

Third Grade Library

Unit Title: Unit 1 - Library Community

Stage 1: Desired Results

Standards & Indicators:

AASL Standards

- **3.A.1.** Learners identify collaborative opportunities by demonstrating their desire to broaden and deepen understanding.
- **3.D.1.** Learners actively participate with others in learning situations by actively contributing to group discussions.
- **3.A.2.** Learners identify collaborative opportunities by developing new understandings through engagement in a learning group.
- **3.D.1.** Learners actively participate with others in learning situations by actively contributing to group discussions.

NJSLS ELA

- **RL.CR.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RL.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the theme (in literary text, e.g., fables, folktales, and myths from diverse cultures).
- **RL.IT.3.3.** Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- **RL.MF.3.6.** 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).
- **SL.PE.3.1.** Engage effectively in a range of collaborative discussions (one on one, in groups, teacher led) with diverse partners on grade three topics and texts, building on others' ideas and expressing their own clearly.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors	You can give back in areas that matter to you.
9.4.5.CI.3	Participate in brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.	Curiosity and a willingness to try new ideas contribute to the development of creativity and innovation.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources that can aid in solving a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.DC.4	Model, safe, legal, and ethical behavior when using online or offline technology.	Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
9.4.5.GCA.1	Analyze how culture shapes an individual and community perspectives and points of view.	Culture and geography can shape an individual's experiences and perspectives.

Central Idea/Enduring Understanding:

- Demonstrate knowledge of the library media center areas, rules, and procedures.
- Demonstrate responsible media center behavior

Essential/Guiding Question:

- How can I become a responsible library user?
- How can the library impact my personal reading growth?
- How can the library enhance my life?

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<ul style="list-style-type: none"> • Demonstrate good habits in handling materials 	
<p><u>Content:</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Respect the library as a learning place. • Follow established library procedures. • Check out materials and return them in a timely manner. • Demonstrate proper book care. • Identify the title, author, illustrator, and publisher. • Identify the areas of the library. • Select materials based on personal interest and reading level ("just right"). • Recognize alphabetical order in shelving. • Understand the organization of nonfiction shelving. • Begin the instruction of information literacy.

Interdisciplinary Connections:

The texts/activities in this unit will support the learning and loving of the library. Students will understand the necessity of rules, character education, different perspectives, good sportsmanship, collaboration, and the mechanics of the library.

NJSLS Social Studies

- **6.1.2.CivicsPD1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Arrival/Do Now Activity • Self-assessment • Student created verbal, written, and artistic responses • Think/Pair/Share • Turn and Talk • Check for Understanding – Comprehension • Check for Understanding – Vocabulary • Exit Slips • Graphic Organizers • Technology Integration • Benchmark Assessment 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Ability to locate and select books of interest • Ability to select just right books • Ease of book check-out procedure • Responsibility of returning books • Teacher observation of student participation
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1: Getting to Know You/ All About Me</p> <ul style="list-style-type: none"> • Introduce the role of the librarian and explain role • Shared read aloud • All about me graphic organizer and share out <p>Lesson 2: Orientation</p> <ul style="list-style-type: none"> • Teach the rules and procedures of the library by having students model expectations. 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Graphic organizer • Read aloud examples: The Name Jar, Stand Tall MollyLou Melon, First Day Jitters, Pigeon Has to Go to School, I am Enough, Chrysanthemum, I like myself, Spaghetti in a Hot Dog Jar. <p>Read Aloud Examples:</p> <ul style="list-style-type: none"> • Chester Visits the Library • What Happened to Marion's book • Library Manners
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- Read a mentor text regarding the rules of the library. Recall the points learned in the story and record them on chart paper.
- Students make a poster of library do's and don'ts
- Library Orientation Pre-Assessment

Lesson 3: Book Care and Using the Shelf Marker

- Place a box of damaged books out for students to explore and discuss how we need to take care of the materials borrowed.
- Teach shelf marker use for book searching and selecting. Students practice during book checkout, assisting as needed.
- Students work in teams to create a mini poster to hang in the library that depicts proper book care.
- Complete a T-chart by filling in Yes/No use of library (or book care). *Note: the sentences may be up on display for students to decide placement.
- Allow for students self-checkout by teacher demonstrating first, guiding the students second and finally independent student ability.

