

**Bi-Borough
Library / Media Center
Curriculum
Grades K - 6
Developed 2017**



**ORADELL PUBLIC SCHOOL
RIVER EDGE PUBLIC SCHOOLS**

2017 Library Curriculum Committee

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I. MISSION STATEMENT

The mission of the Integrated Library/Media Curriculum is to prepare Oradell and River Edge elementary students to become skilled users of resources, ideas, information and other intellectual properties. The Integrated Library/Media program promotes a love of reading and supports students in their personal and academic reading needs.

The School Library/Media Center is a unique instructional setting in which trained and certified School Librarians collaboratively design and implement instructional strategies to ensure that students master the critical skills of information literacy. Although it is impossible to predict precisely the ways in which digital technology will continue to change the way our students access and use information, it is worth noting that at this time, there remains a vital role for print information resources in the education of our students. It is critical that all stakeholders in the Oradell and River Edge Districts, including the Boards of Education, administrators, teachers, and information and technology specialists, stay abreast of the constantly changing information environment as it relates to the education of our students.

The national standards for information literacy are defined in *Standards for the 21st-Century Learner* published by the American Association of School Librarians (AASL), a division of the American Library Association (ALA). These skills are integrated with the *New Jersey Student Learning Standards* (NJSLS). The combined vision supports the goal of educational excellence and the concept of intellectual freedom.

II. PHILOSOPHY

Philosophy of Library Information Literacy

The Library/Media Center is an integral teaching and learning hub of the school, and as a result, reflects the philosophy and goals of the school and the district. In the age of information, it is vital to acquire both literacy and analytical skills. It is paramount for twenty-first century learners to build a lifelong commitment to reading and learning.

The School Librarian, in collaboration with classroom teachers, guides students in developing critical thinking, problem solving, and communication skills throughout the curriculum. Students search for, access, and evaluate a variety of resources in order to meet the demands of 21st Century skills.

The School Library Information Literacy program does not exist in isolation. Information literacy skills are interwoven in all academic disciplines. Information inquiry conducted under the guidance of the Library Media Specialists should occur in all content areas.

The guiding principles of the Bi-Borough Information Literacy Curriculum are contained in the *AASL Standards for the 21-Century Learner*. The following **Common Beliefs** anchor the national standards:

- ***Reading is a window to the world.***
 - Reading is a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g., picture, video, print) and all contexts is a key indicator of success in school and in life. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings.
- ***Inquiry provides a framework for learning.***
 - To become independent learners, students must gain not only the skills but also the disposition to use those skills, along with an understanding of their own responsibilities and self-assessment strategies. Combined, these four elements build a learner who can thrive in a complex information environment.
- ***Ethical behavior in the use of information must be taught.***
 - In this increasingly global world of information, students must be taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely.

- ***Technology skills are crucial for future employment needs.***
 - Today's students need to develop information skills that will enable them to use technology as an important tool for learning, both now and in the future.
- ***Equitable access is a key component for education.***
 - All children deserve equitable access to books and reading, to information, and to information technology in an environment that is safe and conducive to learning.
- ***The definition of information literacy has become more complex as resources and technologies have changed.***
 - Information literacy has progressed from the simple definition of using reference resources to find information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century.
- ***The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.***
 - The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.
- ***Learning has a social context.***
 - Learning is enhanced by opportunities to share and learn with others. Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.
- ***School libraries are essential to the development of learning skills.***
 - School libraries provide equitable physical and intellectual access to the resources and tools required for learning in a warm, stimulating, and safe environment.
School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.

Information and technology skills are most meaningful when learned within a subject area, within an interdisciplinary unit, or within a unit which addresses an authentic, real-life need or problem. Students must be prepared to access, evaluate, select, and apply the appropriate information to meet their educational, personal, and recreational needs.

Philosophy of Instruction

The School Librarian collaborates with the faculty to integrate information literacy skills with content-area instruction and learning activities across the K-6 curriculum by providing:

- equitable access to information
- scheduling that enables for all students to have access to the School Library Media Center, its staff and resources
- resources and sequential instruction in the concepts necessary for students to become independent, lifelong learners as well as discerning readers, viewers and listeners
- opportunities for an active collaboration and partnership with teachers and administrators in working toward shared instructional goals
- resources that extend beyond the confines of a textbook
- technology for information retrieval
- opportunities for ongoing and meaningful assessment of student learning

Research shows that student test scores are higher when classroom teachers collaboratively plan with the school librarian and schedule research in the school library using books, online databases, and the internet.

III. ROLES OF THE SCHOOL LIBRARY-MEDIA SPECIALIST

Instructional Role in Collaboration with Classroom Teachers

- Creates a school library environment that is student-centered, welcoming, and supportive with equitable access to materials.
- Teaches students to access, evaluate, organize, and synthesize appropriate information for specific purposes.
- Understands and incorporates technology in instruction.
- Understands and accommodates different learning styles and explains and demonstrates skills in a variety of ways according to student needs.
- Guides students in the development of critical and appreciative reading, viewing, and listening patterns to encourage them to become life-long readers and lifelong learners.
- Assists students in selection of reading materials for curricular, personal, and leisure needs with an understanding of reading levels, interest levels, and curriculum.
- Integrates technology infused lessons into academic areas that are engaging and interactive.

Curriculum Leadership Role

- Works with teachers to incorporate new technologies into the curriculum.
- Provides in-service training for teachers and administrators.
- Understands how the *New Jersey Student Learning Standards* integrate library information literacy skills into all subject areas.
- Collaborates with teachers to incorporate information literacy and research skills into all subject areas and designs instructional experiences.
- Collaborates with District PTO representatives in order to plan for author visits and special programs.
- Evaluates and selects library materials with an understanding of curricular requirements, learning styles, varied student interests, and reading levels as well as an understanding of state and national standards.
- Suggests a variety of appropriate print, non-print, and electronic resources to supplement and complement classroom materials and activities.
- Provides materials to the school community as needed.
- Insures a variety of appropriate print materials to promote the love of literature and lifelong reading.

Administrative Role

- Establishes annual and long-range goals for the School Library Media Program.

- Administers, operates, and supervises the School Library Media Center, developing policy and budgets for efficient operation and optimal service.
- Maintains a current knowledge of national and state legislation and standards affecting the school, and applies this knowledge to library media center operations.
- Communicates with and solicits input from various members of the school community on aspects relating to the School Library Information Literacy Program.
- Uses the District's adopted selection policy to develop a balanced collection of electronic and print resources.
- Maintains accurate records of School Library Media Center holdings.
- Trains and supervises library clerks, paraprofessionals, and adult and student volunteers.
- Applies technological and communication skills to ensure the Library's computer hardware, software, and online access using databases such as, but not limited to: EPIC, TumbleBooks, PebbleGo, and Follett Destiny Online Card Catalog, are sufficient to meet the needs of its users.

