



Cliffside Park Public Schools

School Library/Media Center Grades 3-4

Course Description

Third and fourth students will visit the library every week for one period to exchange books. They will participate in teacher planned lessons and activities weekly. Sometimes they will participate in student lead activities and exploration. Technology access and use will increase substantially in third and fourth grade.

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; One School, One Book; Book Swap and Reading challenges.

Third and Fourth grade technology resources will include: Chromebooks, computers, Smart Board, various databases including but not limited to: Online Library Catalog , Epic, GAFE, Google Classroom usage, email usage and more.

Third and Fourth grade students will have access to MakerSpace activities, programs, resources and manipulatives. There will be teacher led exploration and student centered exploration.

The third and fourth grade program includes story times and a variety of structured reader's 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, Listening, Comprehension

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

Unit 5: Reference and Research

Duration: Ongoing

- 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
- Understand the organization of the library and how the materials are connected to the Follett System
- The Dewey Decimal System provides a framework for the organization of nonfiction

Unit 2: Parts of a Book and Use of Resources

- 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
- Acquisition, evaluation, and use of materials should meet a specific need
- Information can be accessed through electronic sources

Unit 3: Reading, Listening, Comprehension

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

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

Essential Questions

Unit 1: Introduction and Orientation

- How can I become an effective user of the library?
- How can the library impact my personal reading growth?
- How will knowledge of the library's organization impact my ability to use the library independently?

Unit 2: Parts of a Book and Use of Resources

- What are the learning skills and strategies that students need to successfully find information?
- What are the parts of a book?
- What are the parts within a book?
- What purpose do various text features have?
- How can the parts of a book help me navigate and understand the information?

Unit 3: Reading, Listening, Comprehension

- How can the library impact my personal reading growth?
- How can stories help me understand the world around me?
- How can I understand and appreciate all types of literature?

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

- How can I differentiate my use of library media formats?

- How can I develop an understanding of ownership of print and nonprint materials?
- How can I understand and appreciate the various types of genres available in literature?

Unit 5: Reference and Research

- What are the learning skills and strategies that students need to successfully find information?
- Where can students find relevant and authoritative information?
- What is the research process?
- How does the research process differ depending on my need (personal vs. school)?

Focus of Standards:

Instructional Targets

Unit 1: Introduction and Orientation

- Identify media center/library personnel (librarian and volunteers)
- Locate area(s) where appropriate books are found
- Follow proper check out and return procedures
- Follow proper place holder usage
- Demonstrate acceptable Media Center behavior
- Follow rules as indicated by librarian check out and return books properly at the circulation desk
- Demonstrate good habits when handling print materials
- Demonstrate good habits when handling computers, smart board, printers, mice, keyboards, etc.
- Locate the areas of the Media Center where fiction and nonfiction are found.
 - Identify some genre labels
 - Locate genres
 - Locate graphic novels
 - Locate green fiction (F&P leveled beginning chapter books collection)

- Locate Fairy Tales
- Locate Holiday books
- Locate encyclopedias
- Identify the location of biography books in the Media Center.
 - Navigate multiple specialized biography collections within our school library
- Identify biographies as a type of nonfiction.
- Utilize the online library catalog to search for and then locate books within the collection
 - Determine availability
 - Determine location

Unit 2: Parts of a Book and Use of Resources

- Locate easy books
- Identify the basic parts of a book
 - Cover, front and back Pages Illustrations Spine, Title Page
 - Publisher, Place of Publication
 - Copyright page (verso page) and date
 - Table of contents
 - Glossary
- Index
 - 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.
 - Locate nonfiction books by Dewey subject areas
 - Demonstrate knowledge of the alphabetic arrangement of fiction titles by the author's last name/ series/or other
 - Identify and use text features in non-fiction/information text
 - Use a glossary and index proficiently
 - Conduct an author, title and subject search for a book using the electronic card catalog
 - Use the electronic catalog to identify the call number, author, title, publisher, copyright date, and the number of pages
 - Locate an item in the Media Center using its call number

- Compare and contrast fiction, nonfiction, and historical fiction
- Recognize the purpose of a dedication of a book

Unit 3: Reading, Listening, Comprehension

- 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
- Explain the purpose for reading fiction and nonfiction selections
- Identify main ideas from information provided
- Compare and contrast settings, characters, and events
- Make, confirm, or revise predictions
- Compare and contrast fiction and nonfiction literature on the same subject
- Make inferences from reading
- Use information from the story to make inferences about a character's feelings, motives, or actions

