



Cliffside Park Public Schools

School Library/Media Center
Grades K-2

Course Description

K-2 students will visit the library every week for one period to exchange books. They will participate in teacher planned lessons and activities.

They will participate in or be provided with access to various school wide reading programs, such as but not limited to: Read Across America; Author Visits; and Reading Challenges.

The K-2 program includes story times and a variety of structured readers response activities. Students are encouraged to develop vocabulary to articulate their thoughts and feelings on shared literature.

Unit 1: Introduction and Orientation

Unit 2: Parts of a book and Use of Resources

Unit 3: Reading and Listening Comprehension

Unit 4: Media Enrichment, Book Selection, and Literature Appreciation

Unit 5: Reference and Research

Duration: Ongoing throughout the year

•• Note: Scope and sequence is often interrupted, delayed or moved up due to the necessity to correlate/support the classroom curriculums, projects, book reports and assignments

Enduring Understanding

Unit 1: Introduction and Orientation

- Understand the organization of the library
- Understand the proper care and return of library materials

Unit 2: Parts of a book and Use of Resources

- Reading for pleasure or information has lifelong applications
- Understand the elements of literature
- Understand that literature can influence personal growth and development

Unit 3: Reading and Listening Comprehension

- Reading for information has lifelong applications
- Information from various resources must be analyzed and applied appropriately
- Books contain various formats, presentations, parts and each serves a purpose and/or conveys information

Unit 4: Media Enrichment, Book Selection, and Literature Appreciation

- Reading for pleasure or information has lifelong applications
- Understand the elements of literature
- Understand that literature can influence personal growth and development

Unit 5: Reference and Research

- Reading for information has lifelong applications
- Information from various resources must be analyzed and applied appropriately
- Acquisition, evaluation, and use of materials should meet a specific need
- Information can be accessed through electronic sources

Focus of Standards:

Instructional Targets

Unit 1: Introduction and Orientation

- Become familiar with the library media center and procedures
- Identify media center/library personnel (librarian and volunteers)
- Locate area(s) where easy fiction books are found - picture books, easy readers, holidays, fairy tales
- Follow proper check out and return procedures
- Follow proper place holder usage
- Demonstrate acceptable Media Center behavior
- Demonstrate good habits when handling print materials
- Follow rules as indicated by librarian check out and return books properly at the circulation

Unit 2: Parts of a book and Use of Resources

- Answer questions about information read or told
- Determine the main idea and sequence of events in a story
- Identify characters, setting, and plot of a story
- Interpret illustrations to gain information and predict story content
- Answer questions about fiction and nonfiction selections
- Distinguish between fact and fiction in literature
- Explain the main idea, or problem and solution, of a story
- Predict events or outcomes in a story
- Retell story events in sequence
- Deduce emotional reactions and motives in stories
- Paraphrase information read in nonfiction

Unit 3: Reading and Listening Comprehension

- Locate easy books

- Identify the basic parts of a book - cover, front and back pages, illustrations, spine, title page
- Locate title and author on the front cover
- Locate and use tables of contents, glossary, index
- Listen to stories presented in a variety of formats : oral storytelling, print, electronic and video
- Recognize that nonfiction books are arranged by subject areas
- Identify the public library as an additional source of information and materials

