ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

DEPARTMENT
Media Center

COURSE TITLE
K-2 Library

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Course Philosophy

Library media instruction is an integral component in the education of elementary school students in the Robbinsville school district. Staff in all curricular areas are dependent upon library media services for the support necessary to meet the needs of our students in various disciplines. Continual changes in educational technology require quality library media programs with a variety of resources and skills, enabling students to access, evaluate, interpret, and apply information from print and non-print materials. These changes also require student proficiency in the use of various forms of technology available in the educational setting. The goal of the library/media program is to provide students with opportunities to develop their expertise in the use of print and non print sources, and various educational technology.

Course Description

This curriculum is composed of 5-6 units for use in Kindergarten through Grade 2. Each unit is comprised of four to 6 lessons which will form a basis for students to thrive in the library setting. The units build on each other by reinforcing developmentally appropriate topics, that coordinate with classroom instruction.

Unit 1: Library Orientation
Unit 2: Library Organization
Unit 3: Literature Appreciation
Unit 4: Technological Resources in the Library
Unit 5: Research and Reference
Unit 6: Story Elements

Aligns to the Common Core State Standards, American Association of School Librarians (AASL) Standards

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

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

- Understand and use technology systems.
- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively.

  Example: Students will identify basic features of a Chromebook, ie mouse, keyboard, screen. List applications for their use in library.

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

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. Strand 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.
- The cultural, social, economic and political effects of technology.
- 8.2.2.B.1 Identify how technology impacts or improves life. (i.e. what technology is present in a student's classroom, and how is it useful)
- The effects of technology on the environment.
- 8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment. (Digital publishing can save paper in the classroom)

Integration of 21st Century Themes and Skills

Career Ready Practices
Standards: CRP1, CRP4

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.

Example: Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs/trios, and participating in whole group discussions. These discussions may take the form of turn and talk activities about books they have recently listened to, i.e. predictions for the storyline or characters, or whole class discussion of what was just read. Students will take responsibility for joining in both small and large group discussions.

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.

Example: Students will exhibit communication skills, either verbal, written and/or visually. This may be shown through in class written work, computer projects (such as Flipgrids) or in small or large group discussion aimed at developing and sharing their individual point of view on a topic.

Interdisciplinary Connections

Library/Media is closely intertwined with Language Arts Literacy for every grade level. Being read to, listening to books aids student development of fluency. Retelling, dramatizing stories, following along in the story, listening and responding to literary texts, all are essential components of student gaining fluency, and all take place in the Library class setting.

Reading Strategies, before, during and after reading is another example of where library curriculum is closely aligned to Language Arts Literacy in the classroom. Thinking ahead, making story predictions, relating personal experiences to those of the story characters, are examples of Reading Strategies that are components of a library lesson.

Standard RL.K.1 Reading Standards
        RL.K.3 Reading Standards
        RL.K.5Reading Standards
        RL.K.6 Reading Standards
        RI.K.5 Reading Standards
Standard RL.1.2 Reading Standards
        RL.1.3 Reading Standards
        RL.1.5 Reading Standards
        RL.1.10 Reading Standards
Standard RL.2.1 Reading Standards
        RL.2.3 Key Ideas and Details
        RL2.7 Integration of Knowledge and Ideas
        RI.2.5Reading Standards for Informational Text Craft and Structure
        RI. 2.6 Critical Knowledge and Skills
        RL.2.10 Reading Standards
Standard 3.1.K.B Phonological Awareness
        3.1.K.D Fluency
        3.1.K G.3 Comprehension Skills and Response to Text
        3.1.3.H Inquiry and Research
        3.1.K.H.1 Inquiry and Research
        3.1.K.H.2 Inquiry and Research
        3.1.K.5 Reading Strategies
AASL Standards
 AASL 1.A.1 Build new knowledge by inquiring, thinking critically, identifying problems developing strategies for problem solving
 AASL 1.B.1 Build new knowledge by inquiring, thinking critically, identifying problems developing strategies for problem solving
 AASL 2.B.1 Demonstrate an understanding and committment to inclusiveness and respect diversity in the learning community
AASL 2.A.3 Demonstrate an understanding and committment to inclusiveness and respect diversity in the learning community
 AASL 3.A.1 Work effectively with others to broaden perspectives and work toward common goals.
 AASL 3.B.1 Work effectively with others to broaden perspectives and work toward common goals.
 AASL 3.D.1 Work effectively with others to broaden perspectives and work toward common goals.