Professional Role

- Provides reference services to all members of the school community.
- Provides information about and encourages adherence to copyright laws by modeling the ethical use of information.
- Models the principles of intellectual freedom.
- Keeps informed of educationally sound, research-based practices by participating in professional organizations, course work, workshops, conferences, and by reading professional literature.
- Advocates the value of the School Library Information Literacy Program.

**BI-BOROUGH LIBRARY/MEDIA CURRICULUM
GRADES K-2
UNIT 1: ORIENTATION**

STANDARDS

AASL (National)

Inquire, think critically, and gain knowledge.

1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

Dispositions in Action

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

Self-Assessment Strategies

1.4.4 Seek appropriate help when it is needed.

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

Pursue personal and aesthetic growth.

4.1.1 Read, view, and listen for pleasure and personal growth.

NJSLS- ELA

Kindergarten

SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

NJSLS-ELA

1st Grade

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.

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

NJSLS-ELA

2nd Grade

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.

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

21st Century Life and Career

Personal Financial Literacy

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect

Technology

All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

8.1.2.A.2 Use technology terms in daily practice.

8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual environments.

BIG IDEAS/COMMON THREADS

The Library/Media Center is a place that promotes a love of reading. The Librarian/Media Specialists support students in their personal reading needs by teaching them to navigate the library environment and its resources.

ENDURING UNDERSTANDINGS

Information can be accessed through print as well as digital resources, which are organized in a library. Proper care of library materials is essential.

ESSENTIAL QUESTIONS

- How can knowing the organization of the library help students locate and use materials based on their needs and interests?
- How do students select and care for print, as well as, digital resources?

LESSON OBJECTIVES

Students will be able to:

- Demonstrate proper media center/library behavior
- Demonstrate proper care of materials

- Identify, locate, select, and access materials
- Understand and use the library’s online card catalog Follett Destiny

MODULE SKILLS

Students will be able to:

- Respect the Library/Media Center as a common learning space
- Follow established library procedures
- Check out materials and return them in a timely manner
- Demonstrate proper book care
- Identify the areas of the library and understand the shelving system in place
- Select materials based on personal interests and reading level. (“just right” books)
- Have knowledge of the online card catalog

MODULE ASSESSMENT

- Librarian/Media Specialist observation of student library use
- Formative and summative assessments are embedded within lessons in the Library/Media Center
- Librarian/Media Specialist created assignments

RESOURCES

UNIT 1: ORIENTATION

Print Resources:

Books! Books! Books! By Deborah Breuss
Charlie Cook’s Favorite Book by Julia Donaldson
Delilah D. at the Library by Jeanne Willis
D.W. Library Card by Marc Brown
Excuse Me But This is My Book by Lauren Childs
Library Lion by Michelle Knudson
Mr. Wiggle’s Book by Carol Thompson
Penelope Popper Book Doctor by Toni Buzzio
Stella Louella’s Runaway Book by Lisa Campbell
What Happened to Marion’s Book by Brook Berg

Digital Resources:

Follett Destiny

GetEpic.com <https://www.getepic.com>

Tumble Books

<http://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fTumbleSearch.aspx>

MODIFICATIONS

- Structure lessons around questions that are authentic, related to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

BI-BOROUGH LIBRARY/MEDIA CURRICULUM
GRADES K-2
UNIT 2: EXPLORATION OF LITERARY TEXT

STATE STANDARDS

AASL (National)

Inquire, think critically, and gain knowledge.

Skills

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.

1.1.9 Collaborate with others to broaden and deepen understanding.

Dispositions in Action

1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

Responsibilities

1.3.5 Use information technology responsibly.

Self-Assessment Strategies

1.4.4 Seek appropriate help when it is needed.

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Skills

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

Share knowledge and participate ethically and productively as members of our democratic society.

Dispositions in Action

4.2.1 Display curiosity by pursuing interests through multiple resources.

Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

Responsibilities

4.3.2 Recognize that resources are created for a variety of purposes.

NJSLS-ELA

Kindergarten

RL.K.1: With prompting and support, ask and answer questions about key details in a text. (e.g., who, what, where, when, why, how).

RL.K.2: With prompting and support, identify the main topic and retell details of a text. (e.g., who, what, where, when, why, how).

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

RL.K.4: With prompting and support, ask and answer questions about unknown words in a text.

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.

RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

NJSLS-ELA

1st Grade

RL.1.1: Ask and answer questions about key details in a text.

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

RL.1.3: Describe characters, settings, and major events(s) in a story, using key details.

RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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.1.6: Identify who is telling the story at various points in a text.

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

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

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.

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

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

NJSLS-ELA

2nd Grade

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.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3: Describe how characters in a story respond to major events and challenges using key details.

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.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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.

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

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

21st Century Life and Career

Personal Financial Literacy

Civic Financial Responsibility

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.

Technology

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

8.1.2.A.2 Use technology terms in daily practice.

BIG IDEAS/COMMON THREADS

The Library/Media Center is a place that fosters an appreciation of literature in both print and digital forms. The Library/Media Center is a place where students will explore a variety of genres, authors, illustrators, and story elements.

ENDURING UNDERSTANDINGS

A variety of literary genres exist, with particular structures and literary elements. An author and illustrator have particular roles in telling a story.

ESSENTIAL QUESTIONS

- How can the Library/Media Center support a student's personal reading growth, through understanding and appreciating a variety of literature?
- How do authors and illustrators help students to understand and connect to the world around them?
- What are the elements of a story and how do they help the reader construct meaning from text?

LESSON OBJECTIVES

Students will be able to:

- Select appropriate books based on age, reading level, and personal interest using both print and digital resources
- Recognize cultural diversity while reading and discussing stories in various genres
- Be aware of the Caldecott medal and the writing styles of various authors and illustrators
- Understand the basic elements of story structure

MODULE SKILLS

Students will be able to:

- Identify the parts of a book, title, author, illustrator, and publisher
- Select materials based on personal interests and reading level ("just right" books)

- Describe characters, setting, and events of stories
- Identify the characteristics of fairy tales
- Understand the roles favorite authors and illustrators play in creating a book
- Navigate , with support, various ebook platforms

MODULE ASSESSMENT

- Formative and summative assessments are embedded within lessons in the library
- Librarian/Media Specialist created assignments as well as create verbal, written, artistic, and digital responses to literature

RESOURCES

UNIT 2: EXPLORATION OF LITERARY TEXT

Digital Resources:

Follett Destiny

GetEpic.com <https://www.getepic.com>

Tumble Books

<http://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fTumbleSearch.aspx>

MODIFICATIONS

- Structure lessons around questions that are authentic, related to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

BI-BOROUGH LIBRARY/MEDIA CURRICULUM
GRADES K-2
UNIT 3: INFORMATIONAL LITERACY

STATE STANDARDS

AASL (National)

Inquire, think critically, and gain knowledge.

