Maywood Public Schools

Library Media Grades K - 2

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.

Components of the K-3 Library Media Studies Curriculum

Materials

The Library Media Center provides access to materials and information through a student- centered, professionally selected, and organized collection of print and non-print resources representing a wide range of subjects, levels, interests, and mediums.

Curriculum Integrated Learning

The library media specialist and teacher plan and teach cooperatively as well as enrich the classroom curriculum by integrating the teaching and use of library and information skills on a regular basis.

Technology

Students use the computers as instructional tools to locate information as well as to reinforce and enrich the classroom curriculum. 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)

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. book browsing

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 of stories and poems
- g. reading chapter books
- h. Reader's Theatre
- i. groups discussions
- j. Venn diagrams and follow up activities that correlate to books and print resources
- k. book borrowing
- l. reading incentive programs
- m. library periods for book selection and return

C. Inquiry and Research
- a. map and globe activities
- b. activities and worksheets that correlate across curricula
- c. dictionary games and worksheets
- d. activities for student interest
- e. websites and games that correlate across curricula

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. lean how to stay safe when visiting a website
- d. learn what to do when someone is mean to you online

Student Outcomes:

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

- 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
- learn what to do when someone is mean to you online
- use parts of a book (cover, spine, title page, copyright, glossary) as information sources.
- begin bibliographic citation process (to include title, author).
- use maps, atlas and globes as sources of information.
- use picture dictionaries as information sources.
- acquire information through reading.
- use primary encyclopedias to answer information questions.
- recognize appropriate uses of information and information technology.
- use basic research techniques with media specialist and teacher's guidance.
- create a simple bibliography.
- 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 and genres.
- recognize basic elements found in literature (main idea, sequence, cause and effect, character, setting, plot).
- distinguish between fiction and non-fiction.
- draw conclusions and make predictions and comparisons.
- experience the reading of a variety of books for information and pleasure.
- participate in media center orientation.
- know the 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/Picture book, reference 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.
- independently locate and select a book based on personal interest.

NEW JERSEY STUDENT LEARNING STANDARDS

The K-3 Media Studies 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:

NEW JERSEY STUDENT LEARNING STANDARDS
ENGLISH LANGUAGE ARTS

Grade 2

The New Jersey Student Learning 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: 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.

Range of Reading and Level of Text Complexity

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

Grade 2

Progress Indicators Reading Literature Texts

Key Ideas and Details

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.

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

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Craft and Structure

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

Grade 2

Progress Indicators for Reading Informational Text

Key Ideas and Details

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 multiparagraph 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.

Craft and Structure

RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

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.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Grade 2

Progress Indicators for Reading Foundational Skills

Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Anchor Standards: Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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 2

Progress Indicators for Writing

Text Types and Purposes

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.4. (Begins in grade 3)

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, 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.

Research to Build and Present Knowledge

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.

W.2.9. (Begins in grade 4)

Range of Writing

W.2.10. (Begins in grade 3)

Anchor Standards: 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 2

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.
   A. 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).
   B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
   C. 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.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Anchor Standards: 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.

Grade 2

Progress Indicators for Language

Conventions of Standard English

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Use collective nouns (e.g., *group*).
- B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- C. Use reflexive pronouns (e.g., *myself, ourselves*).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- F. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize holidays, product names, and geographic names.
- B. Use commas in greetings and closings of letters.
- C. Use an apostrophe to form contractions and frequently occurring possessives.
- D. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).
- E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array 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 prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).

      B. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Grade 1

Progress Indicators for Reading Literature Text

Key Ideas and Details

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 event(s) in a story, using key details.

Craft and Structure

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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.

RL.1.6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

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.

Range of Reading and Level of Text Complexity

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Grade 1

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in 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.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Grade 1

Progress Indicators for Reading Foundation Skills

Print Concepts

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
>   A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
>   A. Read grade-level text with purpose and understanding.
>   B. Read grade-level text orally with accuracy, appropriate rate, and expression.
>   C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Anchor Standards: Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

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Grade 1

Progress Indicators for Writing

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Text Types and Purposes

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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.

Production and Distribution of Writing

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

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.

Research to Build and Present Knowledge

W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books 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.

Range of Writing

W.1.10. (Begins in grade 3)

Anchor Standards: 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.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 1

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.
- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Anchor Standards: 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.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 1

Progress Indicators for Language

Conventions of Standard English

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Print all upper- and lowercase letters.
   B. Use common, proper, and possessive nouns.
   C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
   D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
   E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
   F. Use frequently occurring adjectives.
   G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
   H. Use determiners (e.g., articles, demonstratives).
   I. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
   J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   A. Capitalize dates and names of people.
   B. Use end punctuation for sentences.
   C. Use commas in dates and to separate single words in a series.
   D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

L.1.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
   A. Use sentence-level context as a clue to the meaning of a word or phrase.
   B. Use frequently occurring affixes and inflection (e.g., -ed, -s, - ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
   C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
   A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

      B. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

      C. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

      D. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Kindergarten

The New Jersey Student Learning 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: 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.