Lesson 4: Parts of a Book and Hispanic Heritage Month

- Introduce students to cultural calendar where this months focus is on Hispanic Heritage
- Hispanic Heritage Month Read Aloud
- What evidence supports the heritage evident in the story. Are the customs/traditions same as or different from our own?
- Complete Venn diagram
- Go over parts of a book
- Play a trivia game for students to have an opportunity to name/identify each book part (spine, jacket, author, etc.)

Lesson 5: Introduce Fiction Books

- What is a fiction book?
- Teach how fiction section of the library is organized and where it is located, teach alphabetical order
- Identify how we know the book is fiction.
- Real world practice: Students will be able to select a fiction book of their choice by using the Destiny Library System.

- Shelf Elf
- Back to School Rules
- Goldilocks and the Three Librarians
- Beginning of the year benchmark

Read Aloud Examples:

- Chester Visits the Library
- What Happened to Marion's book
- Library Manners
- Shelf Elf
- Back to School Rules
- Goldilocks and the Three Librarians
- Graphic Organizer on Book Care

Read aloud examples:

- How Alma Got Her Name
- A Birthday Basket for Tia
- Papi Rides a Motorcycle
- Chato's Kitchen
- Write in response: How did you get your name?
- Reference Destiny System to find appropriate cultural resources available at your building.
- Youtube videos
- Brainpop videos
- Graphic organizer
- Epic
- Studies Weekly

- Review how to use Destiny to search for library materials
- Reference Destiny System to find appropriate resources available at your building.

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Lesson 6: Introduce Non-Fiction Books

- What is a nonfiction book?
- Teach how non-fiction section of the library is organized and where it is located, teach alphabetical order
- Identify how we know the book is non-fiction.
- Real world practice: Students will be able to select a fiction book of their choice by using the Destiny Library System.

Lesson 7: Indigenous People and/or Veterans Day

- Explain who Indigenous People/Veterans are
- Review the cultural calendar where this month's focus is on Indigenous People and Veterans
- Indigenous people read aloud or Veterans Day read aloud
- What contributions have Native Americans made to our society? How have they made an impact on your life?

- Review how to use Destiny to search for library materials
- Reference Destiny System to find appropriate resources available at your building.

Examples of read alouds:

- We are Water Protectors
- Fry Bread
- Bird Song
- I am Sacajawea
- The Legend of the Indian Paintbrush
- The Wall
- Veterans Hero Read Aloud
- Twenty One Steps
- H if for Honor
- What is Veterans Day?

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [Newsela](#)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)
- [Zinn Education Project](#)

Amistad Resources for Social Studies:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [New Jersey State Board Foundation](#)
- [Civil Rights Teaching](#)
- [Black Past](#)

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)

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		<ul style="list-style-type: none">• Respect Ability: Fighting Stigmas, Advancing Opportunities• NJDOE Diversity, Equity & Inclusion Educational Resources• Diversity Calendar	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Encourage to check-out of Accelerated Reader books Utilize Technology Model and demonstrate using a Think Aloud approach Feedback to support students to take a leadership role in assisting others with library skills Enrichment of content	Encourage to check-out of Accelerated Reader books Utilize Technology Model and demonstrate using a Think Aloud approach Feedback to push students to mastery of library skills Reinforcement of content and procedures General use of varied modalities – kinesthetic, visual, auditory, tactile	Encourage to check-out of Accelerated Reader books Utilize Technology Model and demonstrate using a Think Aloud approach Feedback to push students through collaboration to gain an understanding of library skills Consistent repetition of content and procedures Repeat and rephrase directions Specific use of varied modalities – kinesthetic, visual, auditory, tactile Increased time allotment	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Unit 2 - Inspiring Literature

Stage 1: Desired Results

Standards & Indicators:

AASL Standards

- **1.B.3.** Learners engage with new knowledge by following a process that includes generating products that illustrate learning.
- **2.A.3.** Learners contribute a balanced perspective when participating in a learning community by describing their understanding of cultural relevancy and placement within the global learning community.

