



# **Cliffside Park Public School**

## **School Library/Middle School**

### **Grades 5 - 6**

#### **Course Description**

Fifth and sixth grade students will visit the library every week for 1 period to exchange books. They participate in teacher planned lessons and activities weekly. Sometimes they participate in student lead activities and exploration. Makerspace and technology access and use will increase in fifth grade. They participate in or are provided with access to various school wide reading programs, such as but not limited to: Read Across America; Author Visits; Book Swap; Reading Challenges.

Fifth and sixth 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.

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

The fifth and sixth 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: Reading, Listening, Comprehension**

**Unit 3: Parts of a book and use of Resources**

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

**Unit 5: Reference and Research**

**Duration: on-going**

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

**Enduring Understanding**

**Unit 1: Introduction and Orientation**

- 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: 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 3: 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

**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 use the library effectively?
- 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: 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 3: 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 4: Media Enrichment, Book Selection, and Literature Appreciation**

- 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 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 easy fiction books are found
- Follow proper check out and return procedures
- Follow proper place holder usage
- Demonstrate acceptable Media Center behavior
- Respond to Give Me Five signal
- Follow rules cited 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 genre labels
  - Locate all 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 biographies 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: 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
- Use information from the story to make inferences about a character's feelings, motives , or actions
- Describe the development of plot, and explain how conflicts are resolved (climax and resolution)
- Describe how the author's choice of vocabulary and style contribute to the quality and enjoyment of selections

### **Unit 3: 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

#### **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 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
- Access appropriate online databases for a variety of information purposes
- Identify search engines
- Develop good search habits
- Use alphabetical arrangement to locate a subject in a set of general encyclopedias
- Recognize the importance of expressing information in one's own word and abiding by copyright laws

### **Assessments**

#### **Formative**

- Student feedback (responses to questions/discussions)
- Teacher created quizzes/tests
- Students ability to return borrowed materials
- Maker projects
- Teacher observation data

#### **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**

- select a shelf to maintain during the school year (assessment and evaluation will be determined by library media specialists in each school)
- actively log onto computers and demonstrate understanding of use by navigating to specific websites, logging in correctly, and completing assignments
- observation of students' ability to follow library check-out procedures
- Research report
- Book report
- Posters
- Comic strips
- Maker projects
- Oral presentations
- Slideshow
- Podcast/video

## **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



- o 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:
  - o 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information

## **Unit 2: Reading, Listening, Comprehension**

- AASL (National School Library Content Standards, 2017):
  - o 1A.1 Formulating questions about a personal interest or a curricular topic
  - o 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: Parts of a book and use of Resources**

- 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.
  - o 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.
  - o 8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device

- o 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)
- o 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):
  - o 4A.2 Identifying possible sources of information
  - o 4B.1 Collecting information representing diverse perspectives
  - o 4B.4 Organizing information by priority, topic, or other systematic scheme
  - o 3D.1 Actively contributing to group discussions
  - o 3D.2 Recognizing learning as a social responsibility
- Career Ready Practices:
  - o CRP2 Apply appropriate academic and technical skills
- 21st Century Themes and Skills
  - o 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
  - o 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community
- NJSLS Technology:
  - o 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information
- Interdisciplinary Connections NJSLS Language Arts:
  - o RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
  - o RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)
  - o RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity
  - o RF.5.4 Read with sufficient accuracy and fluency to support comprehension
  - o SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally)
  - o SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to

task and situation

- o RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- o RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
- o RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- o RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described

### **Unit 5: Reference and Research**

AASL (National School Library Content Standards, 2017):

- o 4B .1 Collecting information representing diverse perspectives
- o 5A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes
- o 5A.2 Reflecting and questioning assumptions and possible misconceptions
- o 5A.3 Engaging in inquiry-based processes for personal growth
- o 5C.1 Expressing curiosity about a topic of personal interest or curricular relevance
- o 6B.1 Ethically using and reproducing others' work
- o 6B.2 Acknowledging authorship and demonstrating respect for the intellectual property of others
- o 6B.3 Including elements in personal-knowledge products that allow others to credit content appropriately
- o 4B.1 Seeking a variety of sources.
- o 4B.4 Organizing information by priority, topic, or other systematic scheme
- Career Ready Practices:
  - o CRP1 Act as a responsible and contributing citizen and employee
  - o CRP2 Apply appropriate academic and technical skills
  - o CRP8 Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9 Model integrity, ethical leadership and effective management
- o CRP11 Use technology to enhance productivity
- o CRP12 Work productively in teams while using cultural global competence
- o CRP4 Communicate clearly and effectively and with reason
- 21st Century Themes and Skills

