

# SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



*Committed to Excellence*

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<b>Course Name: Library/Media</b>	<b>Grade Level(s): Kindergarten</b>
<b>BOE Adoption Date: September 2014</b>	<b>Revised: September 2015</b>

## ABSTRACT

School libraries have evolved from having a focus on print materials to providing a rich selection of resources, both print and digital; from students learning how to search a card catalog to learning strategies for searching a variety of digital resources and using Web browsers; from basic literacy to information literacy (the ability to access, evaluate, and use information effectively). In kindergarten, students begin to learn the basics of information literacy by asking and answering questions about text. They identify a personal interest and possible information sources to learn more about it. Kindergarten students identify types of everyday print and digital materials such as storybooks, poems, newspapers, and signs. They begin to distinguish fact from fiction.

Kindergarten students learn that printed and digital materials provide information by identifying meaning from simple symbols and pictures. They connect information and events in text to their own life experiences and identify basic facts and ideas in what was read or heard. In kindergarten, students learn where the library is located, how it is organized, and whom they can ask for help in the library. They learn the process for checking out materials and are able to borrow materials from the school library. Kindergarten students listen and respond to stories based on well-known characters, themes, plots, and settings, retelling the central ideas of simple passages. They share information with others, speaking in complete, coherent sentences. Students understand the need to follow privacy and safety guidelines and ask a trusted adult for permission before providing information in person, on a form, or online.

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### **Mission Statement**

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

### **Curriculum and Instruction Goals**

#### **Goal(s):**

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

### **Philosophy of the Shared Curriculum Service with Kingsway Regional School District**

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the NJ Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally,

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classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

### How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

### Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. <http://www.udlcenter.org/aboutudl>
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document. <http://www.ascd.org>

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4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document. <http://www.ascd.org>
  5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
  6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
  7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson. <http://www.marzanocenter.com>
  8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the New Jersey Student Learning Standards (NJ SLS)
  9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately. <http://www.marzanoresearch.com>
  10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.
  11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the by providing an example from which to work and/or a product for implementation.
  12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.

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- 13. Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
- 14. Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. [http://www.state.nj.us/njded/NJ\\_SLS/](http://www.state.nj.us/njded/NJ_SLS/)
- **State:** The New Jersey Student Learning Standards (NJ SLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
- 15. Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
- 16. 21<sup>st</sup> Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21<sup>st</sup> century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum. <http://www.p21.org/our-work/p21-framework>

Kindergarten Library/Media Standards	
Trimester	American Association of School Librarians (AASL) Standard New Jersey Student Learning Standards; English Language Arts (NJ SLS.ELA)
Trimester 1	AASL Standard 1, AASL Standard 2, AASL Standard 3, AASL Standard 4  NJ SLS RL.K.1, NJ SLS RL.K.2, NJ SLS.ELA-Speaking and Listening.K.SL.1.a, NJ SLS.ELA-Speaking and Listening.K.S.L.6, NJ SLS K.R.I.5
Trimester 2	AASL Standard 1, AASL Standard 2, AASL Standard 3, AASL Standard 4  NJ SLS RL.K.3, NJ SLS RL.K.6, NJ SLS K.RI.6, NJ SLS K.RI.3, NJ SLS K.RI.9, NJ SLS K.RI.7
Trimester 3	AASL Standard 1, AASL Standard 2, AASL Standard 3, AASL Standard 4  NJ SLS RL.K.7, NJ SLS RL.K.10, NJ SLS.ELA-Literacy NJ SLS K.W.7, NJ SLS.ELA-Literacy, NJ SLS.ELA-Literacy NJ SLS K.W.6, NJ SLS.ELA-Literacy NJ SLS K.W.2

New Jersey Student Learning Standards (English/Language Arts) and the American Association of School Librarians Standards	
New Jersey Student Learning Standards English/Language Arts	AASL Learning Standard(s)
NJ SLS K.L.4 a, b; NJ SLS K.L.5 a, b, c, d; NJ SLS K.L.6; NJ SLS K.R.F.1 a, b, c, d; NJ SLS K.R.F.2 a, b, c, d, e; NJ SLS K.R.F.3 a, b, c, d; NJ SLS K.R.I.4; NJ SLS K.R.I.5; NJ SLS K.W.8	1.1.2 Use prior and background knowledge as context for new learning.
NJ SLS K.L.1a, b, d, e, f; NJ SLS K.L.2 a, b, c, d; NJ SLS K.R.I.4; NJ SLS K.R.L.1; NJ SLS K.R.L.4; NJ SLS K.SL.2; NJ SLS K.SL.3	1.1.3 Develop and refine a range of questions to frame search for new understanding.
NJ SLS K.R.I.2; NJ SLS K.R.I.3; NJ SLS K.R.F.4; NJ SLS K.R.I.1; NJ SLS K.R.I.7; NJ SLS K.R.I.8; NJ SLS K.R.I.9; NJ SLS K.W.7; NJ SLS K.W.8	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
NJ SLS K.W.7	1.1.9 Collaborate with others to broaden and deepen understanding
NJ SLS K.SL.1; NJ SLS K.SL.1a, b; NJ SLS K.SL.6; NJ SLS K.W.5	1.3.4 Contribute to the exchange of ideas within the learning community.  1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.  1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.  1.4.3 Monitor gathered information and assess for gaps or weaknesses.  1.4.4 Seek appropriate help when needed.



	2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
	3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
NJ SLS K.W.6	2.1.4 Use technology and other information tools to analyze and organize information.
NJ SLS K.W.7	2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
NJ SLS K.SL.4; NJ SLS K.SL.5; NJ SLS K.W.1; NJ SLS K.W.2; NJ SLS K.W.3; NJ SLS K.W.6	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
NJ SLS K.W.1; NJ SLS K.W.2; NJ SLS K.W.3	2.2.4 Demonstrate personal productivity by completing products to express learning.
NJ SLS K.W.8	2.3.1 Connect understanding to the real world.
NJ SLS K.R.I.10; NJ SLS K.R.L.10; NJ SLS K.W.7	3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
	3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
	3.3.5 Contribute to the exchange of ideas within and beyond the learning community.
NJ SLS K.W.7; NJ SLS K.W.6	3.2.3 Demonstrate teamwork by working productively with others.
NJ SLS K.R.L.2; NJ SLS K.W.1; NJ SLS K.W.1; NJ SLS K.W.2; NJ SLS K.W.3; NJ SLS K.W.6	3.1.3 Use writing and speaking skills to communicate new understandings effectively.
NJ SLS K.W.2	3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
NJ SLS K.R.L.3; NJ SLS K.R.L.6; NJ SLS K.R.L.7; NJ SLS K.R.L.9; NJ SLS K.W.1; NJ SLS K.W.2; NJ SLS K.R.I.6; NJ SLS K.R.L.5	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
NJ SLS K.W.8	4.1.5 Connect ideas to own interests and previous knowledge and experience.
NJ SLS K.R.L.5	4.3.2 Recognize that resources are created for a variety of purposes.