AASL 4.B.2 Make meaning for oneself/others by collecting, organizing and sharing resources of personal relevance.
AASL 4.C.1 Make meaning for oneself/others by collecting, organizing and sharing resources of personal relevance.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger

and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

General Differentiated Instruction Strategies

- Leveled texts
- Chunking texts
- Choice board
- Socratic Seminar
- Tiered Instruction
- Small group instruction
- Guided Reading
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures
- Adjust length of assignment

- Repeat, reword directions
- Brain breaks and movement breaks
- Brief and concrete directions
- Checklists for tasks
- Graphic organizers
- Assistive technology (spell check, voice to type)
- Study guides
- Tiered learning stations
- Tiered questioning
- Data-driven student partnerships
- Extra time

Possible Additional Strategies for Special Education Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
- Extra time for assigned tasks - Adjust length of assignment - Timeline with due dates for reports and projects - Communication system between home and school - Provide lecture notes/outline	- Extra Response time - Have students verbalize steps - Repeat, clarify or reword directions - Mini-breaks between tasks - Provide a warning for transitions - Reading partners	- Precise step-by-step directions - Short manageable tasks - Brief and concrete directions - Provide immediate feedback - Small group instruction - Emphasize multi-sensory learning	- Teacher-made checklist - Use visual graphic organizers - Reference resources to promote independence - Visual and verbal reminders - Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Robbinsville Public Schools

Curriculum Map

(This is a worksheet intended to support the development of the overall document. It should be submitted to the supervisors if appropriate but it will not be included in the final board-approved document)

Course Title
K-2 Library

Relevant Standards	Standards Unpacked Skill / Concept / Process?	Enduring Understandings / Unit Goals	Essential Questions	Unit Title / Suggested Timeline
Unit #1: Library Orientation 3.1.K.H.1 3.1.3.H	Demonstrate and model the functions of the school librarian. Reinforce the media center as a resource.	Unit Understandings Recognizes the librarian as teacher and resource person Goals Students will seek the help of the librarian to find books and information in the library.	What is the importance of the library media center?	Library Orientation 4 weeks
Unit #2 Library Organization 3.1.3.H.1 RI.1.5 RI.2.5 AASL 1.B.1	Distinguish fact and fiction books, determine appropriateness of the genre and information difficulty.	Understand the mechanics of a book. Understand the organizational system of the library.	How does understanding a text's structure help me better understand its meaning? Why does a library have a system of organization?	Library Organization 4 weeks
Unit # 3 Literature Appreciation RL2.3 RL2..7 NJCCCSLA3.1. K.5 AASL 3.D.1 3.1.K.G.3	Recognize works of famous authors and illustrators. Demonstrate awareness of Caldecott and other award winning books. Phonological Awareness: Demonstrate an understanding of spoken words, syllables, and sounds. Listen to Chapter Books	An appreciation of books and literature enhances every phase of life.	How does literature enrich your life?	Literature Appreciation 12 weeks