1.1.9 Collaborate with others to broaden and deepen understanding.

Dispositions in Action

1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

Self-Assessment Strategies

1.4.4 Seek appropriate help when it is needed.

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Skills

2.1.2 Organize knowledge so that it is useful.

Dispositions in Action

2.2.4 Demonstrate personal productivity by completing products to express learning.

Responsibilities

2.3.1 Connect understanding to the real world.

Skills

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

Responsibilities

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

Pursue personal and aesthetic growth.

Skills

4.1.1 Read, view, and listen for pleasure and personal growth.

Self-Assessment Strategies

4.4.1 Identify own areas of interest.

NJSLS- ELA

Kindergarten

RI.K.1: With prompting and support, ask and answer questions about key details in a text. (e.g., who, what, where, when, why, how).

RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.

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

RI.K.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).

RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.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).

SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

NJSLS- ELA

1st Grade

RI.1.1: Ask and answer questions about key details in a text.

RI.1.2: Identify the main topic and retell key details of a text.

RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

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

RI.1.7: Use the illustrations and details in a text to describe its key ideas.

RI.1.8: Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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

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.

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

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

NJSLS- ELA

2nd Grade

RI.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.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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

RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

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

RI.2.7: Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8: Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.

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.

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

SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

21st Century Life and Career

Personal Financial Literacy

Civic Financial Responsibility

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.

Technology

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

8.1.2.A.2 Use technology terms in daily practice.

8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual environments.

BIG IDEAS/COMMON THREADS

The Library/Media Center is a place that houses a variety of nonfiction print and digital resources. Nonfiction text contains real information, along with a variety of text features that allow the reader to develop a deeper understanding of the information being conveyed by the author.

ENDURING UNDERSTANDINGS

Reading for information has lifelong applications. Information from a variety of multimedia resources must be analyzed and applied appropriately. Acquisition, evaluation, and use of materials should meet a specific need.

ESSENTIAL QUESTIONS

- What are the learning skills and strategies that students need to successfully comprehend informational texts and develop new understandings?
- How do students locate, access, and choose relevant information from a variety of print and digital resources?

LESSON OBJECTIVES

Students will be able to:

- Select appropriate resources based on age, reading level, and personal interest.
- Be introduced to reference materials and research skills to support their classroom units of study

- Identify features of a nonfiction book
- Recognize that websites can provide information for research

MODULE SKILLS

Students will be able to:

- Select appropriate resources based on age, reading level, and personal interest.
- Identify the title page, table of contents page, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons
- Begin to understand that there are various platforms in which to gain information, such as databases, websites, books and reference materials. can be used for gathering information

MODULE ASSESSMENT

- Librarian observation of student library use
- Formative and summative assessments are embedded within lessons in the library

Resources

UNIT 3: INFORMATIONAL LITERACY

Follett Destiny

GetEpic.com

<https://www.getepic.com>

Tumble Books

<http://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fTumbleSearch.aspx>

Encyclopedia Britannica

<http://kids.britannica.com/>

Newsela

<https://newsela.com/>

Time for Kids

<http://www.timeforkids.com/>

Nonfiction/Informational Texts

Various websites to support K-2 curriculum

MODIFICATIONS

- Structure lessons around questions that are authentic, related to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

BI-BOROUGH LIBRARY/MEDIA CURRICULUM
GRADES 3-4
UNIT 1: ORIENTATION

STATE STANDARDS

AASL (National)

Inquire, think critically, and gain knowledge.

Dispositions in Action

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

Responsibilities

1.3.5 Use information technology responsibly.

Self-Assessment Strategies

1.4.4 Seek appropriate help when it is needed.

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Skills

2.1.2 Organize knowledge so that it is useful.

2.1.4 Use technology and other information tools to analyze and organize information.

Share knowledge and participate ethically and productively as members of our democratic society.

Pursue personal and aesthetic growth.

Skills

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.1.5 Connect ideas to own interests and previous knowledge and experience.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

Responsibilities

4.3.2 Recognize that resources are created for a variety of purposes.

Self-Assessment Strategies

4.4.1 Identify own areas of interest.

NJSLS- ELA

3rd Grade

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3: Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

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

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).

NJSLS- ELA

4th Grade

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

RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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 mythology (e.g., Herculean).

21st Century Life and Career

9.1 Personal Financial Literacy

9.1.4.G.1 Insuring and Protecting Describe how valuable items might be damaged or lost and ways to protect them.

Technology

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

8.1.2.A.2 Use technology terms in daily practice.

8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual environments.

BIG IDEAS/COMMON THREADS

The Library/Media Center is a place that promotes a love of reading. The Librarian/Media Specialists support students in their personal reading needs by teaching them to navigate the library environment and its resources.

ENDURING UNDERSTANDINGS

Understand the organization of the library

Understand the proper care and return of library materials

Information can be accessed through print as well as digital resources

ESSENTIAL QUESTIONS

- How can knowing the organization of the library help students locate and use materials based on their needs and interests?
- How do students select and care for print, as well as, digital resources?

LESSON OBJECTIVES

Students will be able to...

- Demonstrate proper library behavior
- Demonstrate proper care of materials
- Identify, locate, select, and access materials
- Understand the role of the library and the librarian
- Understand and use the library's online card catalog, Follett Destiny
- Use the library to find information based on an information need
- Understand use of the Dewey Decimal system in organizing non-fiction materials

MODULE SKILLS

Students will be able to:

- Respect the Library/Media Center as a common learning space
- Follow established library procedures
- Check out materials and return them in a timely manner
- Demonstrate proper book care
- Identify the areas of the library and understand the shelving system in place
- Select materials based on personal interests and reading level. ("just right" books)
- Have knowledge of the Follett Destiny

MODULE ASSESSMENT

- Librarian/Media Specialist observation of student library use
- Formative and summative assessments are embedded within lessons in the Library/Media Center
- Librarian/Media Specialist created assignments

RESOURCES

Follett Destiny

Various websites to support 3-4 curriculum

MODIFICATIONS

- Structure lessons around questions that are authentic, related to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

BI-BOROUGH LIBRARY/MEDIA CURRICULUM
GRADES 3-4
UNIT 2: EXPLORATION OF LITERARY TEXT

STATE STANDARDS

AASL (National)

Inquire, think critically, and gain knowledge.

Skills

1.1.2 Use prior and background knowledge as context for new learning.

1.1.9 Collaborate with others to broaden and deepen understanding.

Dispositions in Action

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.2.3 Demonstrate creativity by using multiple resources and formats.

Responsibilities

1.3.4 Contribute to the exchange of ideas within the learning community.

1.3.5 Use information technology responsibly.

Self-Assessment Strategies

1.4.4 Seek appropriate help when it is needed.

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Skills

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Responsibilities

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

Share knowledge and participate ethically and productively as members of our democratic society.

Skills

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

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.

3.1.5 Connect learning to community issues.

Dispositions in Action

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

Self-Assessment Strategies

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

Pursue personal and aesthetic growth.