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### Trimester I

#### **American Association of School Librarian Standards (AASL)**

**AASL.1** Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.

##### **I. Library Infrastructure**

- Function of the school library
- Awareness of school library rules and procedures
- Familiarity with school library layout and organization
- Awareness of various types of materials in the school library.

**AASL.2:** Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

##### **II. Literature**

- Literature ad library resources
- Read Alouds, Book Talks. Book Discussions
- Identify parts and types of books
- Develop competencies and self motivation as a beginning reader
- Develop main idea and sequence of a story
- Recognize award winning books

**AASL 3:** Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.

##### **III. Ethics**

- Ethical behaviors with regards to library space and materials.
- Demonstrates appropriate behavior and care of school library resources.

**AASL 4:** Learners use skills, resources, and tools to pursue personal and aesthetic growth.

##### **IV. Technology**

- Introduce/review parts of the computer
- Introduce/review computer lab procedures and terminology
- Use technology terminology (start up, Login, mouse, keyboard, click, double click, etc.)

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- Introduction to developmentally appropriate software programs/web sites (e.g. Raz-Kids, Starfall)
  - Introduction to online card catalog system.

**New Jersey Student Learning Standards:**

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

**NJ SLS RL.K.2:** With prompting and support, retell familiar stories, including key details.

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

**NJ SLS.ELA-Speaking and Listening.K.SL.1.a** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

**NJ SLS.ELA-Speaking and Listening.K.SL.6** Speak audibly and express thoughts, feelings, and ideas clearly

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

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## Trimester II

**AASL.1** Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.

I. Library Infrastructure

- Function of the school library
- Awareness of school library rules and procedures
- Familiarity with school library layout and organization
- Awareness of various types of materials in the school library.

**AASL.2:** Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

II. Literature

- Literature ad library resources
- Read Alouds, Book Talks. Book Discussions
- Identify parts and types of books
- Develop competencies and self motivation as a beginning reader
- Develop main idea and sequence of a story
- Recognize award winning books

**AASL 3:** Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.

III. Ethics

- Ethical behaviors with regards to library space and materials.
- Demonstrates appropriate behavior and care of school library resources.
- Ethical use of information from various resources

**AASL 4:** Learners use skills, resources, and tools to pursue personal and aesthetic growth.

IV. Technology

- Application of basic computer operations (i.e. startup, shut down)
- Application of basic keyboarding skills
- Application of basic website navigation skills
- Application of online card catalog organization system

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#### V. Research

- Sources of information
- Develop a search strategy
- Listen to oral readers and guest speakers
- Organize information into sentences or illustrations

#### **New Jersey Student Learning Standards Language Arts**

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

**NJ SLS 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.

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

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

**NJ SLS K.RI.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).

**NJ SLS K.RI.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).

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### Trimester III

**AASL.1** Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.

I. Library Infrastructure

- Function of the school library
- Awareness of school library rules and procedures
- Familiarity with school library layout and organization
- Awareness of various types of materials in the school library.

**AASL.2:** Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

II. Literature

- Explore literature ad library resources
- Read Alouds, Book Talks. Book Discussions
- Identify parts and types of books
- Develop competencies and self motivation as a beginning reader
- Develop main idea and sequence of a story
- Recognize award winning books

**AASL 3:** Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.

III. Ethics

- Ethical behaviors with regards to library space and materials.
- Demonstrates appropriate behavior and care of school library resources.
- Ethical use of information from various resources

**AASL 4:** Learners use skills, resources, and tools to pursue personal and aesthetic growth.

IV. Technology

- Application of basic computer operations (i.e. startup, shut down)
- Application of basic keyboarding skills
- Application of basic website navigation skills
- Application of online card catalog organization system

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#### V. Research

- Sources of information
- Develop a search strategy
- Listen to oral readers and guest speakers
- Organize information into sentences or illustrations
- Cite materials used for information gathering

#### **New Jersey Student Learning Standards: English Language Arts (NJ SLS.ELA)**

**NJ SLS RL.K.7:** With prompting and support, describe the relationship between illustrations and the story in which they appear

**NJ SLS RL.K.10:** Actively engage in group reading activities with purpose and understanding.

**NJ SLS.ELA-Literacy NJ SLS K.W.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.

**NJ SLS.ELA-Literacy NJ SLS K.W.7:** Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).

**NJ SLS.ELA-Literacy NJ SLS K.W.6:** With guidance and support, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Trimester I Library/Media			
<b>ESTABLISHED GOALS:</b> <b>American Association of School Librarians Standards:</b> AASL Standard 1 AASL Standard 2 AASL Standard 3 AASL Standard 4  <b>New Jersey Student Learning Standards for English/Language Arts:</b> NJ SLS RL.K.1 NJ SLS RL.K.2 NJ SLS.ELA-Speaking and Listening.K.SL.1.a NJ SLS.ELA-Speaking and Listening.K.SL.6 NJ SLS K.RI.5	<b>Desired Results</b>		
	<i>Students will be able to independently use their learning ((rules, procedures, layout &amp; organization) to find resources in the school library.</i>		
	<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
	<ul style="list-style-type: none"> <li>Using the “5 Finger Rule” can help to determine whether a book is a “Just Right Book”</li> <li>Good listeners exhibit appropriate listening behaviors (eye contact, posture and respectful attention).</li> <li>Good listeners respond appropriately during the story</li> </ul>		<ul style="list-style-type: none"> <li>What is the importance of the Library/Media Center?</li> <li>What is the first step in deciding upon a book?</li> <li>How does understanding the parts of a book help me?</li> </ul>
	<b>Learning Goals &amp; Objectives</b>		
	<b>Student will understand...</b> <ul style="list-style-type: none"> <li>Using the “5 Finger Rule” can help to determine whether a book is a “Just Right Book”</li> <li>Good listeners exhibit appropriate listening behaviors (eye contact, posture and attention).</li> </ul>		<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>Use the 5 finger rule</li> <li>Identify the main parts of a book.</li> <li>Identifying the works of an author/illustrator.</li> <li>Employ the techniques of a good listener.</li> </ul>