Relevant Standards	Standards Unpacked Skill / Concept / Process?	Enduring Understandings / Unit Goals	Essential Questions	Unit Title / Suggested Timeline
Unit #4 Technological Resources 8.1.2.A.1 8.1.2.A.4 8.2.2.B.1	Develop an awareness of print, non-print, and electronic resources.	Technology has a vital role in the library media center. It is a gate to vast informational resources but learning how to use it, and how to evaluate the information accessed is a necessary component of student learning.	How is technology utilized in the library media center? How does it enhance student success in locating necessary information both inside and outside the media center?	Technological Resources 5 weeks
Unit #4.1 Technological Resources 8.1.2.A.1 8.1.2.A.4 8.2.2.B.1	Utilize the computer to access websites selected by the librarian. Utilize the computer to search OPAC for locate books of their choice.	Technology has a vital role in the library media center. It is a gateway to vast informational resources but learning how to use it, and how to evaluate the information accessed is a necessary component of student learning.	How is technology utilized in the library media center? How does it enhance student success in locating necessary information both inside and outside the media center?	Technological Resources part B 5 weeks
Unit #5 Research and Reference CC.RI.1.5 NJCCCS 8.2.A.4	Develop an awareness that nonfiction books can be used for locating facts. Develop an awareness of non-print nonfiction materials as another way to gather information.	Nonfiction materials, both print and electronic are necessary to provide accurate information.	What is the purpose of reference books and materials? Why engage in research?	Research and Reference 6 weeks
Unit #6 Story Elements 3.1.4.G.9 3.1.1.D RI 2.5	Develop an awareness of the elements of a story, setting, plot, and characters.	Characters, setting, and plot form the basis for stories. Interaction of characters and events form the plot story. Illustrations play an important role in communicating the author's point of view.	What are the components necessary to formulate a story? How do the characters and events work together to move a story forward? How does the reader connect to the story?	Story Elements 4 weeks

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

Course Name
K-2 Library

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Benchmark Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Library Orientation

Kindergarten | Recognizes the librarian as a teacher and resource person.
Demonstrate appropriate library behavior.

Demonstrate care of library materials.

Students select library books. | 4 weeks | Students are unable to locate desired materials | Students identify librarian as go to person for assistance. | Students can choose desired materials in the appropriate section of the library. |
| Library Orientation

Grades 1,2 | Recognizes the librarian as a teacher and resource person.
Demonstrate appropriate library behavior.

Demonstrate care of library materials.

Students select library books. | 4 weeks | Students need assistance to locate desired materials | Students identify librarian as go to person for assistance. Students recall subject areas used in the past for books. | Students can choose desired materials in the library. Students can participate in Library Scavenger Hunt. |
| Library Organization

Kindergarten | Distinguish fact and fiction books, determine the location of fiction vs nonfiction books in the library, understand where each type of book is located and why.

Students select library books. | 4 weeks | Students lack prior knowledge to distinguish fact from fiction.

Students are unfamiliar with the layout of the library. | Students can begin to identify elements of fiction and nonfiction.

Students can go to the appropriate area of the library for fact or fiction books. | Students can list characteristics of fact and fiction books. Students can go to the appropriate area of the library for books of their choice. |

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Benchmark Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Library Organization Grade 2	Distinguish fact and fiction books, determine appropriateness of the reading level of the information for the individual student. Locate nonfiction books in the library using the Dewey Decimal System. Demonstrate use of computer as a library searching tool. Students select library books.	4 weeks	Students are need assistance to locate desired materials	Students identify fiction and nonfiction area in the library	Students will search the OPAC to locate books in the library. Students can locate and select desired materials in the library. Students will play D.D.S game.
Books/ Organization Kindergarten	Define parts of a book, including spine label, front and back cover llustrations. Students select library books.	4 weeks	Students are unaware of the various parts of a book, and their purpose.	Students can label the parts of a book, and know how they are useful.	Students can use the various parts of a book to gain information.
Books/ Organization Grade 1	Review parts of a book, including spine label, front and back cover title page, table of contents, illustrations. Students select library books.	4 weeks	Students are unaware of the role of various parts of a book, and their purpose.	Students can label the parts of a book, and know how they are useful.	Students can use the various parts of a book to gain information. Students will make their own lap books.
Books/ Organization Grade 2	Review parts of a book, including spine label, front and back cover title page, table of contents, illustrations. Students select library books.	4 weeks	Students are unaware of the various parts of a nonfiction book, and their purpose.	Students can label the parts of a book, including text features, glossary, and index in nonfiction texts.	Students can use the various parts of a book to gain information. Students will make their own nonfiction books.