Unit 4: Media Enrichment, Book Selection, and Literature Appreciation

- Identify the roles of an author and an illustrator
- Experience works of some well known children's authors
- Recognize various award medals on the covers of books
 - I.e. Caldecott Medal, Newbery Medal, Geisel Award, Coretta Scott King
- Obtain information from various types of literature which include the following: fiction, non-fiction, biography, fairy tales, nursery rhymes, tall tales, fables, poetry
- Listen to a variety of stories, nursery rhymes and poems
- Participate in choral speaking and echo reading of short poems, rhymes, stories with repeated patterns.
- Use pictures/illustrations as clues to events in the story
- Tell events in story which happened in beginning, middle, and end
- Recognize a fairy tale/fable/tall tale when one is read aloud
- Recognize that some nonfiction books are written about real people's lives
- Scan text for titles, pictures, section headings, to set purpose for reading and determine/predict whether material is fiction or nonfiction
- Recognize story elements: setting, characters feelings, traits, actions, main idea, problems and solutions
- Obtain information from stories about a variety of subjects which support the core content areas. Such stories can be fiction (picture books) or nonfiction
- Apply knowledge that print conveys a message
- Retell information from information read by librarian
- Relate stories to information they've learned in the classroom
- Use pictures as clues to events in the story
- Recognize that information in books can be about real things or made up things
- Recognize a book as fiction, nonfiction or biography after it is read

Unit 5: Reference and Research

- Recognize nonfiction and easy nonfiction books as reference sources
- Answer questions about information found in nonfiction books
- Examine and use nonfiction books as a resource
- Recognize the internet as resource to locate information
- Recognize maps and globes as a resource

Assessments

Formative

- Student feedback (responses to questions/discussions)
- Teacher created quizzes/tests
- Students ability to return borrowed materials in good condition
- Retelling
- Checklist
- Teacher observation data
- Exit tickets
- Rubrics

Summative

- Demonstrate understanding of rules by asking questions and showing appropriate behavior throughout the school year (assessment and evaluation will be determined by library media specialist and will be reflected on report cards)
- Student participation (conduct and effort)
- Teacher created quizzes and tests
- Graphic Organizer

Alternative Assessments

- Select a shelf to maintain during the school year (assessment and evaluation will be determined by library media specialists in each school)
- Observation of students' ability to follow library check-out procedures
- Research report
- Book report
- Maker activities

- Oral presentations
- Posters
- Comic Strip
- Project documentation

Standards

Unit 1: Introduction and Orientation

- AASL (National School Library Content Standards, 2017):
 - 3A.1 Formulating questions about a personal interest or a curricular topic
 - 3A.2 Recalling prior and background knowledge as context for new meaning
 - 3D.1 Actively contributing to group discussions
 - 3D.2 Recognizing learning as a social responsibility
- Career Ready Practices:
 - CRP1 Act as a responsible and contributing citizen and employee
 - CRP2 Apply appropriate academic and technical skills
 - CRP12 Work productively in teams while using cultural global competence
- 21st Century Themes and Skills
 - 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals
 - 9.2.4.A.2 Identify various life roles and civic and work- related activities in the school, home, and community
 - 9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect
 - 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living. (Book Swap)
- NJSLS Technology:
 - 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information

Unit 2: Parts of a book and Use of Resources

- AASL (National School Library Content Standards, 2017):
 - 1A.1 Formulating questions about a personal interest or a curricular topic
 - 1A.2 Recalling prior and background knowledge as context for new meaning

- o 3A.1 Demonstrating their desire to broaden and deepen understandings.
- Career Ready Practices:
 - o CRP2 Apply appropriate academic and technical skills
 - o CRP4 Communicate clearly and effectively and with reason
- NJSLS Technology:
 - o 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information

Unit 3: Reading and Listening Comprehension

- AASL (National School Library Content Standards, 2017):
 - o 1C.1 Interacting with content presented by others
 - o 3D.1 Actively contributing to group discussions
 - o 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.
 - o 5C.1 Expressing curiosity about a topic of personal interest or curricular relevance
- Career Ready Practices:
 - o CRP2 Apply appropriate academic and technical skills
- NJSLS Technology:
 - o 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information
- o 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

Unit 4: Media Enrichment, Book Selection, and Literature Appreciation

- AASL (National School Library Content Standards, 2017):
 - 4A.1 Determining the need to gather information
 - 4A.2 Identifying possible sources of information
 - 3D.1 Actively contributing to group discussions
 - 3D.2 Recognizing learning as a social responsibility
- Career Ready Practices:
 - CRP2 Apply appropriate academic and technical skills
- NJSLS Technology:
 - 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information