Pacing Guide		
Standards	Learning Goals	Learning Objectives <i>Students will know or be able to...</i>
<b>AASL.1</b> AASL.1. Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.	<b>SLO 1:</b> <b>AASL 1.4.4</b> Seek appropriate help when needed. <b>AASL 1.1.2</b> Use prior and background knowledge as context for new learning.	<b>AASL.1</b> Students will be able to recognize the school media specialist as a teacher and resource person.  Students will understand that the library is organized by sections (Easy/Everybody, Fiction, Nonfiction, Reference, Magazines).
	<b>AASL 1.1.6</b> Read, view and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.	Students will be able to listen to a story read aloud.
	<b>NJ SLS K.R.I.1</b> With prompting and support, ask and answer questions about key details in a text.	Students will be able to ask and answer questions about key details in stories read aloud.
	<b>AASL.1.3.4</b> Contribute to the exchange of ideas within the learning community.	Students will be able to actively participate in group discussions.
	<b>NJ SLS K.SL.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  <b>NJ SLS K.S.L.6</b> Speak audibly and express	Students will be able to identify the parts of a book (front and back cover, title page, and spine)

	thoughts, feelings, and ideas clearly	
<b>AASL.2</b> 2 Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.	<b>NJ SLS K.R.I.5</b> Identify the front cover, back cover, and title page of a book.	
	<b>SLO:</b> <b>AASL.2.1.2</b> Organize information so that it is useful	<b>SKILLS AASL.2.1.2</b> Students will be able to understand that books are organized in alphabetical order by author's last name.
<b>AASL 3:</b> Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.	<b>SLO :</b> <b>AASL. 3.1.6</b> Use information and technology ethically and responsibly.	<b>SKILLS: AASL. 3.1.6</b> With prompting and support, students will be able to demonstrate proper etiquette while using and handling technology (e.g., technology basic care).
<b>AASL 4</b> 4 Learners use skills, resources, and tools to pursue personal and aesthetic growth.	<b>SLO 4:</b> <b>AASL.4.1.1</b> Read, view, and listen for pleasure and personal growth.	<b>SKILLS: AASL.4.1.1</b> Students will be able to identify, locate and access Easy/Everybody/ picture
<b>NJ SLS RL.K.1</b>  With prompting and support, ask and answer questions about key details in a text.	<b>NJ SLS RL.K.1</b> Students will be able ask and answer questions about what they read.	<b>NJ SLS RL.K.1</b> With prompting and support, students will be able to, answer questions about key details in a text.
<b>NJ SLS RL.K.2</b> With prompting and support, retell familiar stories, including key details.	<b>NJ SLS RL.K.2</b> Students will be able to tell stories with important details.	<b>NJ SLS RL.K.2</b> With prompting and support, students will

		be able to, retell stories, including key details.
<b>NJ SLS RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story	<b>NJ SLS RL.K.3</b> Students will be able to name character, setting and events of a story.  Students will be able to identify whether a story is real or make believe.	<b>NJ SLS RL.K.3</b> With prompting and support, students will be able to name main characters and setting of a story.
<b>NJ SLS RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>NJ SLS RL.K.6</b> Students will be able to learn new words that have to do with what the class is learning about.  Students will be able to listen when someone reads to me and learn new words.  Students will be able to read a story and learn new words in it.	<b>NJ SLS RL.K.6</b> Students will be able to use words and phrases acquired through conversations.
<b>NJ SLS RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear	<b>NJ SLS RL.K.7</b> Students will be able to identify an illustration/picture in a story and tell about it.  Students will be able to construct mental	<b>NJ SLS RL.K.7</b> With prompting and support, students will be able to describe connections between the illustration and text (e.g., what person or character, place, idea in the text the illustration shows).

	images to show that they understand a story.	
<b>NJ SLS RL.K.10</b> Actively engage in group reading activities with purpose and understanding.	<b>NJ SLS RL.K.10</b> Students will be able to read along as the teacher reads aloud.  Students will be able to read out loud when it is their turn.  Students will be able to read silently when it is time to do so.  Students will be able to write down a question they have about a story that they are reading.  Students will be able to listen when another student read to them.  Students will be able to listen to what other students have to say about a story.	<b>NJ SLS RL.K.10</b> Students will be able to listen and respond to questions about literature.
<b>Resources</b>		
SMART Board; OPAC (Destiny); Shelf markers; Videos; Variety of related books; Teacher created materials		
<b>Instructional Methods</b>		
<b>Learning Activities</b> (Refer to Marzano Framework (DQ 2-4; DQ5))	<ul style="list-style-type: none"> <li>• Modeling, KWL, academic games,</li> <li>• Shared Reading to develop reading skills</li> <li>• Dramatize stories</li> <li>• Read Aloud</li> <li>• Model think aloud comprehension strategies</li> </ul>	

		Suggested Modifications & Accommodations:	
21 <sup>st</sup> Century Skills			
Interdisciplinary Connections	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
Interdisciplinary Connections (Applicable Standards): <ul style="list-style-type: none"><li>Technology</li><li>Career ready practices</li><li>Financial literacy</li><li>Subject specific interdisciplinary</li><li>Career exploration</li></ul>	Integration of Technology: Technology: <ul style="list-style-type: none"><li>See Suggested Resources</li></ul>	21 <sup>st</sup> Century Themes: <ul style="list-style-type: none"><li>Global Awareness</li><li>Health Literacy</li><li>Civic Literacy</li><li>Financial, Economic, Business, &amp; Entrepreneurial Literacy</li><li>Health Literacy</li></ul>	21 <sup>st</sup> Century Skills: <ul style="list-style-type: none"><li>Creativity &amp; Innovation</li><li>Media Literacy</li><li>*Information &amp; Communication</li><li>Technologies Literacy</li><li>Communication &amp; Collaboration</li></ul>
Assessments			
Assessment Types	NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, <i>it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.</i> <ul style="list-style-type: none"><li>Depending upon individual student needs and/or the developmental level of the grade/class, alternative assessments may be given to assess student growth. These may include, but are not limited to items such as:<ul style="list-style-type: none"><li>one to one conferencing and anecdotal notes</li><li>Whole class and small group discussions</li><li>Rubrics</li></ul></li><li><b>Learning assignments</b> that measure individual student progress on a learning goal are to be used throughout a unit when appropriate to extend and assess student learning.</li></ul>		