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Benchmark Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Literature Appreciation Kindergarten	Listen to books of various authors, be able to name the author and illustrators and define the role of each in telling the story. Students select library books.	10 weeks spread throughout the school year	Students are unacquainted with authors and illustrators and their unique roles.	Students become familiar with authors and illustrators.	Students actively seek out books by their favorite authors.
Literature Appreciation Grade 1	Listen to, identify, and understand works of famous authors and illustrators. Students select library books.	10 weeks spread throughout the school year	Students are unacquainted with famous authors and illustrators, and series picture books.	Students become familiar with authors and illustrators, and picture book series.	Students actively seek out books by their favorite authors and illustrators. They present their favorites to the class in various ways.
Literature Appreciation Grade 2	Listen to, identify, and understand works of famous authors and illustrators. Listen to selected fiction chapter books. Students select library books.	10 weeks spread throughout the school year	Students are unacquainted with famous authors and illustrators., and series fiction chapter books.	Students become familiar with authors and illustrators. They seek out chapter books with characters that were read to them.	Students actively seek out books by their favorite authors and illustrators. They present their favorites to the class in various ways. They make connections with characters and their own experiences.

Unit Title	Unit Understandings and Goals	Recommended/ Duration and Pacing	Diagnostic (before)	Formative (during)	Summative (after)
Technological Resources Kindergarten	Students recognize the Chromebooks, and library computers as the method to check out library books, and to locate books in the library. Students select library books.	4 weeks	Students are unfamiliar with the technology used in the library.	Students see the librarian using technology in the library for various purposes.	Students actively participate in checking books out for their use.
Technological Resources Grade 2	Technology is vital in the library media center. It is a gateway to vast informational resources, that require student learning to access and evaluate. Students utilitze the computer to access websites selected by librarians.	4 weeks	Students are unaware of the informational resources available.	Students become famialiar with research websites, and learn to access information.	Students successfully complete research activities using computers.
Technological Resources Grade 2	Students utilize the computer to access the OPAC to allow them to locate specific books in the library Students select library books.	5 weeks	Students are unable to search for library books on the OPAC.	Students learn to locate books in the OPAC and on the shelves.	They are successful in locating books in OPAC. Students will succesfully search by title, author, and subject.
Research and Reference Grade 1	Development of an awareness that nonfiction books can be used for locating facts. Able to choose relevant facts to suit their needs.	6 weeks	Students are unable to find and select appropriate information.	Students locate appropriate nonfiction resources	Students are able to complete nonfiction research activities.

Unit Title	Unit Understandings and Goals	Recommended/ Duration and Pacing	Diagnostic (before)	Formative (during)	Summative (after)
Research and Reference Grade 1	Development of an awareness that nonfiction books can be used for locating facts. Able to choose relevant facts to suit their needs.	6 weeks	Students are unable to find and select appropriate information.	Students locate appropriate nonfiction resources	Students are able to complete nonfiction research activities, researching various animals, and areas of interest to them.
Research and Reference Grade 2	Development of an awareness that nonfiction books can be used for locating facts. Able to choose relevant facts to suit their needs. Develop skill to synthesize information into reports or projects.	6 weeks	Students are unable to find and select appropriate information.	Students locate appropriate nonfiction resources using text features, glossaries, and indexes from nonfiction texts.	Students are able to complete nonfiction research activities on states and countries.. Students will play the Dictionary Game.
Story Elements Kindergarten	Understand that characters, settings, and plot form the basis for stories.	4 weeks	Students identify characters and events in stories.	Students can describe the settings, characters, and answer questins about stories they listen to..	Students can answer questions about stories they have heard. They recall characters and settings, and the events in the story.
Story Elements Grade 1	Understand that characters, settings, and plot form the basis for stories. They will be able to identify who is telling the story at various points, and understand the importance of the illustrations.	4 weeks	Students identify characters and events in stories.	Students can list elements that form a setting. They can recall characters and describe them. They will participate in Reader's Theater.	Students can describe characters and settings in a story. They will present their favorites to the class in various ways.
Story Elements Grade 2	Students will describe the overall structure of a story, including how the characters respond to major events. Students will be able to describe how the beginning introduces the story and how the events go together to form the conclusion.	4 weeks	Students identify characters and events in stories.	Students will understand how the story events move the plot along, they will also understand the importance of illustrations in advancing the author's message.	Students will be able to answer pertinent questions about the story, They will share their favorites with the class and participate in Reader's Theater.