Skills

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.1.5 Connect ideas to own interests and previous knowledge and experience.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

4.1.8 Creative and artistic formats to express personal learning.

Dispositions in Action

4.2.1 Display curiosity by pursuing interests through multiple resources.

4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

Responsibilities

- 4.3.1 Participate in the social exchange of ideas, both electronically and in person.
- 4.3.2 Recognize that resources are created for a variety of purposes.
- 4.3.3 Seek opportunities for pursuing personal and aesthetic growth.

Self-Assessment Strategies

- 4.4.1 Identify own areas of interest.
- 4.4.2 Recognize the limits of own personal knowledge.

NJSLS- ELA

3rd Grade

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.3.3: Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

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

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 or above, with scaffolding as needed.

NJSLS- ELA

4th Grade

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

RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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 mythology (e.g., Herculean).

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.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

21st Century Life and Career

Career Awareness, Exploration, and Preparation

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Technology

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

8.1.2.A.2 Use technology terms in daily practice.

8.8.2.A.4 Create a document with text using a word processing program.

8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual environments.

BIG IDEAS/COMMON THREADS

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library is a place where students can acquire knowledge and gain insight.

ENDURING UNDERSTANDINGS

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

ESSENTIAL QUESTIONS

- How can the student utilize available resources to impact reading skills?
- How can I understand and appreciate all types of literature?

LESSON OBJECTIVES

Students will be able to:

- Develop a feeling of familiarity and enjoyment with the library and literature
- Identify the characteristics of fiction and nonfiction
- Identify and utilize parts of a book
- Compare the effects of an audio visual story with a written story
- Select appropriate books based on age, reading level, and personal interest.

- Actively participate in author and illustrator studies
- Read and discuss stories in various genres
- Be aware of the Newbery Medal and become familiar with Newbery Medal books
- Use informational texts to create new understandings

MODULE SKILLS

Students will be able to:

- Listen to stories with attentive and purposeful listening and viewing skills
- Identify the title, author, illustrator, publisher, and copyright date
- Select materials based on personal interests and reading level (“just right” books)
- Identify and classify fiction and nonfiction books using characteristics of each
- Analyze the characters, setting, and plot of stories to determine genres
- Recognize books by favorite authors and illustrators
- Identify title/copyright page and table of contents and their uses
- Select and use a biography for research projects
- Select and use informational texts for research projects

MODULE ASSESSMENT

- Librarian observation of student library use
- Formative and summative assessments are embedded within lessons in the library
- Create verbal, written and artistic responses to literature using a variety of multimedia platforms

RESOURCES

Follett Destiny

GetEpic.com

<https://www.getepic.com>

Tumble Books

<http://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fTumbleSearch.aspx>

Various websites to support K-2 curriculum

MODIFICATIONS

- Structure lessons around questions that are authentic, related to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

**BI-BOROUGH LIBRARY/MEDIA CURRICULUM
GRADES 3-4
UNIT 3: INFORMATIONAL LITERACY**

STATE STANDARDS

AASL (National)

Inquire, think critically, and gain knowledge.

Skills

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

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.

Dispositions in Action

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

Self-Assessment Strategies

1.4.4 Seek appropriate help when it is needed.

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Skill

2.1.2 Organize knowledge so that it is useful.

Dispositions in Action

2.Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

Self-Assessment Strategies

2.4.1 Determine how to act on information (accept, reject, modify).

Share knowledge and participate ethically and productively as members of our democratic society.

Responsibilities

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

Self-Assessment Strategies

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

Pursue personal and aesthetic growth.

Skills

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.1.5 Connect ideas to own interests and previous knowledge and experience.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

4.1.8 Use creative and artistic formats to express personal learning.

Dispositions in Action

4.2.1 Display curiosity by pursuing interests through multiple resources.

4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

Responsibilities

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

4.3.2 Recognize that resources are created for a variety of purposes.

4.3.3 Seek opportunities for pursuing personal and aesthetic growth.

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

Self-Assessment Strategies

4.4.1 Identify own areas of interest.

4.4.2 Recognize the limits of own personal knowledge.

4.4.3 Recognize how to focus efforts in personal learning.

4.4.4 Interpret new information based on cultural and social context.

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

NJSLS- ELA

3rd Grade

RI.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.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

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

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

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

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.

NJSLS- ELA

4th Grade

RI.4.1: Refer to details and examples in a text 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.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in 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.

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

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

RI.4.9: Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.10: By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

21st Century Life and Career

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Technology

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

8.1.2.A.2 Use technology terms in daily practice.

8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual environments.

BIG IDEAS/COMMON THREADS

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library is a place where students can acquire knowledge and gain insight.

ENDURING UNDERSTANDINGS

- Reading for information has lifelong applications
- Information from various resources must be analyzed and applied appropriately

ESSENTIAL QUESTIONS

- What are the learning skills and strategies that students need to successfully find information?
- Where can students find relevant reliable and updated information?
- What is the research process?

LESSON OBJECTIVES

Students will be able to:

- Select appropriate resources based on age, reading level, and personal interest.
- Be introduced to reference materials and research skills
- Identify features of a nonfiction book
- Select the appropriate reference tool based on an information need
- Navigate print and online dictionaries and encyclopedias
- Recognize that websites can provide information for research

MODULE SKILLS

Students will be able to:

- Select appropriate resources based on age, reading level, and personal interest.
- Identify, select, and utilizes print and online reference materials to satisfy a particular information need (i.e. dictionary, encyclopedia, atlas, almanac, etc.)
- Identify and utilize the table of contents page, index, and glossary
- Extract information from a website or informational text for a research project
- Select and use appropriate biographies in narrative and informational formats

MODULE ASSESSMENT

- Librarian observation of student library use
 - Formative/summative assessments are embedded within lessons in the library
 - Graphic organizers to aid in the research process
- Teacher developed worksheets/assignments

RESOURCES

Follett Destiny

GetEpic.com

<https://www.getepic.com>

Tumble Books

<http://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fTumbleSearch.aspx>

Encyclopedia Britannica

<http://kids.britannica.com/>

Newsela

<https://newsela.com/>

Time for Kids

<http://www.timeforkids.com/>

Nonfiction/Informational Texts

Various websites to support 3-4 curriculum

MODIFICATIONS

- Structure lessons around questions that are authentic, related to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

BI-BOROUGH LIBRARY/MEDIA CURRICULUM
GRADE 5
UNIT 1: ORIENTATION

STATE STANDARDS

AASL (National)

Inquire, think critically, and gain knowledge.

Skills

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

Self-Assessment Strategies

1.4.4 Seek appropriate help when it is needed.

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Skills

2.1.4 Use technology and other information tools to analyze and organize information.

Share knowledge and participate ethically and productively as members of our democratic society.

Skills

3.1.6 Use information and technology ethically and responsibly.

Pursue personal and aesthetic growth.

Skills

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.1.5 Connect ideas to own interests and previous knowledge and experience.

