
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5   *Consider the environmental, social and economic impacts of decisions.*
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6   *Demonstrate creativity and innovation*
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7   *Employ valid and reliable research strategies*
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8   Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9   Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Library Grade 3

STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. **Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 - Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

8.1.5.A.5 - Create and use a database to answer basic questions.

8.1.5.A.6 - Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

B. **Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.5.B.1 - Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

C. **Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

D. **Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.5.D.1 - Understand the need for and use of copyrights.

8.1.5.D.2 - Analyze the resource citations in online materials for proper use.

8.1.5.D.3 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

Library Grade 3

8.1.5.D.4 - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.5.E.1 - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.5.F.1 - Apply digital tools to collect, organize, and analyze data that support a scientific finding.

TECHNOLOGY STANDARDS
STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. **The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*

8.2.5.A.1 - Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.

8.2.5.A.2 - Investigate and present factors that influence the development and function of a product and a system.

8.2.5.A.3 - Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

8.2.5.A.4 - Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

B. **Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.5.B.1 - Examine ethical considerations in the development and production of a product through its life cycle.

8.2.5.B.2 - Examine systems used for recycling and recommend simplification of the systems and share with product developers.

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8.2.5.B.3 - Investigate ways that various technologies are being developed and used to reduce improper use of resources.

8.2.5.B.4 - Research technologies that have changed due to society's changing needs and wants.

8.2.5.B.5 - Explain the purpose of intellectual property law.

8.2.5.B.6 - Compare and discuss how technologies have influenced history in the past century.

C. **Design:** *The design process is a systematic approach to solving problems.*

8.2.5.C.3 - Research how design modifications have led to new products.

8.2.5.C.4 - Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

8.2.5.C.6 - Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.C.7 - Work with peers to redesign an existing product for a different purpose.

D. **Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.5.D.1 - Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.

8.2.5.D.2 - Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

8.2.5.D.3 - Follow step by step directions to assemble a product or solve a problem.

8.2.5.D.4 - Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.D.5 - Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.

8.2.5.D.6 - Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.

8.2.5.D.7 - Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.5.E.1 - Identify how computer programming impacts our everyday lives.

8.2.5.E.2 - Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.

8.2.5.E.4 - Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

21ST CENTURY LIFE AND CAREERS
STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 – Identify various life roles and civic work-related activities in the school home, and community.

9.2.4.A.3 – Investigate both traditional and non-traditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

III.   Proficiency Levels

This curriculum is appropriate for all students within the grade 3 population.

IV. Methods of Assessment

Student Assessment
- A variety of assessments will be provided including, but not limited to, the following items:
    - Tests
    - Quizzes
    - Homework
    - Classwork
    - Class Participation
    - Writing Assignments
    - Oral Presentations
    - Individual Projects, Presentations and Reports
    - Group Projects, Presentations and Reports
    - Technology Projects
    - Journals
    - Creative writing

Curriculum/Teacher Assessment

The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V.   Grouping

Library Grade 3 classes are heterogeneously grouped classes.

VI.   Articulation/Scope & Sequence/Time Frame

The Library Grade 3 curriculum is a full year course. In addition, there are open times scheduled for additional needs based on classroom/library needs.

VII. Resources

Texts/Supplemental Reading/References

- Speakers
    - o There will be one or more visits each school year by an author, illustrator, or storyteller invited by the media or associate media specialist.

- Technology
    - o Students shall use computers for independent research and learning activities.
    - o The library media specialist shall also use appropriate technology to enhance their lessons.
    - o Use of technology will conform to the following New Jersey Student Learning Standards: (8.1.4.A.1) (8.1.4.A.2) (8.1.4.A.3) (8.1.4.A.4) (8.1.4.A.5) (8.1.4.B.1) (8.1.4.D.1) (8.1.4.E.1) (8.1.4.F.1) (8.2.4.A.1) (8.2.4.B.4)
    - o Common Sense Media
        - ▪ https://www.commonsensemedia.org/educators/scope-and-sequence
        - ▪ https://www.commonsensemedia.org/

- Instructional Materials
    - o Supplies and Materials
    - o books
    - o computers
    - o library organization and management materials
    - o office and clerical supplies
    - o arts and crafts supplies
    - o puppets
    - o library games
    - o library charts, pocket charts, and chart paper
    - o individual white boards
    - o teacher/specialist resource books
    - o periodicals
    - o databases
    - o reading incentive supplies (bookmarks, pencils, bags, prizes)
    - o bulletin board sets and supplies
    - o reading area carpet
    - o book/station easel
    - o Smart Board
    - o Laptop computer
    - o Word Wall supplies