Robbinsville Public Schools

Unit #1: Library Orientation

Enduring Understandings:	Essential Questions:
● The Librarian is an important resouree for books and information.	● What is the importance of the Library Media Center?

Duration of the unit: 4 weeks.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
K	3.1.3.H 3.1.K.H.1 3.1.K.H.2	Role of the school librarian Purpose of the library Care of library materials Library procedures Select library books	Demonstrate and model functions of the school librarian. Model and reinforce appropriate library behavior. Demonstrate care of library materials. Utilizes circulation procedures effectively.	Books, electronic resources, role playing. Demonstration and modeling	Demonstration of appropriate behavior. Teacher observation. Students seek help to locate books, etc.
Grade 1	3.1.K.H. 3.1.3.H.1	Role of the school librarian Purpose of the library Care of library materials Library procedures Select library books	Demonstrate and model functions of the school librarian. Model and reinforce appropriate library behavior. Demonstrate care of library materials. Utilizes circulation procedures effectively.	Books, electronic resources, role playing. Demonstration and modeling	Demonstration of appropriate behavior. Teacher observation. Students seek help to locate books, etc.
Grade 2	3.1.K.H. 3.1.3.H.1	Role of the school librarian Purpose of the library Care of library materials Library procedures Select library books	Demonstrate and model functions of the school librarian. Model and reinforce appropriate library behavior. Demonstrate care of library materials. Utilizes circulation procedures effectively.	Books, electronic resources, role playing. Demonstration and modeling	Demonstration of appropriate behavior. Teacher observation. Students seek help to locate books, etc.
1,2	NJCCCS 8.1 NJCCCSLA.3.1.K.D. AASL.1.A.1 AASL.1.B.1 AASL 2.B.1 3.1.1.H.3	Information selection skills Reading comprehension and fluency Select library books.	Apply information skills to identify, locate, select, and evaluate appropriate print and digital materials. Read grade level texts with purpose and understanding.	Books, electronic resources, demonstration and discussion. Easy fiction and nonfiction books.	Teacher observation and appropriate selection of fiction and nonfiction materials.
1,2	NJCCCS 8.1.2.S.5 NJCCCS 8.2.2.A.1	Recognizes computer as a valuable tool Select library books.	Librarian will use the projector and chromebook to demonstrate educational and recreational resources.	Electronic resources	Student participation

Unit 2: Library Organization

Enduring Understandings:	Essential Questions:
● Understanding the mechanics of a book, allows the reader to effectively gain necessary information from the book. ● Understanding the organizational system of the library, allows the student access to all the media in the library.	● How does understanding a text's structure help me better understand its meaning? ● Why does a library have a system of organization?