Unit 5: Reference and Research

- AASL (National School Library Content Standards, 2017):
 - 4B .1 Seeking a variety of sources
 - 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes
 - 5A.2 Reflecting and questioning assumptions and possible misconceptions
 - 5A.3 Engaging in inquiry-based processes for personal growth
- Career Ready Practices:
 - CRP1 Act as a responsible and contributing citizen and employee
 - CRP2 Apply appropriate academic and technical skills
 - CRP8 Utilize critical thinking to make sense of problems and persevere in solving them
- 21st Century Themes and Skills
 - 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes
- NJSLS Technology:
 - 8.1.P.A.2 Navigate the basic functions of a browser
 - 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose
 - 8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support

Interdisciplinary Connections NJSLS Language Arts:

Grade K	Grade 1	Grade 2
<p>Unit 1: Introduction and Orientation SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p> <p>Unit 2: Parts of a book and Use of Resources RL.K.1 With prompting and support, ask and answer questions about key details in a text RL.K.3 With prompting and support, identify characters, settings, and major events in a story RL.K.5 Recognize common types of texts (e.g., storybooks, poems) RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story</p> <p>Unit 3: Reading and Listening Comprehension RF.K.1 Demonstrate understanding of the organization and basic features of print RL.K.10 Actively engage in group reading activities with purpose and</p>	<p>Unit 1: Introduction and Orientation SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups</p> <p>Unit 2: Parts of a book and Use of Resources RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types RL.1.3 Describe characters, settings, and major event(s) in a story, using key details RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level complexity or above SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p> <p>Unit 3: Reading and Listening</p>	<p>Unit 1: Introduction and Orientation SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>Unit 2: Parts of a book and Use of Resources RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song</p> <p>Unit 3: Reading and Listening Comprehension RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate</p>

understanding

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

Unit 4: Media Enrichment, Book Selection, and Literature Appreciation

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

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

Unit 5: Reference and Research

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

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

Comprehension

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

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events

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

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text

Unit 4: Media Enrichment, Book Selection, and Literature Appreciation

RI.1.1.9 . Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events

RF.1.4 Read with sufficient accuracy and fluency to support comprehension

understanding of its characters, setting, or plot

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

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

Unit 4: Media Enrichment, Book Selection, and Literature Appreciation

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

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

characters, setting, or plot

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

SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson

RL.1.9 Compare and contrast the adventures and experiences of characters in stories

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

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

Unit 5: Reference and Research

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

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

RF.2.4 Read with sufficient accuracy and fluency to support comprehension
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

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

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

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

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

Unit 5: Reference and Research

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

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

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

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

RI.2.10 Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed

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

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

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

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

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



Integrated Differentiation/Accommodations/Modifications
(Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Provide extension activities; access to high level reading area in the library● Build on students intrinsic motivations● Encourage students to explore concepts in depth and encourage independent studies or investigations.● Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections	<ul style="list-style-type: none">● Assign a buddy, same language or English speaking● Allow errors in speaking and wait time to process information● Rephrase questions, directions, and explanations● Allow extended time to answer questions and permit drawing as an explanation● Accept participation at any level, even one word● Google Translate & Scan and translate on Google Play● Graphic organizers● Audio books● Charts	<ul style="list-style-type: none">● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.● Provide students with flexible seating options● Allow for Student Choice: Students should be permitted to demonstrate understanding of the fiction stories through drawings, computer projects, oral response, etc.● Procedures/action plans● Consult with classroom teacher(s) for specific behavior interventions● Students not to be penalized for spelling and grammar errors● Provide extended time to complete tasks and check out books● Consult with guidance counselor and follow I&RS Provide rewards as necessary● Various forms of instructions: print, electronic, smartboard

to other areas of learning.		
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Sources

New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/g03.pdf>
New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>
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