4.1.6 Organize personal knowledge in a way that can be called upon easily

Dispositions in Action

4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

Responsibilities

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction. Self-Assessment Strategies

4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

NJSLS- ELA

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.

21st Century Life and Career

Personal Financial Literacy

Becoming a Critical Consumer

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

9.1.8.E.3 Compare and contrast product facts versus advertising claims.

Career Exploration

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Technology

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

8.1.2.A.1 Identify the basic features of a computer and explain how to use them effectively.

8.1.2.A.2 Use technology terms in daily practice.

8.1.2.A.3 Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.

8.8.2.A.4 Create a document with text using a word processing program.

8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual environments.

BIG IDEAS/COMMON THREADS

The Library/Media Center is a place that promotes a love of reading supports students in their personal reading needs. The Librarian/Media Specialists supports students in their personal reading needs by teaching them to navigate the library environment and its resources.

ENDURING UNDERSTANDINGS

- Reading for pleasure or information has lifelong application
 - Understand the organization of the library
 - Understand the proper care and return of library materials
- Information can be accessed through electronic sources

ESSENTIAL QUESTIONS

- How can knowing the organization of the library help students locate and use materials based on their needs and interests?
- How do students select and care for print, as well as, digital resources?

LESSON OBJECTIVES

Students will be able to:

- Demonstrate proper library behavior
- Demonstrate proper care of materials
- Identify, locate, select, and access digital and print materials
- Understand the role of the librarian/Media Specialist
- Understand and use the library's online card catalog Follett Destiny

MODULE SKILLS

Students will be able to:

- Respect the library as a quiet place
- Listen to stories with attentive and purposeful listening and viewing skills
- Follow established library procedures
- Check out materials and return them in a timely manner
- Demonstrate proper book care
- Identify the areas of the library
- Select materials based on personal interests and reading level ("just right" books)
- Understand and use Follett Destiny to access materials
- Use the library to find information based on an information need
- Understand use of the Dewey Decimal System in organizing non-fiction materials

MODULE ASSESSMENT

- Librarian observation of student library use
Teacher created rubrics and checklists
- Formative and summative assessments are embedded within lessons in the library

RESOURCES

Follett Destiny

Various websites to support 5th grade curriculum

MODIFICATIONS

- Structure lessons around questions that are authentic, related to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

BI-BOROUGH LIBRARY/MEDIA CURRICULUM
GRADE 5
UNIT 2: EXPLORATION OF TEXT

STATE STANDARDS

AASL (National)

Inquire, think critically, and gain knowledge.

Skills

1.1.2 Use prior and background knowledge as context for new learning.

1.1.3 Develop and refine a range of questions to frame the search for new understanding.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

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.

1.1.9 Collaborate with others to broaden and deepen understanding.

Dispositions in Action

1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

Responsibilities

1.3.1 Respect copyright/intellectual property rights of creators and producers.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.3.5 Use information technology responsibly.

Self-Assessment Strategies

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

1.4.3 Monitor gathered information, and assess for gaps or weaknesses.

Draw conclusions, make informed decisions, apply knowledge to new situations, and

create new knowledge.

Skills

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

Dispositions in Action

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

NJSLS- ELA

Key Ideas and Details

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.

RL.5.2: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

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.

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.

Integration of Knowledge and Ideas

RL.5.9: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

21st Century Life and Career

9.1 Personal Financial Literacy

Becoming a Critical Consumer

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

9.1.8.E.3 Compare and contrast product facts versus advertising claims.

Career Exploration

9.2.8.B.7 *Evaluate the impact of online activities and social media on employer decisions.*

Technology

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

8.1.2.A.1 Identify the basic features of a computer and explain how to use them effectively.

8.1.2.A.2 Use technology terms in daily practice.

8.1.2.A.3 Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.

8.8.2.A.4 Create a document with text using a word processing program.

8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual environments.

BIG IDEAS/COMMON THREADS

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library provide opportunities for students to explore a variety of authors and genres.

ENDURING UNDERSTANDINGS

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

ESSENTIAL QUESTIONS

- 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?

LESSON OBJECTIVES

Students will be able to:

- Select appropriate books based on age, reading level, and personal interest
- Be involved in author and illustrator studies
- Identify the characteristics of various genres

MODULE SKILLS

Students will be able to:

- Listen to stories with attentive and purposeful listening and viewing skills
- Select materials based on personal interests and reading level (“just right” books)
- Analyze the characters, setting, and plot of stories to determine genres
- Identify the characteristics of historical fiction and science fiction/fantasy
- Recognize books of favorite authors and illustrators

MODULE ASSESSMENT

- Librarian observation of student library use
- Formative and summative assessments are embedded within lessons in the library
- Create verbal, written and artistic responses to literature

RESOURCES

Follett Destiny

GetEpic.com

<https://www.getepic.com>

Tumble Books

<http://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fTumbleSearch.aspx>

Various websites to support 5th grade curriculum

MODIFICATIONS

- Structure lessons around questions that are authentic, related to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

BI-BOROUGH LIBRARY/MEDIA CURRICULUM
GRADE 5
UNIT 3: INFORMATION LITERACY

STATE STANDARDS

AASL (National)

Inquire, think critically, and gain knowledge.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

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.

1.1.9 Collaborate with others to broaden and deepen understanding.

Dispositions in Action

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

Responsibilities

1.3.1 Respect copyright/intellectual property rights of creators and producers

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.5 Use information technology responsibly.

Self-Assessment Strategies

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Skills

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Responsibilities

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

NJSLS- ELA

Key Ideas and Details

RI.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.

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

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.

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.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

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.

RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Technology

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

8.1.2.A.1 Identify the basic features of a computer and explain how to use them effectively.

8.1.2.A.2 Use technology terms in daily practice.

8.1.2.A.3 Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.

8.1.2.A.4 Create a document with text using a word processing program.

8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual

environments.

BIG IDEAS/COMMON THREADS

The library/ media center is a place that provides students with the tools necessary to complete various research endeavours. Opportunities are provided for students to critically analyze information.

ENDURING UNDERSTANDINGS

- 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

ESSENTIAL QUESTIONS

- What are the learning skills and strategies that students need to successfully find information?
- Where can students find relevant, reliable and up to date information?
- What is the research process?