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- **2.B.1.** Learners adjust their awareness of the global learning community by interacting with learners who reflect a range of perspectives.
- **2.C.2.** Learners exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed.
- **3.A.2.** Learners identify collaborative opportunities by developing new understandings through engagement in a learning group.
- **5.C.1.** Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.

NJSLS ELA

- **RL.CR.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a literary text, referring explicitly to the textual evidence as the basis for the answers.
- **RL.CI.3.2.** Recount in oral and written form key details from a text and explain how they support the theme (in literary text, e.g., fables, folktales, and myths from diverse cultures).
- **RL.IT.3.3.** Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- **SL.PE.3.1.** Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors	You can give back in areas that matter to you.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources that can aid in solving a problem.	Brainstorming can create new innovative ideas.
9.4.5.CGA.1	Analyze how culture shapes an individual and community perspectives and points of view.	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.CI.3	Participate in brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity	Curiosity and a willingness to try new ideas contribute to the development of creativity and innovation.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole..	Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.

Central Idea/Enduring Understanding:

Students will...

- Make good choices.
- Do the right thing even when it is difficult.
- Choose to make a difference.
- Make the world a better place.
- Never quit even when things get difficult.
- Identify story elements
- Readers understand that there is a relationship between illustrations and words.

Essential/Guiding Question:

- How can I give back to my community?
- How can I keep going when things get tough?
- What does my consciousness, that "little voice inside my head," say about it?
- How can I be courteous and polite to the people around me?
- How can I be reliable and dependable at school and at home?
- How do readers use both words and illustrations to understand stories?
- How do writers use both illustrations and words about events to tell a story?

Content:

Theme:

Skills(Objectives):

Teach students parts of a book, how a book is made and different types of books.

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- Inspiring literature supports our students in social, emotional, and ethical development

Interdisciplinary Connections:

The texts/activities in this unit will support the learning and loving of the library. Students will understand the necessity of rules, character education, cultural differences/celebrations, and collaboration.

NJSLS Social Studies

- **6.1.2.CivicsPD1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.5 Civics HR 4** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions
- **6.1.5 Civics CM.1** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the wellbeing of their community and country,

Stage 2: Assessment Evidence

Performance Task(s):

- Arrival/Do Now Activity
- Self-assessment
- Student created verbal, written, and artistic responses
- Think/Pair/Share
- Turn and Talk
- Check for Understanding – Comprehension
- Check for Understanding – Vocabulary
- Exit Slips
- Graphic Organizers
- Technology integration

Other Evidence:

- Ability to locate and select books of interest
- Ease of book check-out procedure
- Responsibility of returning books
- Ability to identify the Core Value during the lesson
- Teacher observation of student participation
- Ability to critique/recommend book(s)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 8: Inspiring Thankfulness

- What is Thanksgiving?
- Why do we celebrate it?
- What are you thankful for?
- How do you celebrate Thanksgiving?

Lesson 9: Inspiring Kindness

- What is kindness?
- Why is it important?
- How did you see kindness in our read-aloud?
- How do you show kindness?
- What other characters from books you have read show kindness?

Resources:

- Reference Destiny to search books on Thanksgiving:
- Examples of thankful read a louds:
- Just so Thankful
- The Thankyou Book
- Sarah Gives Thanks
- Epic
- Graphic organizers
- Youtube videos
- Brainpop
- Studies Weekly

Reference Destiny to search books on kindness:

- Examples of kindness read a louds:
 - Pinduli
 - If you Plant a Seed
 - Bucket Filling from A to Z
 - Each Kindness
 - I Walk With Vanessa
 - Epic
 - Graphic organizers