Duration of Unit: 4 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
K	RL.K.5	Students will distinguish various types of books, including fiction, nonfiction, and poetry. Select library books.	Visually model the types of the books using print or electronic resources. Read small sections of each to give the students an idea of each type of book. Identify various sections of the library containing fiction & nonfiction books.	Print or electronic resources	Students ability to verbally identify the types of books available in the library.
K	RI.K.5	Introduce parts of a book including front cover, back cover, spine and title page. Explain the call number and its connection to the author. Select library books.	Visually model the parts of the books using print or electronic resources.	Print or electronic resources	Students ability to verbally identify the parts and functions of a book.
K	RI.K.5	Identify, locate, select and utilize books by classification including easy fiction and nonfiction books.	Librarian will explain the arrangement of the easy fiction books by author. Nonfiction books will be explained as factual information grouped by subject.	Variety of fiction and nonfiction books.	Observation of students ability to locate the correct area to find their desired books.
K	AASL 1.B.1	Develop an understanding that fiction and nonfiction books can be used as a resource for recreational reading.	Read fiction and nonfiction books about the same subject, and identify fact and fiction.	Variety of fiction and nonfiction books, and teacher prepared materials.	Students ability to differentiate fact from fiction.

Unit 2: Library Organization (con't)

Enduring Understandings:	Essential Questions
● Understanding the mechanics of a book, allows the reader to effectively gain necessary information from the book. ● Understanding the organizational system of the library, allows the student access to all the media in the library.	● How does understanding a text's structure help me better understand its meaning? ● Why does a library have a system of organization?

Duration of the unit: 4 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
1	NJCCCSLA 3.1.K.H RI 1.5	Identify, locate, select and utilize books by classification including easy fiction and nonfiction books.	Librarian will explain the arrangement of the easy fiction books by author. Nonfiction books will be explained as factual information grouped by subject.	Variety of fiction and nonfiction books.	Observation of students ability to locate the correct area to find their desired books.
2	RI.2.5 NJCCCSLA 3.1.K.H	Identify, locate, select and utilize books by classification including fiction and nonfiction books. Identify various types of nonfiction available in the library, and their location on the shelves.	Librarian will explain the arrangement of the fiction books by author's last name. Nonfiction books will be explained as factual information grouped by subject. Discuss amount and variety of nonfiction in the library.	Variety of fiction and nonfiction books. Examples of various call labels, will be presented and discussed.	Observation of students ability to locate the correct area to find their desired books. Students will successfully complete call number activities.
1	AASL.1.B.1	Demonstrate awareness of easy fiction book arrangement. Understand the use of author names in fiction area organization.	Hands on activities, students and teacher demonstrations	Library collection of easy fiction books, teacher prepared materials.	Students ability to locate easy fiction books by the author's last name.
2	AASL.1.B.1	Demonstrate awareness of fiction book arrangement. Understand the use of author names in fiction area organization.	Hands on activities, students and teacher demonstrations.	Library collection of fiction books, teacher prepared materials.	Students ability to locate fiction books by the author's last name. Students ability to locate series books of their choice.
1,2	AASL.1.B.1 AASL.2.A.3	Develop an understanding that fiction and nonfiction books can be used as a resource for recreational reading. Gain an understanding of the variety of information available in the library.	Read fiction and nonfiction books about the same subject, and identify fact and fiction.	Variety of fiction and nonfiction books, and teacher prepared materials.	Students ability to differentiate fact from fiction.

Robbinsville Public Schools

Unit 3: Literature Appreciation

Enduring Understandings:.	Essential Questions
● An appreciation for books and literature enhances every phase of life.	● How does literature enrich your life?