	<ul style="list-style-type: none"><li>A variety of <b>formative, summative, and performance-based</b> (or alternative) assessments are to be used throughout each unit to assess student knowledge and student growth as well as increase and student achievement.</li><li><b>Project Based Performance Assessment</b></li></ul>				
<b>Assessment Modules</b>	<b>NOTE:</b> The assessment models provided in this document, unless otherwise indicated, are locally developed. <ul style="list-style-type: none"><li>Teacher observation during practice activities and in class discussions</li><li>Project based rubric assessing skills and knowledge</li><li>Benchmark Assessment 1 (Sample)</li></ul>				
	<b>Tasks Proficiency description</b>	<b>1</b> <b>Not meeting grade level expectations</b>	<b>2</b> <b>Approaching grade level expectations</b>	<b>3</b> <b>Meeting grade level expectations</b>	<b>E</b> <b>Exceeding grade level expectations</b>
	<b>Student demonstrates proper library procedures</b>	Student has not demonstrated proper library procedures	With support will demonstrate some of the proper library procedures	Consistently demonstrates all proper library procedures	Independently demonstrates and applies all proper library procedures
	<b>Student demonstrates familiarity with the layout of the school library</b>	Student has not demonstrated any familiarity with the layout of the school library	With support will demonstrate some familiarity with the layout of the school library	Consistently demonstrates a familiarity with the layout of the school library	Independently demonstrates familiarity with the layout of the school library
	<b>Student demonstrates awareness of the variety of resources available in the</b>	Student has not demonstrated an awareness of the variety	With support will demonstrate some awareness of	Consistently demonstrates an awareness of the variety of resources	Independently demonstrates awareness and uses the variety of

	<b>school library</b>	of resources available in the school library	the variety of resources available in the school library	available in the school library	resources available in the school library
	<b>Student demonstrates awareness of the manner in which the school library is organized</b>	Student has not demonstrated any awareness of the manner in which the school library is organized	With support will demonstrate some awareness of the manner in which the school library is organized	Consistently demonstrates an awareness of the manner in which the school library is organized	Independently demonstrates and uses awareness of the manner in which the school library is organized
<b>Possible Assessment Modifications /Accommodations/Differentiation:</b>					
<b>Special Education Students</b> <ul style="list-style-type: none"><li>• Modify assignments as needed (e.g., vary length, limit items)</li><li>• Shorten assignments</li><li>• Increase the amount of item allowed to complete assignments and tests</li><li>• Limit amount of work required or length of tests</li></ul>	<b>English Language Learners</b> <ul style="list-style-type: none"><li>• Provide word banks</li><li>• Test key concepts or main ideas</li><li>• Avoid test questions asking for discrete information</li><li>• Make a simplified language version of the test</li></ul>	<b>At-Risk Learners</b> <ul style="list-style-type: none"><li>• Have a designated reader</li><li>• Hear instructions orally</li><li>• Record a lesson, instead of taking notes</li></ul>	<b>Advanced Learners</b> <ul style="list-style-type: none"><li>• Provide independent project</li><li>• <b>Multilevel Learning Stations</b></li><li>• Vertical enrichment</li></ul>		

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Possible Instructional Modifications /Accommodations:			
<b>Special Education Students</b> <ul style="list-style-type: none"><li>• Read class materials orally</li><li>• Provide small group instruction</li><li>• Provide study outlines/guides</li><li>• Prior notice of tests</li><li>• Test study guide</li></ul>	<b>English Language Learners</b> <ul style="list-style-type: none"><li>• Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no)</li><li>• KWL Charts using pictures or native language</li></ul>	<b>At-Risk Learners</b> <ul style="list-style-type: none"><li>• Give responses in a form (oral or written) that’s easier for him</li><li>• Dictate answers to a scribe</li></ul>	<b>Advanced Learners</b> <ul style="list-style-type: none"><li>• Allow student to take charge of their learning</li><li>• Honor interests and allow for exploration</li></ul>



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### Suggested Resources

- School Library/Media center
- Library computers
- New Jersey Student Learning Standards for English Language Arts

### Literacy

#### Suggested Literature:

Children Book award winners: e.g. Caldecott, Newberry, ALA book award winners.

#### Links:

- <http://www.Raz-Kids.com>: Online guided reading program with interactive e-books, downloadable books and reading quizzes.
- <http://www.StarFall.com> Free site to teach the basics of reading. Features interactive books and phonics games.
- <http://www.readingrockets.org>
- [en.childrenslibrary.org](http://en.childrenslibrary.org): International digital library with free access to high-quality digital books from around the world
- [ABC's of Using the Internet in Grades PreK-3](#): An alphabetical list of 40 Internet starting points to use with younger elementary students.
- [ABC's and the WWW](#) from Scholastic provides links to many online interactive alphabet games for K-2 students.
- [Animal Myths and Legends](#), an interesting compilation of stories revolving around this theme
- [Between the Lions](#): a wonderful companion website to the PBS television program backed with lots of research about good literacy instruction; see [sitemap](#) for this week's activities
- [Billy Bear's Playground](#) includes many, many fun activities for beginning readers and writers.
- [Dositely's Language Arts Links](#) has some unique online phonics and alphabet games, word finds and writing opportunities.
- [Early Childhood Technology Literacy Project](#) includes project ideas, training resources, student samples, literacy lesson plans, assessment ideas.
- [Enchanted Learning](#) will keep you busy through the entire year with craft ideas, tons of background information and pictures for students and well developed [thematic units](#) on many school topics
- [Kiddyhouse Resource Center](#) for Parents and Teachers has lots of [activities](#) and literature based resources designed just for young children.
- [Mightybook.com](#) features read-aloud picture books, sing-along songs, video song books, poetry, story-writing and illustrating contests and learning games designed for children ages 2-12.
- [Spelling from Harcourt School Publishers](#) includes grade level quizzes and word finds.
- [Primary Games in Reading](#) as well as Math, Social Studies, Science and Writing

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- [Using Search Engines with Young Children](#) by Julie Coiro has links and searching tips for young children and their teachers.