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<p>Lessons 10-12: Inspiring Cultural Awareness</p> <ul style="list-style-type: none"> • Examples: Diwali, Chanukkah, Christmas, Kwanzaa • Different cultures celebrate different holidays. • What is _____? • Why do we celebrate these holidays? • What are their principles? • What Traditions do you observe? Clothes, food, etc. • Why should we learn about different cultures? <p>Lesson 13: Winter: Nature Inspires Us</p> <ul style="list-style-type: none"> • How can a book inspire you? • What do you appreciate about winter? • What gifts do we get from nature? <p>Lesson 14: Inspiring Service</p> <ul style="list-style-type: none"> • Martin Luther King Jr.: • Who is Martin Luther King Jr.? • Why should we celebrate him? • What is service? • How can you show service in your community? • Students will draw and or write to show their ideas/critical thinking skills of how they can help others (service). 	<ul style="list-style-type: none"> ○ Youtube videos <p>Reference Destiny System to find appropriate cultural resources available at your building.</p> <ul style="list-style-type: none"> • Examples of read a louds: <ul style="list-style-type: none"> ○ The Chanukkah Guest ○ Dasher ○ Let's Celebrate Diwali ○ Christmas Is ○ Have Happy ○ Binni's Diwali ○ The Colors of Kwanzaa ○ Youtube videos ○ Brainpop videos ○ Studies Weekly <p>Reference Destiny System to find appropriate resources available at your building.</p> <ul style="list-style-type: none"> • Examples of read a louds: <ul style="list-style-type: none"> ○ Snowflake Bentley ○ Snowman at Night ○ Winter's Gift ○ The Snowy Day ○ The Mitten ○ Youtube videos ○ Brainpop videos ○ Studies Weekly ○ Epic ○ Graphic Organizers <p>Reference Destiny System to find appropriate cultural resources available at your building.</p> <ul style="list-style-type: none"> • Examples of read a louds: <ul style="list-style-type: none"> ○ Martin's Big Words ○ My Brother Martin ○ Happy Birthday, MLK ○ Martin Luther King Jr. Fight for Freedom ○ Youtube videos ○ Brainpop videos ○ Studies Weekly <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • 6.3 Suggested Framework K-12 • NJ Commission on Holocaust Education • Facing History and Ourselves • New Jersey Historical Commission • Library of Congress (Primary Sources) • National Archives (Primary Sources) • Newsela • PBS Learning Media • Stanford History Education Group • Zinn Education Project
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	<p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • New Jersey State Board Foundation • Civil Rights Teaching • Black Past <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to support students to take a leadership role in assisting others with library skills</p> <p>Enrichment of content</p>	<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to push students to mastery of library skills</p> <p>Reinforcement of content and procedures</p> <p>General use of varied modalities – kinesthetic, visual, auditory, tactile</p>	<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to push students through collaboration to gain an understanding of library skills</p> <p>Consistent repetition of content and procedures</p> <p>Repeat and rephrase directions</p> <p>Specific use of varied modalities –</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

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		kinesthetic, visual, auditory, tactile	
		Increased time allotment	

Unit Title: Unit 3 - Book Tasting-Genre Studies

Stage 1: Desired Results

Standards & Indicators:

AASL Standards

- **1.B.3.** Learners engage with new knowledge by following a process that includes generating products that illustrate learning.
- **2.A.3.** Learners contribute a balanced perspective when participating in a learning community by describing their understanding of cultural relevancy and placement within the global learning community.
- **2.B.1.** Learners adjust their awareness of the global learning community by interacting with learners who reflect a range of perspectives.
- **2.C.2.** Learners exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed.
- **3.A.2.** Learners identify collaborative opportunities by developing new understandings through engagement in a learning group.
- **5.C.1.** Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.

NJSLS ELA

- **RI.PP.3.5** Distinguish their own point of view from that of the narrator or those of the characters.
- **RL.IT.3.3:** Describe the development of individual character's traits, motivations, or feelings and explain how they support the main idea.
- **RL.MF.3.6:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **SL.PE.3.1:** Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.UM.3.5:** Use multimedia to demonstrate fluid reading at an understandable pace, and add visual displays when appropriate to emphasize or enhance certain facts or details.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors	You can give back in areas that matter to you.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources that can aid in solving a problem.	Brainstorming can create new innovative ideas.
9.4.5.CGA.1	Analyze how culture shapes an individual and community perspectives and points of view.	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.CI.3	Participate in brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.	Curiosity and a willingness to try new ideas contribute to the development of creativity and innovation.