VIII. Suggested Activities

- library tour
- modeling procedures
- sharing books and videos on book care
- role play
- scavenger book hunt (in library and using online catalog)
- alphabetizing activities
- numerical order activities
- games and activities
- book browsing
- author/illustrator studies *(author's/illustrator's imagination, style, medium)*
- visiting authors, illustrators, and storytellers
- identifying Caldecott medal
- seasonal stories, themes
- sharing multicultural books
- sharing character education books
- group discussions (whole class, pair/share, small group)
- Reader's Theatre
- Venn diagrams and follow up activities that correlate to books
- book borrowing
- reading incentive programs
- activities and worksheets
- create a bibliography
- research projects
- games and activities
- websites and games that correlate across curricula
- word wall review
- book selection
- use of individual white boards
- multiple response strategies
- online scavenger hunt
- creation of projects to display learning
- vocabulary puzzles

IX. Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 4, students will be able to:

- 9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 – Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

X.   Interdisciplinary Connections

The nature of the library curriculum allows it to be connected with all disciplines.

Interdisciplinary curriculum coordination will be done with the other departments on a regular basis.
The nature of the Library/Media Center demands varied text types and genres. Students will be exposed to informational and literary texts that may encompass any of the following areas: art, history, music, science, mathematics, business, and/or technology. The Library/Media Center reinforces concepts taught in:

- Social Studies
- Humanities
- Mathematics
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Visual aids
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Online resources (Follett Lightbox)
- Scaffolding
    - word walls
    - sentence frames
    - think-pair-share
    - cooperative learning groups
    - teacher think-aloud

Differentiation for Enrichment
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios
- Collaboration with local public library
- Online resources (Follett Lightbox)

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

Library Grade 3

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Unit Name: Online Catalog ● Materials: Online catalog access, research worksheet, skills worksheet ● Objective of Unit: Students will be able to independently use the Follett DESTINY electronic catalog	Number of weeks: 2	*For Support:* Peer partner based on skills and need • Modification for time, length of assignment, wording of assignment reading level/difficulty adjustment • Pair/share • Visual aids • read aloud *For Enhancement:* More challenging research subject More advanced clues to solution Student discovered search techniques	*NJSLS – ELA:* RL3.1-7, RI.3.1-9, W.3.5, W.3.6, W.3.7 *21st Century Standards:* *CRP:* CRP1,CRP2, CRP6, CRP8 *Technology Standards:* 8.1.5.A.2 8.1.5.A.5, 8.1.5.B.1, 8.1.5.D.1-4, 8.1.8.D.2 *Technology Standards:* 9.2.4.A.1-4	*Formative Assessment:* Research worksheet Skills worksheet *Summative Assessment:* Quiz

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XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Library Orientation ● Description of Unit: Students will use various formats to gain knowledge of the library, available materials and resources, genres, book care, procedures, rules, book selection ● Materials: Library sections, scavenger hunt worksheet, Dewey Decimal worksheet, poster paper and coloring tools to create book care posters, shelf markers, Dewey Decimal bookmarks. ● Objective of Unit: Students will be able to locate areas of the library and materials Identify library rules Practice proper book care Select books appropriate for them	Number of weeks: 3	*For Support:* • Modification for time, length of assignment, wording of assignment peer partner, reading level adjustment • Visual aids • Use of computer *For Enhancement:* • Use of computer • Research project as part of scavenger hunt • Student created scavenger hunt based on research interests.	*NJSLS – ELA:* RL3.1-7, RI.3.1-9, W.3.5, W.3.6, W.3.7 *21st Century Standards:* *CRP:* CRP1,CRP2, CRP6, CRP8 *Technology Standards:* 8.1.5.A.2 8.1.5.A.5, 8.1.5.B.1, 8.1.5.D.1-4, 8.1.8.D.2 *Technology Standards:* 9.2.4.A.1-4	*Formative Assessment:* Think/pair/share Exit Tickets Observation of students during activities Daily Worksheets *Summative Assessment:* *Scavenger hunt results* End of unit assessment in quiz format Student created scavenger hunt