Trimester II Library/Media		
<b>ESTABLISHED GOALS:</b>  <b>American Association of School Librarians Standards:</b> AASL Standard 1 AASL Standard 2 AASL Standard 3 AASL Standard 4  <b>New Jersey Student Learning Standards for English/Language Arts:</b> NJ SLS RL.K.3 NJ SLS RL.K.6 NJ SLS K.RI.3 NJ SLS K.RI.6 NJ SLS K.RI.7 NJ SLS K.RI.9	Desired Results	
	<i>Students will be able to independently use their learning to find books located in different sections of the library.</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> <li>Understand concepts of fiction and nonfiction.</li> <li>Students will understand and be able to use a search engine.</li> </ul>	<ul style="list-style-type: none"> <li>What are the Library/Media Center rules?</li> <li>When may I/may I not borrow a book?</li> <li>How do I check out my library book?</li> <li>What is a call number?</li> <li>What/ Where are the main sections of the school library?</li> <li>How are materials within these sections organized?</li> </ul>
	Learning Goals & Objectives	
	Student will understand...	Students will be able to...
	<ul style="list-style-type: none"> <li>Always use a shelf marker card while choosing a library book.</li> <li>Renew a book by bringing it back to the library and letting the librarian know that you would like to renew it.</li> <li>If your book is overdue, you may not be able to borrow a new book.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to and actively participation in story time activities</li> <li>Locate materials to checkout of the library</li> <li>Return library materials in a timely fashion</li> </ul>

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	<ul style="list-style-type: none"><li>• Wait until your table is called to find a book.</li><li>• There are a variety of resources available in the library (books, magazines, audio books, etc.)</li><li>• Bring your shelf marker to the shelf and always use it while looking for a book to borrow.</li><li>• Bring the book you have selected to the circulation desk for checkout with the online library management system (i.e., Destiny).</li><li>• A call number is the address for a library book.</li><li>• The main sections of the school library are Picture Books, Chapter Books, and Non Fiction. Each section has its own organization system.</li><li>• Nonfiction books are arranged numerically according to the Dewey Decimal System.</li><li>• Fiction books are arranged alphabetically by author's last name.</li></ul>	
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Pacing Guide		
Standards	Learning Goals	Learning Objectives <i>Students will know or be able to...</i>
<b>AASL 1</b> <b>1</b> Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.	<b>SLO 1:</b> <b>AASL.1.1.6</b> Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  <b>NJ SLS K.RI.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  <b>AASL.1.1.7</b> Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  <b>NJ SLS K.RI.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  <b>NJ SLS K.RI.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>SKILLS</b> Students will be able to select age/reading level appropriate books by looking at the cover, content, and illustrations.  Students will be able to identify and define the roles of an author and illustrator.  Students will be able to make connections with the information in a book.  Students will be able to compare and contrast similarities and differences between two books on the same subject.

<b>AASL 4</b> 4 Learners use skills, resources, and tools to pursue personal and aesthetic growth.	<b>SLO 4:</b> <b>AASL.4.1.3</b> Respond to literature and creative expressions of ideas in various formats and genres.  <b>NJ SLS K. RI.7</b> 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).	<b>SKILLS</b> Students will be able to describe relationships between illustrations and text.  Students will be able to demonstrate an awareness of the genre of fairy tales.
<b>AASL 3</b> 3 Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.	<b>SLO 3</b> <b>AASL 3.1.2</b> Participate and collaborate as members of a social and intellectual network of learners.  <b>AASL.3.2.2</b> Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.	<b>SKILLS</b> Students will be able to listen to informational text as it is read aloud.  Students will be able to participate in group discussions pertaining to informational text.
<b>AASL 4</b> 4 Learners use skills, resources, and tools to pursue personal and aesthetic growth.	<b>SLO 4:</b> <b>AASL.4.1.1</b> Read, view, and listen for pleasure and personal growth  <b>AASL.4.1.2</b> Read widely and fluently to make connections with own self, the world, and previous reading.	<b>SKILLS</b> Students will understand that fiction and nonfiction books can be used for recreational reading.  Students will be able to compare and contrast differences between fiction and non-fiction.

	<b>AASL.4.1.4</b> Seek information for personal learning in a variety of formats.	Students will be able to engage in group reading activities related to non-fiction with purpose and understanding.  Students will be able to develop an awareness of nonfiction print and digital resources.
<b>NJ SLS RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.	<b>NJ SLS RL.K.3</b> Students will be able to name character, setting and events of a story.  Students will be able to identify whether a story is real or make believe.	<b>NJ SLS RL.K.3</b> With prompting and support, name main characters and setting of a story.
<b>NJ SLS RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>NJ SLS RL.K.6</b> Students will be able to learn new words that have to do with what the class is learning about.  Students will be able to listen when someone reads to me and learn new words.  Students will be able to read a story and learn new words in it.	<b>NJ SLS RL.K.6</b> With prompting and support, name the author and illustrator and define their roles.

Resources			
Resources: SMART Board; OPAC (Destiny); BrainPop Jr., Teacher created materials; Related books (print & digital); Zoobooks			
Instructional Methods			
Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5))	<ul style="list-style-type: none"><li>Modeling, KWL, academic games,</li><li>Shared Reading to develop reading skills</li><li>Dramatize stories</li><li>Read Aloud</li><li>Model think aloud comprehension strategies</li><li>Modeling</li></ul>		
	Suggested Modifications & Accommodations:		
21 <sup>st</sup> Century			
Interdisciplinary Connections	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
Interdisciplinary Connections (Applicable Standards): <ul style="list-style-type: none"><li>Technology</li><li>Career ready practices</li><li>Financial literacy</li><li>Subject specific interdisciplinary</li><li>Career exploration</li></ul>	Integration of Technology: <ul style="list-style-type: none"><li>See Suggested Resources</li></ul>	21 <sup>st</sup> Century Themes: <ul style="list-style-type: none"><li>Global Awareness</li><li>Health Literacy</li><li>Civic Literacy</li><li>Financial, Economic, Business, &amp; Entrepreneurial Literacy</li><li>Health Literacy</li></ul>	21 <sup>st</sup> Century Skills: <ul style="list-style-type: none"><li>Creativity &amp; Innovation</li><li>Media Literacy</li><li>*Information &amp; Communication</li><li>Technologies Literacy</li><li>Communication &amp; Collaboration</li></ul>