Central Idea/Enduring Understanding:

Students will...

- Read and listen for pleasure.

Essential/Guiding Question:

- How can the library impact my personal reading growth?

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<ul style="list-style-type: none"> • Understand the elements of literature. • Understand that literature can influence personal growth and development. • Employ strategies to help understand text. • Use both print and digital media to enhance my learning. • Understand a text's features, structures, and characteristics to facilitate my ability to make meaning of the text. 	<ul style="list-style-type: none"> • How can I determine the elements of stories that allow me to sort literature into various genres/categories? • How can stories help me understand the world around me? • How can I understand and appreciate all types of literature? • What genres are interesting to me and why? • How can I use technology to design, create and share my learning?
<p><u>Content:</u> Theme:</p> <ul style="list-style-type: none"> • 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. • Different types of literature assist us in understanding the world. 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Listen to stories with attentive and purposeful listening and viewing skills. • Identify the title, author, illustrator, and publisher. • Select materials based on personal interests and reading level ("just right" books). • Identify and classify fiction books using characteristics of each. • Identify characters, setting, and events of stories. • Recognize books of favorite authors and illustrators. • Identify the title/copyright page and the table of contents and their uses. • Share facts, opinions, and reflective thoughts about a story.
<p><u>Interdisciplinary Connections:</u> The texts/activities in this unit will support the learning and loving of the library. Students will understand the necessity of rules, character education, different perspectives, good sportsmanship, collaboration, and the mechanics of the library.</p> <p><u>NJSLS Social Studies</u></p> <ul style="list-style-type: none"> • 6.1.2.CivicsPD1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Arrival/Do Now Activity • Self-assessment • Peer Review • Student created verbal, written, and artistic responses • Think/Pair/Share • Turn and Talk • Whip Around • Check for Understanding – Comprehension • Check for Understanding – Vocabulary • Exit Slips • Graphic Organizers • Technology Integration 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Ability to locate and select books of interest • Ease of book check-out procedure • Responsibility of returning books • Ability to identify the characteristics of the various types of genres. • Identify the characters, setting, events of a story. • Identification of various elements of a book (example: author, title page, table of contents, etc.) • Teacher observation of student participation
<p>Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u> Lesson 15 Biography/Black History</p>	<p><u>Resources:</u> Reference Destiny System for biographies to be shared with students (varied by libraries). <ul style="list-style-type: none"> ○ Examples of biographies: </p>

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- Introducing the biography genre. A biography is the story of one person's life written by another person.
- Display several biographies. Take a picture walk and read aloud a selected biography.
- Pick two character traits that represent the person you are reading/learning about and give evidence from the text to support their traits.
- Create a digital poster on Google Slides to show why this person is famous and how they were an innovator in their field.
- Discuss/write about the "job" this famous person had and why it is valuable to/for people today.

Lesson 16: Autobiography

- Introducing the autobiography genre. An autobiography is the story of one person's life that is written by that person.
- Display several autobiographies. Take a picture walk and read aloud a selected autobiography.
- Create a digital poster on Google Slides. Give evidence about this person's contribution to the world. How did this person make the world a better place?

Lessons 17: Historical Fiction

Introducing the historical fiction genre. Historical fiction is a fiction story that takes place in a real time in history (in the past).

- Display several historical fiction books. Take a picture walk and read aloud a selected historical fiction book.
- Do you think the events in this story could possibly happen? Why or why not?

Lesson 18: Realistic Fiction

Introducing the historical fiction genre. Historical fiction is a fiction story that takes place in a real time in history (in the past).

- Display several realistic fiction books. Take a picture walk and read aloud a selected realistic fiction book.
- What are some of the qualities that make this book realistic? What could you see happening in your life?