LESSON OBJECTIVES

Students will be able to:

- Select appropriate resources based on age, reading level, and personal interest.
- Continue to effectively use reference materials and research skills
- Evaluate and determine the validity of a website
- Select the appropriate reference tool based on an information need
- Understand, analyze, evaluate, synthesize and apply appropriate information effectively
- Understand the need to cite sources of information/images in approved bibliographic multimedia format
- Develop effective communication skills using technology/digital media tools

MODULE SKILLS

Students will be able to:

- Select appropriate resources based on age, reading level, and personal interest.
- Identify, select, and utilize print and online reference materials to satisfy a particular information need Identify and utilize the table of contents page, index, and glossary
- Navigate an online database to find information

- Extract information from a website or informational text for a research project
- Identify the parts of a book, encyclopedia, and website needed to create a bibliographic citation
- Use digital tools to create a bibliographic citation
- Identify key words/phrases to effectively search for information
- Find and utilize reliable, authoritative websites for research
- Differentiate between skimming and scanning and when to use each technique
- Paraphrase information from resources when completing research projects

MODULE ASSESSMENT

- Librarian observation of student library use
- Formative and summative assessments are embedded within lessons in the library
- Graphic organizers to aid in the research process
- Teacher-created worksheets/assignments
- Digital tools
- Bibliographies
- Rubrics
- Collaborative assessment with classroom/special area teachers

RESOURCES

Follett Destiny

GetEpic.com

<https://www.getepic.com>

Tumble Books

<http://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fTumbleSearch.aspx>

Encyclopedia Britannica

<http://kids.britannica.com/>

Newsela

<https://newsela.com/>

Time for Kids

<http://www.timeforkids.com/>

Nonfiction/Informational Texts

Various websites to support 6th grade curriculum

MODIFICATIONS

- Structure lessons around questions that are authentic, related to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

BI-BOROUGH LIBRARY/MEDIA CURRICULUM
GRADE 6
UNIT 1: ORIENTATION

STATE STANDARDS

AASL (National)

Inquire, think critically, and gain knowledge.

Skills

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

Self-Assessment Strategies

1.4.4 Seek appropriate help when it is needed.

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Skills

2.1.4 Use technology and other information tools to analyze and organize information.

Share knowledge and participate ethically and productively as members of our democratic society.

Skills

3.1.6 Use information and technology ethically and responsibly.

Pursue personal and aesthetic growth.

Skills

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.1.5 Connect ideas to own interests and previous knowledge and experience.

4.1.6 Organize personal knowledge in a way that can be called upon easily

Dispositions in Action

4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

Responsibilities

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction. Self-Assessment Strategies

4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

NJSLS-ELA

SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

21st Century Life and Career

Personal Financial Literacy

Becoming a Critical Consumer

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

9.1.8.E.3 Compare and contrast product facts versus advertising claims.

Career Exploration

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Technology

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

8.1.2.A.1 Identify the basic features of a computer and explain how to use them effectively.

8.1.2.A.2 Use technology terms in daily practice.

8.1.2.A.3 Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.

8.8.2.A.4 Create a document with text using a word processing program.

8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual environments.

BIG IDEAS/COMMON THREADS

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library provide opportunities for students to explore a variety of authors and genres.

ENDURING UNDERSTANDINGS

- Reading for pleasure or information has lifelong application
- Understand the organization of the library
- Understand the proper care and return of library materials
Information can be accessed through electronic sources

ESSENTIAL QUESTIONS

- How can I become an effective user of the library?
- How can the the student utilize available resources to impact reading skills?

LESSON OBJECTIVES

Students will be able to:

- Demonstrate proper library behavior
- Demonstrate proper care of materials
- Identify, locate, select, and access materials
- Understand the role of the library and the librarian
- Understand and use Follett Destiny

MODULE SKILLS

Students will be able to:

- Respect the library as a quiet place
- Listen to stories with attentive and purposeful listening and viewing skills
- Follow established library procedures
- Check out materials and return them in a timely manner
- Identify the areas of the library
- Select materials based on personal interests and reading level
(Understand and use of Follett Destiny to access materials)
- Use the library to find information based on an information need
- Understand use of the Dewey Decimal System in organizing non-fiction materials

MODULE ASSESSMENT

- Librarian observation of student library use
- Teacher created rubrics and checklists
- Formative and summative assessments are embedded within lessons in the library

RESOURCES

Follett Destiny

Various websites to support 6th Grade curriculum

MODIFICATIONS

- Structure lessons around questions that are authentic, related to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

BI-BOROUGH LIBRARY/MEDIA CURRICULUM
GRADE 6
UNIT 2: EXPLORATION OF TEXT

STATE STANDARDS

AASL (National)

Inquire, think critically, and gain knowledge.

Skills

1.1.2 Use prior and background knowledge as context for new learning.

1.1.3 Develop and refine a range of questions to frame the search for new understanding.

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

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.

1.1.9 Collaborate with others to broaden and deepen understanding.

Dispositions in Action

1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

Responsibilities

1.3.1 Respect copyright/intellectual property rights of creators and producers.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.3.5 Use information technology responsibly.

Self-Assessment Strategies

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

1.4.3 Monitor gathered information, and assess for gaps or weaknesses.

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Skills

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

Dispositions in Action

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

NJSLS- ELA

RL.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Technology

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

8.1.2.A.1 Identify the basic features of a computer and explain how to use them effectively.

8.1.2.A.2 Use technology terms in daily practice.

8.1.2.A.3 Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.

8.8.2.A.4 Create a document with text using a word processing program.

8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual environments.

BIG IDEAS/COMMON THREADS

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library provide opportunities for students to explore a variety of authors and genres.

ENDURING UNDERSTANDINGS

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

ESSENTIAL QUESTIONS

- 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?

LESSON OBJECTIVES

Students will be able to:

- Select appropriate books based on age, reading level, and personal interest.
- Be involved in author and illustrator studies
- Identify the characteristics of various genres
- Become familiar with Award winning books
- Evaluate, analyze, and interpret information in various forms of publication

MODULE SKILLS

Students will be able to:

- Select materials based on personal interests and reading level
- Listen to stories with attentive and purposeful listening and viewing skills
- Identify and classify fiction and nonfiction books using characteristics of each
- Analyze the characters, setting, and plot of stories to determine genres
- Identify the characteristics of historical fiction and science fiction/fantasy
- Recognize books of favorite authors and illustrators

MODULE ASSESSMENT

- Librarian observation of student library use
- Formative and summative assessments are embedded within lessons in the library
- Create verbal, written and artistic responses to literature

RESOURCES

Follett Destiny

GetEpic.com

<https://www.getepic.com>

Tumble Books

<http://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fTumbleSearch.aspx>
[m/](#)

Various websites to support 6th grade curriculum

MODIFICATIONS

- Structure lessons around questions that are authentic, related to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

BI-BOROUGH LIBRARY/MEDIA CURRICULUM
GRADE 6
UNIT 3: INFORMATION LITERACY

STATE STANDARDS

AASL (National Standards)

Inquire, think critically, and gain knowledge.

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

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.

1.1.9 Collaborate with others to broaden and deepen understanding.

Dispositions in Action

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

Responsibilities

1.3.1 Respect copyright/intellectual property rights of creators and producers

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.5 Use information technology responsibly.

Self-Assessment Strategies

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

Skills

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Responsibilities

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

NJSLS- ELA

Writing

W6.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Progress Indicators for Reading Informational Text Key Ideas and Details

RI.6.1: Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.9: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

21st Century Life and Career

Becoming a Critical Consumer

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.