Duration of the unit: 10 weeks spread throughout the school year

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
K	RL.K.1 RL.K.6	Listen to books by and recognize the names of authors and illustrators. Learn the role of each in telling a story.	Read a variety of stories, students participate in retellling the stories, Maker Space projects, and written activities relating to the stories.	Variety of books, props, craft materials, Reader's Theater scripts	Student's ability to describe plot, characters, settings, and formulate and answer questions about the stories.
1	RL.1.5	Listen to, identify, and understand works of famous authors and illustrators. Listen to various series in picture book format, follow the character as it develops through the stories. Make connections with the characters.	Read a variety of stories, students participate in retellling the stories, Maker Space projects, Reader's Theater and written activities relating to the stories.	Variety of books, props, craft materials, Reader's Theater scripts	Student's ability to describe plot, characters, settings, and formulate and answer questions about the stories.
2	RL.2.1 RL.2.3 RL.2.7 RI.2.6	Listen to, identify, and understand works of famous authors and illustrators. Listen to various series chapter books, follow the character as it develops through the stories. Make connections with the characters.	Read a variety of stories, students participate in retellling the stories, Maker Space projects, Reader's Theater, and written activities relating to the stories.	Variety of books, props, craft materials, Reader's Theater scripts	Student's ability to describe plot, characters, settings, and formulate and answer questions about the stories.
2	AASL.3.D.1	Demonstrate awareness of Caldecott and other award winning books	Read a variety of Caldecott and other award winning books and discuss the merits of the books. Turn and talk class discussions, students rate their favorites, and defend their choices.	Variety of award winning books.	Student's ability to express appreciation for award winning books, complete projects and answer questions related to them. Students discuss award winning books in class.

Unit 3 : Literature Appreciation (con't)

Enduring Understandings:	Essential Questions
● An appreciation for books and literature enhances every phase of life.	● How does literature enrich your life?

Duration of the unit:

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
K,1,	NJCCCSLA 3.1.K.B RL.1.10 RF.1.2	Phonological Awareness: Demonstrate an understanding of spoken words, syllables, and sounds.	Read various books that contain rhyming words, identify the rhyming sounds, make up their own rhyming words.	Variety of books, esp. Dr. Seuss and Jan Thomas, and activities to promote awareness of rhyming words.	Students ability to identify and list rhyming words.
2	NJCCCSLA 3.1.K.5 RL.2.10	Phonological Awareness: Demonstrate an understanding of spoken words, syllables, and sounds.	Read various books that contain rhyming words, identify the rhyming sounds, make up their own rhyming words. Read various types of poetry and discuss the use of rhyme or lack thereof in understanding the message.	Variety of books, esp. Jack Prelutsky, and Shel Silverstein. activities to promote awareness of rhyming words in prose and poetry..	Students ability to identify and list rhyming words. Students will write poetry.
K,1	AASL 1.A.1	Browse the library collection for books of particular interest to the student.	Allow students to browse the shelves, selecting books of interest to them.	Libray collection of fiction and nonfiction materials.	Students ability to locate books of their choice, and appropriate for their reading level .
2	AASL 1.A.1	Browse the library collection for books of particular interest to the student.	Allow students to browse the shelves, selecting books of interest to them.	Libray collection of fiction and nonfiction materials.	Students ability to locate books of their choice, and appropriate for their reading level .
2	AASL 4.B.2 AASL 3.B.1	Participate in reading incentive programs	"Global Read Aloud" "Reading Without Walls" "Read Across American" other school wide, nation wide reading events	Various Program materials	Student participation

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Unit 4: Technological Resources

Enduring Understandings:	Essential Questions:
● Technology has a vital role in the library media center. It is a gateway to vast informational resources, but learning how to use it, and how to evaluate the information accessed is a necessary component of student learning.	● How is technology utilized in the library media center? ● How does it enhance student success in locating necessary information in the media center?

Duration of Unit: 5 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
K,1,2	8.1.2.A.1 8.1.2.A.4 8.2.2.B.1	Develop an awareness of print, non-print and electronic resources.	Read books, utilize chromebooks and projectors to demonstrate the purpose of technology in the library.	Chromebooks, books, websites	Student participation in activities and class discussion.
1,2	8.1.2.A.4	Utilize the computer to access websites selected by the librarian	Demonstrate through use of the projector and Chromebook the FACTS4ME website. Students will utilize the site to locate specific information. Other websites will be used, as selected by librarians.	ChromeBooks, projector, FACTS4ME website, other websites as selected for use by the librarians	Accuracy and apprpriateness of information located by students.
2	8.1.2.A.1	Utilize the computer to access the library catalog, to assist students in locating books of their choice.	Students will observe the demonstration of the library catalog through the Chromebook and projector.	Chromebooks, Destiny OPAC, and projector	Students will be able to identify call numbers, authors and various other information reading catalog book entries on the OPAC.