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Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Topic: Fiction/Non-Fiction Description of Unit: Students will listen to a read aloud of fiction and non-fiction books. This unit will take place in non-consecutive classes during the school year. Fiction: Group, small group discussion about characters using text details setting, plot (Freytag's Pyramid) using supporting details from the text. Non-Fiction text: use illustrations and details to identify and describe key ideas, facts Compare fiction/non-fiction Materials: fiction books non-fiction books, Destiny catalog Objective: Ask and answer questions about key details in a text, demonstrate understanding of key details, use of text features, refer to text/illustrations as the basis for answers, compare books	4 weeks	*For Support:* - Modification for time, length of assignment, wording of assignment peer partner, small group assignment, reading level adjustment - Visual aids - Use of computer *For Enhancement:* - Use of computer - Additional resources available for use outside classroom	*NJSLS – ELA:* RL3.1-7, RI.3.1-9, W.3.5, W.3.6, W.3.7 *21st Century Standards: CRP:* CRP1,CRP2, CRP6, CRP8 *Technology Standards:* 8.1.5.A.2 8.1.5.A.5, 8.1.5.B.1, 8.1.5.D.1-4, 8.1.8.D.2 *Technology Standards:* 9.2.4.A.1-4	*Formative Assessment:* Think/pair/share Exit Tickets Observation of students during activities Daily Worksheets *Summative Assessment:* End of unit assessment in quiz format. Student created questions regarding non-fiction subject. Student created writing extending fiction reading

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Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Topic: The World We Live In ex. November is Native Americans Month Description of Unit: Unit will be repeated throughout year with other topics such as a Country, Cultures, Festivals, Inventions, which will vary by year. Students will listen to a read aloud of fiction and non-fiction books. Group, small group discussion about aspects of books using supporting details from the text. use illustrations and details to identify and describe key ideas, facts Compare fiction/non-fiction, identify cultural aspects of group and historical context Materials: Various fiction and non-fiction books including traditional legends, creation stories, video's, online websites/databases/creative supplies Objective: Ask and answer questions about key details in a text, demonstrate understanding	5 weeks	*For Support:* • Modification for time, length of assignment, wording of assignment peer partner, small group assignment, reading level adjustment • Visual aids • Use of computer and various databases that assist with research using read aloud *For Enhancement:* • Use of computer and various databases • Additional resources available for use outside classroom • Have available additional resources from Public Library	*NJSLS – ELA:* RL3.1-7, RI.3.1-9, W.3.5, W.3.6, W.3.7 *21st Century Standards:* *CRP:* CRP1,CRP2, CRP6, CRP8 *Technology Standards:* 8.1.5.A.2 8.1.5.A.5, 8.1.5.B.1, 8.1.5.D.1-4, 8.1.8.D.2 *Technology Standards:* 9.2.4.A.1-4	*Formative Assessment:* Think/pair/share Exit Tickets Observation of students during activities Daily Worksheets Use of Individual white boards to answer group knowledge questions Questions to determine understanding of culture and historical context Observation and quiz on use of online safety *Summative Assessment:* End of unit assessment in quiz format. Student created essential question regarding non-fiction subject and final research report answering questions. Student created writing extending fiction reading

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Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
of key details, use of text features, refer to text/illustrations as the basis for answers, compare books, identify aspects of culture and critically think about history				
Topic: Literary Appreciation Description: Book talks will take place nonconsecutive weeks throughout year. Students will be introduced to various age/level appropriate fiction and non-fiction texts as well as award winning texts. Selections will vary by year and subject matter. Materials: fiction and non-fiction text at varying levels, subjects Smart Board, Google Slides, award winning books, banned books, questionnaires', book review template Objective: Students will be introduced to different genres, authors, and experience award winning literature.	2 weeks	*For Support:* • Modification for time, length of assignment, wording of assignment peer partner, reading level/difficulty adjustment • Pair/share • Visual aids • read aloud • e-book *For Enhancement:* • Have available additional resources from Public Library • Additional reading level/difficulty choices	*NJSLS – ELA:* RL3.1-7, RI.3.1-9, W.3.5, W.3.6, W.3.7 *21st Century Standards:* *CRP:* CRP1,CRP2, CRP6, CRP8 *Technology Standards:* 8.1.5.A.2 8.1.5.A.5, 8.1.5.B.1, 8.1.5.D.1-4, 8.1.8.D.2 *Technology Standards:* 9.2.4.A.1-4	Formative Assessment: Book Review template Book Review Questions Individual white board rating activity Venn Diagram comparing self to a character Reading log Summative Assessment: A book review of one of the highlighted books.

