

# Audubon Public Schools



Elementary Grades: Library Media

Curriculum Guide

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August 12, 2019

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## **Course Description**

### **Elementary Grades K-2: Library Media**

The school library media program strives to ensure that students and staff are effective users of ideas and information. By providing access to materials in multiple formats and in all ability levels it will stimulate student interest in reading as well as enable students to access, evaluate, and use information and ideas to meet their current and future educational and personal information needs. All lessons should be aligned to the New Jersey Student Learning Standards. Activities will include a multitude of approaches to promote student growth, including whole group, small group, and individual teaching techniques in the classroom.

## Overview / Progressions

Overview		Reading	Unit Focus
<b>Unit 1</b>	<b>Focus standards (Objectives)</b>	RL 1 RL 7	<ul style="list-style-type: none"> <li>● Navigating the library</li> <li>● Behaving appropriately in the library</li> <li>● Utilizing library resources</li> <li>● Determining what a text says explicitly</li> </ul>
	<b>Ancillary standards (Review)</b>		
<b>Unit 2</b>	<b>Focus standards (Objectives)</b>	R.1 R.2 R.3 R.4 R.10	<ul style="list-style-type: none"> <li>● Listening and responding to reading selections</li> <li>● Exploring fiction and non-fiction and developing preferences for recreational reading</li> <li>● Make predictions and inferences</li> <li>● Explore character development</li> </ul>
	<b>Ancillary standards (Review)</b>		
<b>Unit 3</b>	<b>Focus standards (Objectives)</b>	R.1 R.6 R.7 R.10	<ul style="list-style-type: none"> <li>● Recognize a need for information</li> <li>● Search a variety of sources</li> <li>● Collect and utilize information</li> <li>● Understand the need to cite information</li> </ul>
	<b>Ancillary standards (Review)</b>		

<b>Library Media</b>	<b>Elementary</b>	<b>Unit 1 : Media Center Introduction</b>	<b>Trimester 1</b>
<b>Focus Standards: Reading</b>		<b>Critical Knowledge and Skills</b>	
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		<ul style="list-style-type: none"> <li>● Understanding proper library behavior</li> <li>● Learning how to select and check out a book</li> <li>● Listening to stories being read</li> <li>● Answering questions</li> <li>● Learning proper care for library books and materials</li> </ul>	
<b>Ancillary Standards</b>			
<b>Formative Assessments</b>		<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Class discussion</li> <li>● Small group work</li> <li>● Checks for Understanding</li> <li>● Think/Pair/Share</li> </ul>		<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Activities</li> <li>● Scavenger Hunt</li> </ul>	
<b>Suggested Primary Resources</b>		<b>Suggested Supplemental Resources</b>	
<b>Cross-Curricular Connections</b>			
<ul style="list-style-type: none"> <li>● Informational reading in social studies and science</li> </ul>			
<b>Enduring Understanding</b>		<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● A library media center is a resource for information and literature.</li> <li>● Information users need to be responsible citizens and need to demonstrate proper care of all materials.</li> </ul>		<ul style="list-style-type: none"> <li>● What is a library media center and why do we go there?</li> <li>● How can the library media specialist help me?</li> <li>● What is appropriate library media center behavior?</li> <li>● How do I borrow and care for library materials?</li> </ul>	

<b>Differentiation</b>		
<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>

<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>		<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>
<b>Integrating Technology</b>		
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>		<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>

<b>Library Media</b>	<b>Elementary</b>	<b>Unit 2: Recreational Reading</b>	<b>Trimester 2</b>
<b>Focus Standards: Reading</b>		<b>Critical Knowledge and Skills</b>	
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		<ul style="list-style-type: none"> <li>● Listen to and discuss read-aloud selections.</li> <li>● Select a variety of literature based on interest, need and appropriateness.</li> <li>● Understand that fiction and non-fiction are different kinds of library materials.</li> <li>● Identify parts of books including</li> </ul>	