Range of Reading and Level of Text Complexity

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

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Kindergarten

Progress Indicators Reading Literature Text

Key Ideas and Details

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

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.

Integration of Knowledge and Ideas

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.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

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

Kindergarten

Progress Indicators for Reading Informational Text

Key Ideas and Details

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

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

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

Kindergarten

Progress Indicators for Reading Foundation Skills

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.
     A. Follow words from left to right, top to bottom, and page by page.
     B. Recognize that spoken words are represented in written language by specific sequences of letters.
     C. Understand that words are separated by spaces in print.
     D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
     A. Recognize and produce rhyming words.
     B. Count, pronounce, blend, and segment syllables in spoken words.
     C. Blend and segment onsets and rimes of single-syllable spoken words.

     E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
     A. Read emergent-readers with purpose and understanding.
     B. Read grade level text for purpose and understanding.

Anchor Standards: 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.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Kindergarten

Progress Indicators for Writing

Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

W.K.4. (Begins in grade 3)

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.9. (Begins in grade 4)

Range of Writing

W.K.10. (Begins in grade 3)

Anchor Standards: 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.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Kindergarten

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
  B. Continue a conversation through multiple exchanges.
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.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Anchor Standards: 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.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Kindergarten

Progress Indicators for Language

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
     A. Print many upper- and lowercase letters.
     B. Use frequently occurring nouns and verbs.
     C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
     D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
     E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
     F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
     A. Capitalize the first word in a sentence and the pronoun *I*.
     B. Recognize and name end punctuation.

     D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
     B. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
     B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning   of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
     A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
     B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
     C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
     D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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.

TECHNOLOGY STANDARDS
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.*

8.1.2.A.1 - Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 - Create a document using a word processing application.

8.1.2.A.3 - Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.A.5 - Enter information into a spreadsheet and sort the information.

8.1.2.A.6 - Identify the structure and components of a database.

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

8.1.2.B.1 - Illustrate and communicate original ideas and stories using multiple digital tools and resources.

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.*

8.1.2.D.1 - Develop an understanding of ownership of print and non-print information.

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

8.1.2.E.1 - Use digital tools and online resources to explore a problem or issue.

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.*

8.1.2.F.1 - Use geographic mapping tools to plan and solve problems.

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.*

8.2.2.A.1 - Define products produced as a result of technology or of nature.

8.2.2.A.2 - Describe how designed products and systems are useful at school, home and work.

8.2.2.A.3 - Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 - Choose a product to make and plan the tools and materials needed.

8.2.2.A.5 - Collaborate to design a solution to a problem affecting the community.

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.*

8.2.2.B.1 - Identify how technology impacts or improves life.

8.2.2.B.2 - Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 - Identify products or systems that are designed to meet human needs.

8.2.2.B.4 - Identify how the ways people live and work has changed because of technology.

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

8.2.2.C.1 - Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 - Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 - Explain why we need to make new products.

8.2.2.C.4 - Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 - Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 - Investigate a product that has stopped working and brainstorm ideas to correct the problem.

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.*

8.2.2.D.1 - Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.3 - Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 - Identify the resources needed to create technological products or systems.

8.2.2.D.5 - Identify how using a tool (such as a bucket or wagon) aids in reducing work.

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

8.2.2.E.1 - List and demonstrate the steps to an everyday task.

8.2.2.E.4 - Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug).

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 K-2 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

V.   Grouping

Library Grades K-2 classes are heterogeneously grouped classes.

VI.   **Articulation/Scope & Sequence/Time Frame**

The Library Grades K-2 curriculum is a full year course.

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 (library bound)
  - 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 teacher/specialist resource books
  - o periodicals
  - 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

VIII. Suggested Activities

- activities and worksheets
- create a bibliography
- research projects
- games and activities
- note taking and research projects
- discussions and research projects
- websites and games that correlate across curricula
- research projects and information
- author/illustrator studies *(author's/illustrator's imagination, style, medium)*
- visiting authors, illustrators, and storytellers
- identifying Caldecott medal
- seasonal stories, themes
- sharing multicultural books
- group discussions
- Reader's Theatre
- Venn diagrams and follow up activities that correlate to books
- book borrowing
- reading incentive programs
- library periods for book selection and return
- library tour
- modeling procedures
- sharing books and videos on book care
- role play
- scavenger book hunt
- alphabetizing activities
- numerical order activities
- games and activities that correlate across curricula
- book browsing
- dictation