- 0 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data
- 0 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes
- NJSLS Technology:
  - 0 8.1.P.A.1 Use an input device to select an item and navigate the screen
  - 0 8.1.P.A.2 Navigate the basic functions of a browser
  - 0 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose
  - 0 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)
  - 0 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities
  - 0 8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher's support

### **Interdisciplinary Connections NJSLS Language Arts:**

#### Unit 1

- o SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly

#### Unit 2

#### Interdisciplinary Connections NJSLS Language Arts:

- o RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- o RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text
- o RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- o RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
- o RF.5.4 Read with sufficient accuracy and fluency to support comprehension

#### Unit 3

- o RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a

text relevant to a grade 5 topic or subject area

- o RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
- o RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
- o RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text

#### Unit 4

- o RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- o RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)
- o RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity
- o RF.5.4 Read with sufficient accuracy and fluency to support comprehension
- o SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally)
- o SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation
- o RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- o RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
- o RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- o RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described

#### Unit 5

- o RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- o RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or

beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)

- o RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity
- o RF.5.4 Read with sufficient accuracy and fluency to support comprehension
- o SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally)
- o SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation
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- o RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- o RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described

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

| <b>Modifications to Support Gifted and Talented Students</b>   | <b>Modifications to Support English Language Learners</b>   | <b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Provide extension activities; access to high level reading area in</li> </ul> | <ul style="list-style-type: none"> <li>• Assign a buddy, same language or English speaking</li> <li>• Allow errors in speaking</li> <li>• Rephrase questions, directions, and explanations</li> <li>• Allow extended time to</li> </ul> | <ul style="list-style-type: none"> <li>• Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</li> <li>• Provide students with flexible seating options</li> <li>• Allow for Student Choice: Students should be permitted to demonstrate understanding of the fiction stories through drawings, computer projects, oral response, etc.</li> </ul> |

|  |   |  |
|--|---|--|
| <p>the library</p> <ul style="list-style-type: none"> <li>• Build on students' intrinsic motivations</li> <li>• Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>• Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.</li> </ul> | <p>answer questions, and permit drawing, as an explanation</p> <ul style="list-style-type: none"> <li>• Accept participation at any level, even one word</li> <li>• Visual aids</li> <li>• Google Translate &amp; Scan and Translate in Google Play</li> <li>• Charts with Instructions and Information</li> <li>• Graphic Organizers</li> <li>• Audio books</li> </ul> | <ul style="list-style-type: none"> <li>• procedures/action plans</li> <li>• Consult with classroom teacher(s) for specific behavior interventions</li> <li>• Students not to be penalized for spelling and grammar errors.</li> <li>• Provide extended time to complete tasks and check out books</li> <li>• Consult with guidance counselor and follow I&amp;RS Provide rewards as necessary</li> <li>• Various forms of instructions: print, electronic, smartboard</li> </ul> |
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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>  
**Career Ready Practices (2014)** <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>  
**Schoolwide Inc. (2013)** <http://www.schoolwide.com/>  
**Wilson Foundations (2015)** <http://www.wilsonlanguage.com>  
**Flocabulary (2017)** <https://www.flocabulary.com/>  
**21st Century Life and Careers (21st Century Themes and Subjects)** <http://www.state.nj.us/education/cccs/2014/career/>

**American Association of School Librarians Standards (2017)** <http://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf>

**New Jersey Career Ready Practices** <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

**New Jersey Student Learning Standards - Language Arts** <http://www.state.nj.us/education/cccs/frameworks/ela/>

**New Jersey Student Learning Standards - Technology** <http://www.state.nj.us/education/cccs/2014/tech/>

**UDL Toolkit** <http://eportfolio.camillleteaches.com/udltoolkit/>