Career Awareness, Exploration, And Preparation

Career Exploration

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be

developed through school, homework, and extracurricular activities for use in a career.
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Technology

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

8.1.2.A.1 Identify the basic features of a computer and explain how to use them effectively.

8.1.2.A.2 Use technology terms in daily practice.

8.1.2.A.3 Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.

8.8.2.A.4 Create a document with text using a word processing program.

8.1.2.A.5 Demonstrate the ability to navigate in developmentally appropriate virtual environments.

BIG IDEAS/COMMON THREADS

The Library/Media Center is a place that provides students with the tools necessary to complete various research endeavours. Opportunities are provided for students to critically analyze information.

ENDURING UNDERSTANDINGS

- 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

ESSENTIAL QUESTIONS

- What are the learning skills and strategies that students need to successfully find information?
- Where can students find relevant, reliable and up to date information?
- What is the research process?

LESSON OBJECTIVES

Students will be able to:

- Select appropriate resources based on age, reading level, and personal interest.
- Continue to effectively use reference materials and research skills
- Evaluate and determine the validity of a website
- Select the appropriate reference tool based on an information need
- Understand, analyze, evaluate, synthesize and apply appropriate information effectively
- Understand the need to cite sources of information/images in approved

- bibliographic multimedia format
- Develop effective communication skills using technology/digital media tools

MODULE SKILLS

Students will be able to:

- Select appropriate resources based on age, reading level, and personal interest.
- Identify, select, and utilize print and online reference materials to satisfy a particular information need Identify and utilize the table of contents page, index, and glossary
- Navigate an online database to find information
- Extract information from a website or informational text for a research project
- Identify the parts of a book, encyclopedia, and website needed to create a bibliographic citation
- Use digital tools to create a bibliographic citation
- Identify key words/phrases to effectively search for information
- Find and utilize reliable, authoritative websites for research
- Differentiate between skimming and scanning and when to use each technique
- Paraphrase information from resources when completing research projects

MODULE ASSESSMENT

- Librarian observation of student library use
- Formative and summative assessments are embedded within lessons in the Library/Media Center
- Graphic organizers to aid in the research Worksheets/assignments
- Digital tools
- Bibliographies
- Rubrics
- Collaborative assessment with classroom/special area teachers

By Grade 6

Application & Communication

How do students use information and technology to express and communicate ideas?

Create, with assistance, an original production/presentation/report that includes all of the following criteria:

- It is effectively organized

- It uses visual presentation elements images charts, graphs, outlines, graphic organizers, maps, etc.
- It is appropriate for the intended audience
- It is aesthetic and creative in its design
- It has proper documentation of sources cited

Responsible Use

What are student responsibilities regarding the use of information and technology?

- Demonstrate responsible and ethical use and care of print and non-print information resources, computers, other technologies and networks
- Understand the right of individuals to protection of intellectual property and observe, with assistance, “fair use” guidelines
- Understand what copyright laws are meant to accomplish

Reflection/Evaluation

How do students evaluate research process and final product?

- Reflect and evaluate whether the research process and information gathered were relevant, complete and accurate in response to the assigned need
- Reflect and evaluate whether the end product meets established standards for process, product, and presentation according to criteria provided by the teacher
- Reflect and evaluate, with assistance, whether the rules for ethical use of information were followed: Were all sources cited? Were quotations used effectively? Was material paraphrased and summarized appropriately?

MODIFICATIONS

- Structure lessons around questions that are authentic, related to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Resources

GRADES K-2

UNIT 1: ORIENTATION

- Follet Destiny Online Card Catalog
- Various picture books
- Teacher selected workbooks and websites

UNIT 2: EXPLORATION OF TEXT

- Various author and storytelling websites
Pictures books in various genres
Nonfiction/informational texts
- Tumblebooks
- Get Epic

UNIT 3: INFORMATION LITERACY

- Nonfiction/informational texts
- Various websites to support curricula
- Pebble Go

GRADES 3-4

UNIT 1: ORIENTATION

- Follet Destiny Online Card Catalog
- Various picture books
- Teacher selected workbooks and websites

UNIT 2: EXPLORATION OF TEXT

- Various author and storytelling websites
- Pictures books in various genres
- Nonfiction/informational texts
- Get Epic
- TumbleBooks

UNIT 3: INFORMATION LITERACY

- Nonfiction/informational texts
- Reference sources (i.e. dictionaries, encyclopedias, almanacs, atlases, etc.)

- Britannica Online Encyclopedia

GRADES 5-6

UNIT 1: ORIENTATION

- Follet Destiny Online Card Catalog
- Various picture books
- Teacher selected workbooks and websites

UNIT 2: EXPLORATION OF TEXT

- Various author and storytelling websites
- Pictures books in various genres
- Nonfiction/informational texts
- Magazines, newspapers, reference materials

UNIT 3: INFORMATION LITERACY

- Nonfiction/informational texts
- Reference sources (i.e. dictionaries, encyclopedias, almanacs, atlases, etc.) Britannica Online Encyclopedia
- Various websites to support 5-6 curriculum
- Technology/digital media tools/websites (i.e. Voicethread, Wordle, wikis, blogs)
- Appropriate search engines (i.e. SweetSearch, Yahoooligans, etc.)

APPENDICES

APPENDIX A: Standards for the 21st-Century Learner (American Association of School Librarians)

Learners use skills, resources, and tools to:

1. Inquire, think critically, and gain knowledge.

1.1 Skills

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.3 Develop and refine a range of questions to frame search for new understanding.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.
- 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.
- 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.
- 1.1.9 Collaborate with others to broaden and deepen understanding.

1.2 Dispositions in Action

- 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.
- 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- 1.2.6 Display emotional resilience by persisting in information searching despite challenges.
- 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

1.3 Responsibilities.

- 1.3.1 Respect copyright/intellectual property rights of creators and producers.
- 1.3.2 Seek divergent perspectives during information gathering and assessment.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 1.3.5 Use information technology responsibly.

1.4 Self-Assessment Strategies

- 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 it is needed.

2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2 Dispositions in Action

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3 Responsibilities

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4 Self-Assessment Strategies

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.2 Reflect on systematic process, and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations.

3. Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

- 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 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.
- 3.1.5 Connect learning to community issues.
- 3.1.6 Use information and technology ethically and responsibly.

3.2 Dispositions in Action

- 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
- 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- 3.2.3 Demonstrate teamwork by working productively with others.

3.3 Responsibilities

- 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- 3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.
- 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- 3.3.4 Create products that apply to authentic, real-world contexts.
- 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.
- 3.3.6 Use information and knowledge in the service of democratic values.
- 3.3.7 Respect the principles of intellectual freedom.