Assessments															
Assessment Types		<p>NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, <i>it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.</i></p> <ul style="list-style-type: none"><li>Depending upon individual student needs and/or the developmental level of the grade/class, alternative assessments may be given to assess student growth. These may include, but are not limited to items such as:<ul style="list-style-type: none"><li>one to one conferencing and anecdotal notes</li><li>Whole class and small group discussions</li><li>Rubrics</li></ul></li><li><b>Learning assignments</b> that measure individual student progress on a learning goal are to be used throughout a unit when appropriate to extend and assess student learning.</li><li>A variety of <b>formative, summative, and performance-based</b> (or alternative) assessments are to be used throughout each unit to assess student knowledge and student growth as well as increase and student achievement.</li></ul> <p><b>Project Based Performance Assessment</b></p>													
Assessment Modules		<p><b>NOTE:</b> The assessment models provided in this document, unless otherwise indicated, are locally developed.</p> <ul style="list-style-type: none"><li>Teacher observation during practice activities and in class discussions</li><li>Project based rubric assessing skills and knowledge</li><li>Benchmark assessment 2 (sample)</li></ul> <table><tr><th>Task Proficiency Description</th><th>1 Not meeting grade level expectations</th><th>2 Approaching grade level expectations</th><th>3 Meets grade level expectations</th><th>E Exceeds grade level expectations</th></tr><tr><td>Student demonstrates proper library transitions</td><td>Student has not demonstrated proper library transitions</td><td>With support demonstrates some behaviors associated with proper</td><td>Consistently demonstrates all behaviors associated with proper library</td><td>Independently demonstrates all behaviors associated with proper library</td></tr></table>				Task Proficiency Description	1 Not meeting grade level expectations	2 Approaching grade level expectations	3 Meets grade level expectations	E Exceeds grade level expectations	Student demonstrates proper library transitions	Student has not demonstrated proper library transitions	With support demonstrates some behaviors associated with proper	Consistently demonstrates all behaviors associated with proper library	Independently demonstrates all behaviors associated with proper library
Task Proficiency Description	1 Not meeting grade level expectations	2 Approaching grade level expectations	3 Meets grade level expectations	E Exceeds grade level expectations											
Student demonstrates proper library transitions	Student has not demonstrated proper library transitions	With support demonstrates some behaviors associated with proper	Consistently demonstrates all behaviors associated with proper library	Independently demonstrates all behaviors associated with proper library											

			library transitions	transitions	transitions
	<b>Student is able to demonstrates ways to properly handle library books</b>	Student has not demonstrated any way to properly handle a library book	With support student demonstrates some of the ways to properly handle a library book	Consistently demonstrates how to properly handle a library book	Independently applies knowledge of how to properly handles a library book
	<b>Student can list and demonstrate appropriate behaviors when listening to a story read aloud</b>	Student has not demonstrated an awareness of the variety of resources available in the school library	With support demonstrates some awareness of the variety of resources available in the school library	Consistently demonstrates an awareness of the variety of resources available in the school library	Independently demonstrates and uses the variety of resources available in the school library
	<b>Student demonstrates how a book should be removed and returned to the appropriate locations</b>	demonstrates an awareness of the various uses of the school library	With support demonstrates some awareness of the various uses of the school library	Consistently demonstrates awareness of the various uses of the school library	Independently demonstrates awareness of the various uses of the school library
	<b>Student understands how a school library works such as an understanding of the importance of returning books in a</b>	Student has not demonstrated an awareness of the manner in which the	With support will demonstrate some awareness of the manner in	Consistently demonstrates an awareness of the manner in which the school library	Independently demonstrates and uses their awareness of the school libraries

	<b>timely manner</b>	school library is organized	which the school library is organized	is organized	organization	
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**Possible Assessment Modifications /Accommodations/Differentiation:**

<b>Special Education Students</b>	<b>English Language Learners</b>	<b>At-Risk Learners</b>	<b>Advanced Learners</b>
<ul style="list-style-type: none"> <li>• Modify assignments as needed (e.g., vary length, limit items)</li> <li>• Shorten assignments</li> <li>• Increase the amount of item allowed to complete assignments and tests</li> <li>• Limit amount of work required or length of tests</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word banks</li> <li>• Test key concepts or main ideas</li> <li>• Avoid test questions asking for discrete information</li> <li>• Make a simplified language version of the test</li> </ul>	<ul style="list-style-type: none"> <li>• Have a designated reader</li> <li>• Hear instructions orally</li> <li>• Record a lesson, instead of taking notes</li> </ul>	<ul style="list-style-type: none"> <li>• Provide independent project</li> <li>• <b>Multilevel Learning Stations</b></li> <li>• Vertical enrichment</li> </ul>

**Possible Instructional Modifications /Accommodations:**

<b>Special Education Students</b>	<b>English Language Learners</b>	<b>At-Risk Learners</b>	<b>Advanced Learners</b>
<ul style="list-style-type: none"> <li>• Read class materials orally</li> <li>• Provide small group instruction</li> <li>• Provide study outlines/guides</li> </ul>	<ul style="list-style-type: none"> <li>• Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no)</li> </ul>	<ul style="list-style-type: none"> <li>• Give responses in a form (oral or written) that's easier for him</li> <li>• Dictate answers to a scribe</li> </ul>	<ul style="list-style-type: none"> <li>• Allow student to take charge of their learning</li> <li>• Honor interests and allow for exploration</li> </ul>

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Possible Instructional Modifications /Accommodations:			
<ul style="list-style-type: none"><li>• Prior notice of tests</li><li>• Test study guide</li></ul>	<ul style="list-style-type: none"><li>• KWL Charts using pictures or native language</li></ul>		

### Suggested Resources

- School Library/Media center
- Library computers
- New Jersey Student Learning Standards for English Language Arts

### Literacy

#### Suggested Literature:

Children Book award winners: e.g. Caldecott, Newberry, ALA book award winners.

#### Links:

- <http://www.Raz-Kids.com>: Online guided reading program with interactive e-books, downloadable books and reading quizzes.
- <http://www.StarFall.com> Free site to teach the basics of reading. Features interactive books and phonics games.
- <http://www.readingrockets.org>
- [en.childrenslibrary.org](http://en.childrenslibrary.org): International digital library with free access to high-quality digital books from around the world
- [ABC's of Using the Internet in Grades PreK-3](#): An alphabetical list of 40 Internet starting points to use with younger elementary students.
- [ABC's and the WWW](#) from Scholastic provides links to many online interactive alphabet games for K-2 students.
- [Animal Myths and Legends](#), an interesting compilation of stories revolving around this theme
- [Between the Lions](#): a wonderful companion website to the PBS television program backed with lots of research about good literacy instruction; see [sitemap](#) for this week's activities
- [Billy Bear's Playground](#) includes many, many fun activities for beginning readers and writers.
- [Dositay's Language Arts Links](#) has some unique online phonics and alphabet games, word finds and writing opportunities.
- [Early Childhood Technology Literacy Project](#) includes project ideas, training resources, student samples, literacy lesson plans, assessment ideas.
- [Enchanted Learning](#) will keep you busy through the entire year with craft ideas, tons of background information and pictures for students and well developed [thematic units](#) on many school topics
- [Kiddyhouse Resource Center](#) for Parents and Teachers has lots of

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[activities](#) and literature based resources designed just for young

- children.
- [Mightybook.com](#) features read-aloud picture books, sing-along songs, video song books, poetry, story-writing and illustrating contests and learning games designed for children ages 2-12.
- [Spelling from Harcourt School Publishers](#) includes grade level quizzes and word finds.
- [Primary Games in Reading](#) as well as Math, Social Studies, Science and Writing
- [Using Search Engines with Young Children](#) by Julie Coiro has links and searching tips for young children and their teachers.