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Unit 5: Research and Reference

Enduring Understandings:	Essential Questions: :
● Nonfiction materials both print and electronic are necessary to provide accurate information.	● What is the purpose of reference books and materials? ● Why engage in research?

Duration of the unit: 6 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
K,1,2	AASL.1.A.1 AASL.4.B.2 RL.1.5	Develop an awareness that nonfiction books can be used for locating facts.	Demonstrate how to use nonfiction books to locate information. Students will share facts with the assistance of the librarian.	Various nonfiction books on a broad range of topics.	Students ability to locate relevant facts in the print resources, and evaluate their usefulness.
1,2	RL.1.5 RL.2.10 NJCCCS 8.2.A.4 AASL.1.A.1 AASL.4.C.1 AASL.4.B.2	Develop an awareness of non-print nonfiction materials as another way to gather facts.	View non-print resources and discuss facts presented.	Interenet websites selected by librarian, related to classroom topics, DVD's on topics., nonfiction books.	Students ability to evaluate fact from fiction, and select relevant facts.

Unit 6: Elements of a Story

Enduring Understandings:.	Essential Questions
● Understanding how stories are constructed allows readers to make connections with the characters and their own lives.	● How are stories constructed to convey the author's message? ● How does literature connect with the reader?

Duration of the unit: 4 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
K	RL.K.1 RL.K.3	Describe characters and settings in a story	Read a variety of stories, students participate in retellling the stories, Maker Space projects, and written activities relating to the stories.	Variety of books, props, craft materials, Reader's Theater scripts	Student's ability to describe plot, characters, settings, and formulate and answer questions about the stories.
1	RL.1.2 RL.1.3	Describe characters, settings, and major events in a story. Describe how illustrations add to the understanding of the story.	Read a variety of stories, students participate in retellling the stories, Maker Space projects, and written activities relating to the stories.	Variety of books, props, craft materials, Reader's Theater scripts	Student's ability to describe plot, characters, settings, and formulate and answer questions
2	RL.2.3 RL.2.5 RL.2.7	Recall the characters, and events in a story. Explain how the characters respond to the events, and how the story is formed, beginning, middle and end.	Read a variety of stories, students participate in retellling the stories, Maker Space projects, and written activities relating to the stories.	Variety of books, props, craft materials, Reader's Theater scripts	Student's ability to describe plot, characters, settings, and formulate and answer questions about the stories.

English Language Learner (ELL) Resources

- Learning style quiz for students- http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml
- "Word clouds" from text that you provide-http://www.wordle.net/
- Bilingual website for students, parents and educators: http://www.colorincolorado.org/
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-http://www.online-stopwatch.com/
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-http://www.wida.us/
- Everything ESL - http://www.everythingESL.net
- ELL Tool Box Suggestion Sitehttp://www.wallwisher.com/wall/elltoolbox
- Hope4Education - http://www.hope4education.com
- Learning the Language http://blogs.edweek.org/edweek/learning-the-language/
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: http://www.flenj.org/Publications/?page=135
- OELA - http://www.ed.gov/offices/OBEMLA
- New Jersey Department of Education- Bilingual Education information http://www.state.nj.us/education/bilingual/

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. https://animoto.com
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. http://bookbuilder.cast.org/
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. http://www.cast.org
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. http://www.cosketch.com/
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. http://crayon.net/ Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! http://www.educationoasis.com/printables/graphic-organizers/
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional

learning, educational leadership and teacher development, and technology integration. http://www.edutopia.org/

- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. http://edu.glogster.com/?ref=personal
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. http://www.learner.org/interactives/story/index.html
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. http://www.nwp.org
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. http://pacecar.missingmethod.com/