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Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Unit Name: Inquiry & Research Students will use print and digital resources to conduct inquiry based research project about an environmental issue. They will use a graphic organizer, create a slide presentation and present it to the class and poster Students will create a unique plan for resolving issue Materials: graphic organizer, online and print resources, slide worksheet, notecards, approved websites, teacher created presentation slides, citation template informative poster supple Objective: Students will be able to use various resources (encyclopedia, atlas, dictionary, thesaurus, books, websites) Students will use non-fiction text features to locate information Students will cite resources Students will use 1 or more primary sources	5 classes	*For Support:* Peer partner based on skills and need • Modification for time, length of assignment, wording of assignment reading level/difficulty adjustment • Pair/share • Visual aids • read aloud • e-book • notes organizer and other research templates *For Enhancement:* More challenging research subject More challenging solution requirements	*NJSLS – ELA:* RL3.1-7, RI.3.1-9, W.3.5, W.3.6, W.3.7 *21st Century Standards:* *CRP:* CRP1,CRP2, CRP6, CRP8 *Technology Standards:* 8.1.5.A.2 8.1.5.A.5, 8.1.5.B.1, 8.1.5.D.1-4, 8.1.8.D.2 *Technology Standards:* 9.2.4.A.1-4	*Formative Assessment:* Graphic organizer Resolution Plan Note cards Citations template *Summative Assessment:* Slide presentation Class presentation of slides Informative poster that uses print and digital materials

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| Unit Name: Author Study
Description: Students will listen to read-aloud of book written by one author, and independently read/listen to additional book by author. They will research author's life and make a connection between author's life and books. Students will critically respond to books and connect author and books to their own lives.
This unit may be done more than once during the school year using a different author and genre.
Materials: Multiple copies of books by author in print/eBook, reading log, reading journal, Question worksheet, graphic online program such as ReadWriteThink
http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html , Author toolkit from
http://www.readingrockets.org/content/pdfs/authortoolkit_rr.pdf
Trifold display board for student found materials about author and books, Venn Diagram for comparing books, Cumulative Project List of choices for students
Objective: Students will be exposed to different literary styles;
Using critical thinking skills:
Students will identify a connection between the author's life and books;
Students will critically respond to book in regards to theme, characters, and writing style.
 Students will reflect on book and events in own life. | Weeks: 5 | *For Support:*
• Modification for time, length of assignment, wording of assignment peer partner, small group assignment, reading level adjustment
• Visual aids
• EBook read aloud
• Use of computer that assist using read aloud
• different levels of final project
• journal writing choices

For Enhancement:
• databases for research
• Additional journal prompts
• Higher level final project | *NJSLS – ELA:*
RL3.1-7,
RI.3.1-9,
W.3.5, W.3.6,
W.3.7

21st Century Standards:
CRP:
CRP1,CRP2,
CRP6, CRP8

Technology Standards:
8.1.5.A.2
8.1.5.A.5,
8.1.5.B.1,
8.1.5.D.1-4,
8.1.8.D.2

Technology Standards:
9.2.4.A.1-4 | *Formative Assessment:*
Reading log
Reading journal
Reading question worksheet

Summative Assessment:
Student final project as selected from project list |

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Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Unit Name: Stories Around the Room Using various prompts, students will create mini books to share with others in the Library ● Materials: book Library Mouse, paper, coloring supplies, prompt list, dictionary, thesaurus, computers, modeling example ● Objective of Unit: Students will appreciate literature and the role of author and illustrator	Number of weeks: 5	● Modification for time, length of assignment, wording of assignment peer partner, reading level adjustment ● Visual aids ● read aloud recording ● Use of computer that assist using read aloud ● different levels of final project ● *For Enhancement:* ● databases for research ● Additional chapters, characters	*NJSLS – ELA:* RL3.1-7, RI.3.1-9, W.3.5, W.3.6, W.3.7 *21st Century Standards: CRP:* CRP1,CRP2, CRP6, CRP8 *Technology Standards:* 8.1.5.A.2 8.1.5.A.5, 8.1.5.B.1, 8.1.5.D.1-4, 8.1.8.D.2 *Technology Standards:* 9.2.4.A.1-4	*Formative Assessment:* Story outline Character outline Illustration outline Daily progress *Summative Assessment:* Final project Project presentation Project survey