3.4 Self-Assessment Strategies

- 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
- 3.4.2 Assess the quality and effectiveness of the learning product.
- 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

4. Pursue personal and aesthetic growth.

4.1 Skills

- 4.1.1 Read, view, and listen for pleasure and personal growth.
- 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
- 4.1.4 Seek information for personal learning in a variety of formats and genres.
- 4.1.5 Connect ideas to own interests and previous knowledge and experience.
- 4.1.6 Organize personal knowledge in a way that can be called upon easily.
- 4.1.7 Use social networks and information tools to gather and share information.
- 4.1.8 Use creative and artistic formats to express personal learning.

4.2 Dispositions in Action

- 4.2.1 Display curiosity by pursuing interests through multiple resources.

4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3 Responsibilities

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

4.3.2 Recognize that resources are created for a variety of purposes.

4.3.3 Seek opportunities for pursuing personal and aesthetic growth.

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

4.4 Self-Assessment Strategies

4.4.1 Identify own areas of interest.

4.4.2 Recognize the limits of own personal knowledge.

4.4.3 Recognize how to focus efforts in personal learning.

4.4.4 Interpret new information based on cultural and social context.

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

** Link to PDF of the Standards document on the AASL web site:*

http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

APPENDIX B: International Society for Technology Standards in Education

The 2016 ISTE Standards for Students emphasize the skills and qualities we want for students, enabling them to engage and thrive in a connected, digital world. The standards are designed for use by educators across the curriculum, with every age student, with a goal of cultivating these skills throughout a student’s academic career. Both students and teachers will be responsible for achieving foundational technology skills to fully apply the standards

1. **Empowered Learner**-Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
2. **Global Collaborator**-Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
3. **Creative Communicator**-Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
4. **Computational Thinker**-Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
5. **Innovative Designer**-Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
6. **Knowledge Constructor**-Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
7. **Digital Citizenship**-Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Appendix C: Bi-Borough K-6 Library/Media Curriculum Matrix

Key:

I=Introduce R=Reinforce

8.1 Technology

9.1 21st Century Life and Careers

RL: Reading Literature

SL: Speaking & Listening

RI: Reading Informational Text

I. Orientation

Course Objectives	K	1	2	3	4	5	6	New Jersey Student Learning Standards	AASL Standards
A. Demonstrate proper media center behaviors.	I	I	R	R	R	R	R	9.1.4.F.3	3, 4
B. Demonstrate proper care of materials.	I	I	R	R	R	R	R		4
C. Identify, locate, select and access materials (easy/picture books, fiction, nonfiction, biographies, periodicals, reference).	I	I	R	R	R	R	R	RI 5 (K-2)	1, 4
1. Alphabetical order in shelving			I	R	R	R	R		
2. Location of fiction/nonfiction	I	I	R	R	R	R	R	RI 5 (K-6)	
3. Dewey Decimal system				I	R	R	R		
4. Understand and use school Follett Destiny			I	I	R	R	R		

II. Literature and Informational Text

Course Objectives	K	1	2	3	4	5	6	New Jersey Student Learning Standards	AASL Standards
A. Develop a feeling of familiarity and enjoyment with the library and literature.	I	I	R	R	R	R	R		1, 4
B. Identify, locate, and utilize parts of a book	I	I	R	R	R	R	R	RI 5 (K-6)	1, 4
1. Author, Illustrator	I	I	R	R	R	R	R	RL 6 (K-6)	
2. Title/Copyright Page (Verso)		I	R	R	R	R	R	RI 5 (K-2)	
3. Spine/Spine Label (Call Number)			I	R	R	R	R	RI 5 (K-2)	
4. Index, Table of Contents, Glossary			I	I	R	R	R	RL 1-10 (K-6)	
C. Identify the characteristics of fiction and nonfiction.		I	R	R	R	R	R	RL 10 (K-6)	1, 2, 4
D. Select appropriate books based on age, reading level, and personal interests.	I	I	I	R	R	R	R	RL 1-10 (K-6)	1, 4
E. Be exposed to author and illustrator studies.	I	I	R	R	R	R	R	RL 1-10 (K-6)	1, 4
F. Read and discuss stories in various genres (folktales, fairy tales, tall tales, mystery, historical fiction, biographies, fantasy, etc.)		I	I	R	R	R	R	RL 1-10 (K-6)	1, 4

III. Informational Literacy

Course Objectives	K	1	2	3	4	5	6	New Jersey Student Learning Standards	AASL Standards
A. Identify, locate, select, and utilize online reference materials (Internet, online encyclopedia)		I	I	I	I	I	R	8.1.4.E.2 RI 5 (3-6)	1 - 4
1. Evaluate and determine the validity of a Website.						I	I		
2. Search Strategies				I	I	R	R		
B. Identify, locate, select, and utilize print reference materials		I	I	I	I	R	R	8.1.4.E.2 RI 7 (3-6)	1 - 4
1. Information evaluation (understand, analyze, evaluate, synthesize, and apply appropriate information effectively).				I	I	R	R		
2. Search Strategies				I	I	R	R		
C. Create Bibliographic Citation (MLA format)					I	I	I	8.1.4.D.1;	3, 4
D. Understand and use techniques to avoid plagiarism (i.e. paraphrasing).						I	I	SL 2-6 (3-6)	3, 4
E. Use the research process to better locate desired information.				I	I	R	R	9.1.4.B.1; 9.1.4.D.1;	1 - 4

APPENDIX D: MODIFICATIONS

Differentiation

Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products.

This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. This addendum reveals pathways for differentiation specific to four distinct student populations.

Teachers can differentiate

- **Content** What we teach and how we give students access to the information and ideas that matter
- **Process** How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- **Product** How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students'

- **Readiness** The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest** What a student enjoys learning about, thinking about, and doing
- **Learning Style** A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

Modifications

Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.

Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).

Use project-based science learning to connect social studies with real-life experiences.

Structure the learning around explaining or solving a social or community-based issue.

Provide ELL students with multiple literacy strategies.

Collaborate with after-school programs or clubs to extend learning opportunities.

Restructure lesson using UDL principles

<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD UA>

Gifted and Talented (*content, process, product and learning environment*)

N.J.A.C. 6A:8--3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Self-Directed Learning Specific ongoing activities in which students work independently

Curriculum Compacting Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level.

Sample resource: <http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Flexible Grouping Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Graphic Organizers / Extension Menus Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one

choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Sample resource:

Students at Risk of School Failure

Districts are required to administer grade level benchmark and/or interim assessments in content areas. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who may be at risk.

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- Varied leveled texts of the same content

Preparing students for the lesson:

- *Building Background Information* Done through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- *Simplifying Language for Presentation* Using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- *Developing Content Area Vocabulary* Done through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary.
- *Concept Development* Enduring understanding requires thorough and contextualized study of subjects across grades and courses.
- *Giving Directions* Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.
- Provide students with opportunities to participate in numerous discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in classroom settings, grades K-12. The primary aim of education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation Expanding student motivation to learn content can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations The primary purpose of these adaptations is to provide special education students with teacher-- initiated and teacher--directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre--teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring Instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward lesson/unit objectives.