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
- Modelling out accounting problems on whiteboard
- Visual aids
- Dictation
- 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
- Dictation
- 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

XII.   **Professional Development**

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

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, book care, procedures, rules, book selection ● Materials: Library sections, scavenger hunt 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 Identify good book care habits	Number of weeks: 4	*For Support:* • Modification for time, length of assignment, wording of assignment peer partner, reading level adjustment, dictation • Visual aids • Use of computer *For Enhancement:* • Use of computer • Short research project as part of scavenger hunt • Student created scavenger hunt based on research interests.	*NJSLS – ELA Standards* RL.2.1, RL.2.5, RL.2.7, RI.2.1, RI.2.5, W.2.7 *21st Century Standards* CRP1, CRP2, CRP11 Technology Standards 9.2.4.A.4	*Formative Assessment:* Think/pair/share Exit Tickets Observation of students during activities Daily Worksheets Observation activity *Summative Assessment:* ● Scavenger hunt results ● End of unit assessment in quiz format

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 ● Description of unit: Students will locate fiction and non-fiction print resources of varying genres using the online catalog. They will learn and practice different search techniques such as subject, author, title, reading level ● Materials: Online catalog access, research worksheet, skills worksheet ● Objective of Unit: Students will be able to use the Follett DESTINY electronic catalog to locate books and materials	Number of weeks: 2 – K Weeks: 3 – 1st, 2nd	*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 computer feature *For Enhancement:* More challenging research subject More advanced clues to solution Advanced search tool	*NJSLS – ELA:* RL.2.1, RL.2.5, RL.2.7, RI.2.1, RI.2.5, W.2.7 *21st Century Standards CRP:* CRP1,CRP2, CRP6, CRP8 *21st Century Standards 9.2:* 9.2.4.A.4	*Formative Assessment:* Research worksheet Skills worksheet Exit Ticket *Summative Assessment:* • End of unit assessment in quiz format

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Topic: Our World Description of Unit: Unit will be repeated throughout year with other topics/themes/books such as a Country, States, Cultures, Festivals, and Inventions, which will vary by year. First Unit: Native Americans Students will listen to a read aloud of fiction and non-fiction books, including legends, myths. 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 video's, online websites/databases creative supplies 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, identify aspects of culture and critically think about history	6 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 • Resources at different levels and areas of interests *For Enhancement:* • Use of computer and various databases • Additional resources available for use outside classroom • Have available additional resources from Public Library	*NJSLS – ELA:* RL2.1-7, RI.2.1-9, W.2.5, W.2.6, W.2.7 *21ˢᵗ Century Standards:* *CRP:* CRP1,CRP2, CRP6, CRP8 *Technology Standards:* 8.1.2.A.2, 8.1.5.A.2 8.1.5.A.5, 8.1.5.B.1, 8.1.1.D.1, D.2, D.3, D.4, 8.1.8.D.2 *Technology Standards:* 9.2.4.A.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 *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

Topic: Literary Appreciation	1 week each time unit is offered for a total of 10 weeks	*For Support:*	*NJSLS – ELA:*	*Formative Assessment:*
Description: Book talks will take place several times a school year on 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 each time unit is presented Materials: fiction and non-fiction text at varying levels and 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.		• 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 levels/difficulty choices	RL2.1-7, RI.2.1-9, W.2.5, W.2.6, W.2.7 *21st Century Standards:* *CRP:* CRP1,CRP2, CRP6, CRP8 *Technology Standards:* 8.1.2.A.2, 8.1.5.A.2 8.1.5.A.5, 8.1.5.B.1, 8.1.1.D.1, D.2, D.3, D.4, 8.1.8.D.2 *Technology Standards:* 9.2.4.A.4 9.2.8.B.3 9.2.12.C.3	Book Review template at different stages of completion Individual white boards used for rating activity Venn Diagram comparing self to a character Reading log participation *Summative Assessment:* A book review and recommendation of one of the highlighted books.