<p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>title/author/illustrator/publisher/copyright/front and back matter/call number etc.</p> <ul style="list-style-type: none"> <li>● Explore favorite authors, titles and subjects.</li> <li>● Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.</li> <li>● Predict what might happen next in the story. Use picture clues to help with understanding the story</li> </ul>
<b>Ancillary Standards</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Class discussion</li> <li>● Small group work</li> <li>● Checks for Understanding</li> <li>● Think/Pair/Share</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Book Talks</li> <li>● “You Should Read” Form</li> <li>● Movie Poster</li> <li>● Book Trailer</li> <li>● Activities</li> </ul>
<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● Informational reading in social studies and science.</li> </ul>	
<b>Enduring Understanding</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● The library media center helps facilitate and cultivate life-long learners.</li> <li>● Reading is used for both pleasure and information seeking.</li> <li>● Use various library materials to access literature and information.</li> <li>● Locate the fiction and non-fiction section of the library.</li> <li>● Self Select books on teacher based criteria or personal preferences.</li> </ul>	<ul style="list-style-type: none"> <li>● Do you have a favorite book title? Author? Illustrator? Subject?</li> <li>● Do authors write more than one book? How can I get an idea of what a book is about?</li> <li>● What are the parts of non-fiction and fiction books?</li> <li>● What kinds of fiction and nonfiction books are available resources for recreational reading?</li> <li>● Where can I find books by an author?</li> <li>● What library materials do I want or need?</li> </ul>



- Where can I find the library materials I want or need?
- Is the material I chose what I want or need?
- How are books shelved within a library?

<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>

<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>		<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>
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<b>Library Media</b>	<b>Elementary</b>	<b>Unit 3: Research</b>	<b>Trimester 3</b>
<b>Focus Standards: Reading</b>		<b>Critical Knowledge and Skills</b>	
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational</p>		<ul style="list-style-type: none"> <li>● Identify, locate, and utilize parts of a book.</li> <li>● Understand and utilize fiction and nonfiction books as resources for research and class assignments.</li> <li>● Select a variety of literature based on interest, need, and appropriateness.</li> <li>● Understand that fiction and nonfiction may be used for recreational reading, class assignments, and research.</li> <li>● Understand that all libraries provide a diverse collection of information presenting many viewpoints.</li> </ul>	

texts independently and proficiently with scaffolding as needed.	<ul style="list-style-type: none"> <li>Understand that information taken from another source must be properly cited.</li> </ul>
<b>Ancillary Standards</b>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Class discussion</li> <li>Small group work</li> <li>Checks for Understanding</li> <li>Think/Pair/Share</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>You Should Read Paper (Appendix A)</li> <li>Annotated Bibliography</li> <li>Activities</li> </ul>
<b>Suggested Primary Resources</b>	
<b>Suggested Supplemental Resources</b>	
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>Informational reading in social studies and science.</li> <li>Informational writing in social studies, science, and language arts using similar structures.</li> </ul>	
<b>Enduring Understanding</b>	
<ul style="list-style-type: none"> <li>Use various library materials to access literature and information.</li> <li>Locate the fiction and non-fiction section of the library.</li> <li>Self Select books on teacher based criteria or personal preferences.</li> <li>Information literacy is constantly changing and requires continuous learning of new skills.</li> <li>Information taken from other sources must be properly cited</li> </ul>	<ul style="list-style-type: none"> <li>What library materials do I want or need?</li> <li>Where can I find the library materials I want or need?</li> <li>Is the material I chose what I want or need?</li> <li>How do I choose a source to meet my informational needs?</li> <li>Which sources of information are appropriate to use?</li> <li>Why do we research? ·</li> <li>How will I solve an information problem? ·</li> <li>Why is it important to plan my project? Review it? ·</li> <li>What is a citation, and why do I need it? What happens if I don't do it? ·</li> </ul>

- Why is it important to include my opinion when I share what I've learned?

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**Appendix A**

\_\_\_\_\_ (Your Name Here)

**Says You should Read**

\_\_\_\_\_ (Title of book)

**by** \_\_\_\_\_ (Author)

**Because** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_ (Tell what you liked about the book!)

(Draw a picture of your favorite part!)

Call #: \_\_\_\_\_ (It's on the spine label.)