Trimester III Library/Media		
<b>ESTABLISHED GOALS:</b> <b>American Association of School Librarians Standards:</b> AASL Standard 1 AASL Standard 2 AASL Standard 3 AASL Standard 4  <b>New Jersey Student Learning Standards for English/Language Arts:</b> NJ SLS RL.K.7 NJ SLS RL.K.10 NJ SLS NJ SLS K.W.7 NJ SLS NJ SLS K.W.6 NJ SLS NJ SLS K.W.2	<b>Desired Results</b>	
	<i>Students will be able to independently use their learning to develop competencies and self-motivation as a beginning reader.</i>	
	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	<ul style="list-style-type: none"> <li>Using the “5 Finger Rule” can help to determine whether a book is a “Just Right Book”</li> <li>Good listeners exhibit appropriate listening behaviors (eye contact, posture and respectful attention).</li> <li>Good listeners respond appropriately during the story.</li> </ul>	<ul style="list-style-type: none"> <li>What is comprehension?</li> <li>What is the first step in deciding upon a book?</li> <li>How does understanding the parts of a book help me?</li> </ul>
	<b>Learning Goals &amp; Objectives</b>	
	<b>Student will understand...</b> <ul style="list-style-type: none"> <li>That authors and illustrators are real people who were once school children just like they are now.</li> <li>That there are different kinds of stories, or <i>genres</i>, to choose from.</li> <li>That the more they read the more skilled they will be at reading.</li> </ul>	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>Employing the “5 Finger Rule” Identifying the main parts of a book. Identifying the works of an author/illustrator.</li> <li>Employing the techniques of a good listener.</li> </ul>

Pacing Guide		
Standards	Learning Goals	Learning Objectives <i>Students will know or be able to...</i>
<b>AASL3:</b> 3 Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.	<b>SLO:</b> <b>AASL.3.1.1</b> Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.  <b>NJ SLS K.W.7</b> Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).  <hr/> <b>AASL.3.1.6</b> Use information and technology ethically and responsibly.  <b>NJ SLS K.W.6</b> With guidance and support, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>SKILLS</b> With guidance and support, students will be able to select a topic to research.  With guidance and support, students will be able to participate in individual or shared research to locate information about a topic.  <del>Students will be able to utilize the computer to access websites selected by the School Library Media Specialist (SLMS)</del>
<b>AASL 2:</b> 2 Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.	<b>SLO :</b> <b>AASL.2.1.6</b> Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.  <b>NJ SLS K.W. 2</b> 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	<b>SKILLS: AASL.2.1.6</b> With guidance and support, students will be able to use digital tools to produce and publish drawing/writing in collaboration with peers.

	information about the topic.	
<b>NJ SLS RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear	<b>NJ SLS RL.K.7</b> Students will be able to identify an illustration/picture in a story and tell about it.  Students will be able to construct mental images to show that they understand a story.	<b>NJ SLS RL.K.7</b> With guidance and support, students will be able to
<b>NJ SLS RL.K.10</b> Actively engage in group reading activities with purpose and understanding.	<b>NJ SLS RL.K.10</b> Students will be able to read along as the teacher reads aloud. Students will participate in literacy based activities.	<b>NJ SLS RL.K.10</b> Students will be able to “read along” by tracking print with their fingers or orally with the teacher as they read aloud.  Students will be able to write down a question they have about a story that they are reading.  Students will be able to listen when another student read to them.  Students will be able to listen to what other students have to say about a story.



Resources			
Resources: World Book Online (Early Learning); selected nonfiction books; iPads;			
Instructional Methods			
Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5))	<ul style="list-style-type: none"><li>Modeling, KWL, academic games,</li><li>Shared Reading to develop reading skills</li><li>Dramatize stories</li><li>Read Aloud</li><li>Model think aloud comprehension strategies</li><li>Modeling</li></ul>		
	Suggested Modifications & Accommodations:		
21 <sup>st</sup> Century Skills			
Interdisciplinary Connections	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
Interdisciplinary Connections (Applicable Standards): <ul style="list-style-type: none"><li>Technology</li><li>Career ready practices</li><li>Financial literacy</li><li>Subject specific interdisciplinary</li><li>Career exploration</li></ul>	Integration of Technology: <ul style="list-style-type: none"><li>See Suggested Resources</li></ul>	21 <sup>st</sup> Century Themes: <ul style="list-style-type: none"><li>Global Awareness</li><li>Health Literacy</li><li>Civic Literacy</li><li>Financial, Economic, Business, &amp; Entrepreneurial Literacy</li><li>Health Literacy</li></ul>	21 <sup>st</sup> Century Skills: <ul style="list-style-type: none"><li>Creativity &amp; Innovation</li><li>Media Literacy</li><li>*Information &amp; Communication</li><li>Technologies Literacy</li><li>Communication &amp; Collaboration</li></ul>