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
- Explain why the author wrote the piece/author's purpose

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
- Use maps and globes to answer geographical questions

Assessments

Formative Assessments

- Teacher observation data
- Teacher created quizzes/tests

- Student feedback (responses to questions/discussions)
- Exit tickets
- Rubrics
- Maker activities
- Students ability to return borrowed materials in good condition

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

Alternative Assessments

- Oral presentations
- Book report
- Graphic organizers
- Posters
- Slideshow
- Trivia games

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
 - 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data
 - 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
 - 3A.1 Demonstrating their desire to broaden and deepen understandings.
- Career Ready Practices:
 - CRP2 Apply appropriate academic and technical skills
 - CRP4 Communicate clearly and effectively and with reason
- NJSLS Technology:
 - 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information

Unit 3: Reading, Listening, Comprehension

- AASL (National School Library Content Standards, 2017):
 - 1C.1 Interacting with content presented by others
 - 3D.1 Actively contributing to group discussions
 - 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.
 - 5C.1 Expressing curiosity about a topic of personal interest or curricular relevance
- 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
 - 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.
 - 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
 - 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device
 - 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)
 - 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

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

- AASL (National School Library Content Standards, 2017):
 - 4A.2 Identifying possible sources of information
 - 4B.1 Collecting information representing diverse perspectives
 - 4B.4 Organizing information by priority, topic, or other systematic scheme
 - 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
- 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
- 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 Collecting information representing diverse perspectives
 - 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
 - 5C.1 Expressing curiosity about a topic of personal interest or curricular relevance
 - 6B.1 Ethically using and reproducing others' work
 - 6B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others
 - 6B.3 Including elements in personal-knowledge products that allow others to credit content appropriately
 - 4B.1 Seeking a variety of sources.
 - 4B.4 Organizing information by priority, topic, or other systematic scheme
- 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

CRP9 Model integrity, ethical leadership and effective management

- CRP11 Use technology to enhance productivity
- CRP12 Work productively in teams while using cultural global competence
- CRP4 Communicate clearly and effectively and with reason

. 21st Century Themes and Skills

- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data
 - 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.1 Use an input device to select an item and navigate the screen
- 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
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)
- 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities
- 8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support

Interdisciplinary NJSL Language Arts

Grade 3

Unit 1: Introduction and Orientation

SL.3.1 Engage effectively in a range of collaborative discussions

(one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly

Unit 2: Parts of a Book and Use of Resources

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

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

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

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

Unit 3: Reading, Listening, Comprehension

Grade 4

Unit 1: Introduction and Orientation

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly

Unit 2: Parts of a Book and Use of Resources

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RL.4.2 Determine the key details to identify theme in a story, drama, or poem and summarize the text

Unit 3: Reading, Listening, Comprehension

RL.4.1 Refer to details and examples in a text and

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

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

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

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

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

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

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

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity

RI.3.10 By the end of the year, read and comprehend

make relevant connections when explaining what the text says explicitly and when drawing inferences from the text

RL.4.2 Determine the key details to identify theme in a story, drama, or poem and summarize the text

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension

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

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity

RF.4.4 Read with sufficient accuracy and fluency to support comprehension

SL.4.2 Paraphrase portions of a text read aloud or

literary nonfiction

RF.3.4 Read with sufficient accuracy and fluency to support comprehension

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

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

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

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

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

Unit 5: Reference and Research

W.3.7 Conduct short research projects that build knowledge about a topic

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

RI.3.10 By the end of the year, read and comprehend literary nonfiction

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

W.3.5 With guidance and support from peers and

information presented in diverse media and formats
SL.4.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided

RI.4.10 By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text complexity or above, with scaffolding as needed

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text

Unit 5: Reference and Research

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

SL.4.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

RI.4.10 By the end of year, read and comprehend literary nonfiction (see Appendix A)

adults, develop and strengthen writing as needed by planning, revising, and editing

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

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

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

at grade level text complexity or above, with scaffolding as needed

W.4.2A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2.B Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 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 	<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 ● Visual aids ● Google Translate & Scan and Translate in Google Play ● Charts with Instructions and Information ● Graphic Organizers ● Audio books 	<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

connections 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>

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