Unit Name: Inquiry & Research	8 weeks per unit.	*For Support:*	*NJSLS – ELA:*	*Formative Assessment:*
Description: Students will use print and digital resource to conduct inquiry based research project about world/country/state/community issue. Unit will be repeated at non-consecutive times throughout the school year with different issues		Peer partner based on skills and need	RL2.1-7, RI.2.1-9, W.2.5, W.2.6, W.2.7	Graphic organizer Resolution worksheet weekly entry Note cards
Students will use a graphic organizer, create a slide presentation and present it to the class		• Modification for time, length of assignment, wording of assignment reading level/difficulty adjustment	*21ˢᵗ Century Standards:* *CRP:* CRP1,CRP2, CRP6, CRP8	Citations template weekly entry Group participation if applicable to students Exit Ticket
Students will create a unique plan for resolving issue		• Pair/share • Visual aids	*Technology Standards:* 8.1.2.A.2, 8.1.5.A.2	
Materials: graphic organizer, online and print resources, slide worksheet, notecards, approved websites, teacher created presentation slides as a model, citation template informative poster supplies		• read aloud • e-book • notes organizer and other research templates	8.1.5.A.5, 8.1.5.B.1, 8.1.1.D.1, D.2, D.3, D.4, 8.1.8.D.2	*Summative Assessment:* Slide presentation Class presentation of slides Informative poster that uses print and digital materials
Objective: Students will use various research resources (encyclopedia, atlas, database, dictionary, thesaurus, books, websites)		*For Enhancement:* More challenging research subject More challenging solution requirements	*Technology Standards:* 9.2.4.A.4 9.2.8.B.3 9.2.12.C.3	Resolution Plan
Students will use non-fiction text features to locate information Students will cite resources Students will use 1 primary source				

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: Tales, Myths, Legends Description: Students will be introduced to different versions of Tall tales, Folktales, Myths, Legends, Fairy Tales. Differences may depend for example on culture, time period, interpretation, setting Materials: Different versions (cultural, fractured, traditional) of the same Folktales, Tall Tales, Myths, Legends, Fairy tales Venn Diagram, trifold paper Character/setting/plot Globe, Maps worksheet, book recommendation sheet Objective: Students will define and differentiate between the types of stories and the versions of each type. They will be exposed to the historical/cultural reasons for the literary variations	Number of weeks: 8	*For Support:* • Modification for time, length of assignment, wording of assignment peer partner, small group assignment, reading level adjustment • Visual aids • Use of computer that assist using read aloud • different levels • *For Enhancement:* • Use of computer and databases for research • Have available additional resources from Public Library	*NJSLS – ELA:* RL2.1-7, RI.2.1-9, W.2.5, W.2.6, W.2.7 *21st Century Standards:* *CRP:* CRP1,CRP2, CRP6, CRP8 *Technology Standards:* 8.1.2.A.2, 8.1.5.A.2 8.1.5.A.5, 8.1.5.B.1, 8.1.1.D.1, D.2, D.3, D.4, 8.1.8.D.2 *Technology Standards:*	*Formative Assessment:* Trifold coloring sheets showing beginning/middle/end of story including characters and setting and plot as well as descriptive sentences Venn diagrams Exit Ticket *Summative Assessment:* Book recommendation sheets End of unit quiz about different types of stories

Note: "21st" appears in the Standards column.

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			9.2.4.A.4 9.2.8.B.3 9.2.12.C.3	
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	Weeks: 4 – K Weeks: 5 – 1st, 2nd	*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 additional research • Additional journal prompts • Higher level final project	*NJSLS – ELA:* RL2.1-7, RI.2.1-9, W.2.5, W.2.6, W.2.7 *21st Century Standards: CRP:* CRP1,CRP2, CRP6, CRP8 *Technology Standards:* 8.1.2.A.2, 8.1.5.A.2 8.1.5.A.5, 8.1.5.B.1, 8.1.1.D.1, D.2, D.3, D.4, 8.1.8.D.2 *Technology Standards:*	*Formative Assessment:* Reading log Reading journal Reading question worksheet Exit ticket *Summative Assessment:* Student final project as selected from project list

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			9.2.4.A.4 9.2.8.B.3 9.2.12.C.3	
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	3 weeks - K 4 weeks – 1st, 2nd	*For Support:* ● Modification for time, length of assignment, wording of assignment peer partner, reading level adjustment ● Visual aids ● read aloud recording ● dictation ● Use of computer that assist ● different levels of final project ● *For Enhancement:* ● databases for research Additional chapters, characters	*NJSLS – ELA:* RL2.1-7, RI.2.1-9, W.2.5, W.2.6, W.2.7 *21st Century Standards:* *CRP:* CRP1,CRP2, CRP6, CRP8 *Technology Standards:* 8.1.2.A.2, 8.1.5.A.2 8.1.5.A.5, 8.1.5.B.1, 8.1.1.D.1, D.2, D.3, D.4, 8.1.8.D.2 *Technology Standards:*	*Formative Assessment:* Story outline Character outline Illustration outline Daily progress Exit ticket *Summative Assessment:* Final project Project presentation Project survey

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
			9.2.4.A.4 9.2.8.B.3 9.2.12.C.3	