Assessments													
Assessment Types	<p>NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, <i>it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.</i></p> <ul style="list-style-type: none"> <li>Depending upon individual student needs and/or the developmental level of the grade/class, alternative assessments may be given to assess student growth. These may include, but are not limited to items such as: <ul style="list-style-type: none"> <li>one to one conferencing and anecdotal notes</li> <li>Whole class and small group discussions</li> <li>Rubrics</li> </ul> </li> <li><b>Learning assignments</b> that measure individual student progress on a learning goal are to be used throughout a unit when appropriate to extend and assess student learning.</li> <li>A variety of <b>formative, summative, and performance-based</b> (or alternative) assessments are to be used throughout each unit to assess student knowledge and student growth as well as increase and student achievement.</li> <li><b>Project Based Performance Assessment</b></li> </ul>												
	<p>NOTE: The assessment models provided in this document, unless otherwise indicated, are locally developed.</p> <ul style="list-style-type: none"> <li>Teacher observation during practice activities and in class discussions</li> <li>Project based rubric assessing skills and knowledge</li> <li>Benchmark assessment 3 (sample)</li> </ul> <table> <tr> <th>Task Proficiency Description</th><th>1 Not meeting grade level expectations</th><th>2 Approaching grade level expectations</th><th>3 Meets grade level expectations</th><th>E Exceeds grade level expectations</th></tr> <tr> <td>Student attends to story read alouds</td><td>Student has not demonstrated any behaviors or understanding associated with attending to a</td><td>With support will demonstrates some behaviors and understanding associated with</td><td>Consistently demonstrates all behaviors associated with attending to a read aloud story</td><td>Independently demonstrates all behaviors and understanding associated with attending to a</td></tr> </table>				Task Proficiency Description	1 Not meeting grade level expectations	2 Approaching grade level expectations	3 Meets grade level expectations	E Exceeds grade level expectations	Student attends to story read alouds	Student has not demonstrated any behaviors or understanding associated with attending to a	With support will demonstrates some behaviors and understanding associated with	Consistently demonstrates all behaviors associated with attending to a read aloud story
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		read aloud story	attending to a read aloud story		read aloud story
	<b>Student can identify and label the parts of a book</b>	Student has not shown the ability to to identify and label the parts of a book	With support student identifies and labels the parts of a book	Consistently identifies and labels the parts of a book	Independently applies knowledge and labels given to parts of a book
	<b>Student can list and describe the characteristics of different genres of writing</b>	Student has not shown the ability to list and describe the characteristics of different genres of writing	With support will list and describe the characteristics of different genres of writing	Consistently lists sand describes the characteristics of different genres of writing	Independently demonstrates and uses knowledge associated with different genres of writing
	<b>Student can identify and describe different types of award winning books</b>	Student has not shown the ability to identify and describe different types of award winning books	With support will identify and describe different types of award winning books	Consistently identifies and describes different types of award winning books	Independently uses information about the different types of award winning books
	<b>Student can choose a “just right” book for their reading level</b>	Student has not shown an awareness of the manner in which the school library is organized	With support will demonstrate some awareness of the manner in which the school library is organized	Consistently demonstrates an awareness of the manner in which the school library is organized	Independently demonstrates and uses their awareness of the school libraries organization
	<b>Student can identify the works of a particular</b>	Student has not shown the ability to identify the	With support can identify the works of a	Consistently identifies the works of a	Independently demonstrates and uses an

	<b>author/illustrator</b>	works of a particular author/illustrator	particular author/illustrator	particular author/illustrator	awareness of the works of a particular author/illustrator
	<b>Student understands the importance of self-motivated reading.</b>	Student has not shown an understanding of the importance of self-motivated reading.	With support shows an understanding of the importance of self-motivated reading.	Consistently shows an understanding of the importance of self-motivated reading.	Independently demonstrates the importance of self-motivated reading.

Possible Assessment Modifications /Accommodations/Differentiation:			
<b>Special Education Students</b> <ul style="list-style-type: none"> <li>• Modify assignments as needed (e.g., vary length, limit items)</li> <li>• Shorten assignments</li> <li>• Increase the amount of item allowed to complete assignments and tests</li> <li>• Limit amount of work required or length of tests</li> </ul>	<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Provide word banks</li> <li>• Test key concepts or main ideas</li> <li>• Avoid test questions asking for discrete information</li> <li>• Make a simplified language version of the test</li> </ul>	<b>At-Risk Learners</b> <ul style="list-style-type: none"> <li>• Have a designated reader</li> <li>• Hear instructions orally</li> <li>• Record a lesson, instead of taking notes</li> </ul>	<b>AdvanceLearners</b> <ul style="list-style-type: none"> <li>• Provide independent project</li> <li>• <b>Multilevel Learning Stations</b></li> <li>• Vertical enrichment</li> </ul>

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Possible Instructional Modifications /Accommodations:			
<b>Special Education Students</b> <ul style="list-style-type: none"><li>• Read class materials orally</li><li>• Provide small group instruction</li><li>• Provide study outlines/guides</li><li>• Prior notice of tests</li><li>• Test study guide</li></ul>	<b>English Language Learners</b> <ul style="list-style-type: none"><li>• Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no)</li><li>• KWL Charts using pictures or native language</li></ul>	<b>At-Risk Learners</b> <ul style="list-style-type: none"><li>• Give responses in a form (oral or written) that’s easier for him</li><li>• Dictate answers to a scribe</li></ul>	<b>Advanced Learners</b> <ul style="list-style-type: none"><li>• Allow student to take charge of their learning</li><li>• Honor interests and allow for exploration</li></ul>

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### Suggested Resources

- School Library/Media center
- Library computers
- New Jersey Student Learning Standards for English Language Arts

### Literacy

#### Suggested Literature:

Children Book award winners: e.g. Caldecott, Newberry, ALA book award winners.

#### Links:

- <http://www.Raz-Kids.com>: Online guided reading program with interactive e-books, downloadable books and reading quizzes.
- <http://www.StarFall.com> Free site to teach the basics of reading. Features interactive books and phonics games.
- <http://www.readingrockets.org>
- [en.childrenslibrary.org](http://en.childrenslibrary.org): International digital library with free access to high-quality digital books from around the world
- [ABC's of Using the Internet in Grades PreK-3](#): An alphabetical list of 40 Internet starting points to use with younger elementary students.
- [ABC's and the WWW](#) from Scholastic provides links to many online interactive alphabet games for K-2 students.
- [Animal Myths and Legends](#), an interesting compilation of stories revolving around this theme
- [Between the Lions](#): a wonderful companion website to the PBS television program backed with lots of research about good literacy instruction; see [sitemap](#) for this week's activities
- [Billy Bear's Playground](#) includes many, many fun activities for beginning readers and writers.
- [Dositoy's Language Arts Links](#) has some unique online phonics and alphabet games, word finds and writing opportunities.
- [Early Childhood Technology Literacy Project](#) includes project ideas, training resources, student samples, literacy lesson plans, assessment ideas.
- [Enchanted Learning](#) will keep you busy through the entire year with craft ideas, tons of background information and pictures for students and well developed [thematic units](#) on many school topics
- [Kiddyhouse Resource Center](#) for Parents and Teachers has lots of [activities](#) and literature based resources designed just for young children.
- [Mightybook.com](#) features read-aloud picture books, sing-along songs, video song books, poetry, story-writing and illustrating contests and learning games designed for children ages 2-12.
- [Spelling from Harcourt School Publishers](#) includes grade level quizzes and word finds.
- [Primary Games in Reading](#) as well as Math, Social Studies, Science and Writing

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- [Using Search Engines with Young Children](#) by Julie Coiro has links and searching tips for young children and their teachers.