- Simone Biles
- Barack Obama
- Michelle Obama
- Harriet Tubman
- Jalen Hurts
- Jackie Robinson
- Beyonce
- Mae Jemison
- George Washington Carver
- Michael Jordan
- Henry Box Brown
- Ruby Bridges
- Serena Williams
- Venus Williams

Autobiography resources

- Through My Eyes, the Story of Ruby Bridges
- Big Mama's
- My Brother Martin
- I Have a Dream
- Trombone Shorty
- Jump at the Sun
- Rescue and Jessica

Reference Destiny System for autobiographies to be shared with students (varied by libraries).

- Examples of historical fiction:
 - Magic Tree House Series
 - I Survived Series
 - Fry Bread
 - Esperanza Rising

Reference Destiny System for realistic fiction to be shared with students (varied by libraries).

- Examples of realistic fiction:
 - Jacqueline Woodson books
 - The Other Side
 - Each Kindness
 - The Dot
 - Wonder
 - The Last Stop on Market Street
 - Frindle
 - SuperFudge
 - Clementine

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<p>Lesson 19: Read Across America Introduce the purpose of Read Across America. Share activities to celebrate reading.</p> <p>Lesson 20: Biography/Women's Studies Review the biography genre. A biography is the story of one person's life written by another person.</p> <ul style="list-style-type: none"> Do you think this person made the world a better place? Why or why not? Create a digital poster on Google Slides. Give evidence about this person's contribution to the world. How did this person make the world a better place. <p>Lesson 21: Mystery Introducing the mystery genre. Mystery is a story that has a secret or puzzle to solve using clues.</p> <ul style="list-style-type: none"> Display several mystery books. Take a picture walk and read aloud a selected realistic fiction book. Write your own ending. If you were the author, how do you see the story ending? <p>Lesson 22: Science Fiction Introducing science fiction. Science fiction is a story where the setting and plot are centered around technology, time travel, outer space, or scientific principles, with or without the presence of aliens.</p> <ul style="list-style-type: none"> Display several science fiction books. Take a picture walk and read aloud a selected science fiction book. Design your own character. Create a character to join the story. What special traits/qualities does your creation have? 	<p>Display recommended books from staff (their favorite books). Share one of librarians favorite books.</p> <p>Reference Destiny System for biographies to be shared with students (varied by libraries).</p> <ul style="list-style-type: none"> Examples of biographies: <ul style="list-style-type: none"> Simone Biles Michelle Obama Harriet Tubman Beyonce Mae Jemison Ruby Bridges Serena Williams Venus Williams Rachel Carson Carli Lloyd Helen Keller Taylor Swift Jane Goodall <p>Reference Destiny System for mysteries to be shared with students (varied by libraries).</p> <ul style="list-style-type: none"> Examples of mysteries: <ul style="list-style-type: none"> Judy Moody Cam Jansen Nate the Great A to Z Mysteries King and Kayla Katie Woo and Pedro Mysteries Series <p>Reference Destiny System for science fiction books to be shared with students (varied by libraries).</p> <ul style="list-style-type: none"> Fly Guy non-fiction books Commander Toad and Space Magic School Bus Cloudy with a Chance of Meatballs Star Wars The Alien Next Door The Giver <p>Social Studies Resources:</p> <ul style="list-style-type: none"> 6.3 Suggested Framework K-12 NJ Commission on Holocaust Education Facing History and Ourselves New Jersey Historical Commission Library of Congress (Primary Sources) National Archives (Primary Sources) Newsela PBS Learning Media Stanford History Education Group Zinn Education Project
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	<p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • New Jersey State Board Foundation • Civil Rights Teaching • Black Past <p>AAPJ Resources for Social Studies:</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to support students to take a leadership role in assisting others with library skills</p> <p>Enrichment of content</p>	<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to push students to mastery of library skills</p> <p>Reinforcement of content and procedures</p> <p>General use of varied modalities – kinesthetic, visual, auditory, tactile</p>	<p>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</p> <p>Feedback to push students through collaboration to gain an understanding of library skills</p> <p>Consistent repetition of content and procedures</p> <p>Repeat and rephrase directions</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

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		Specific use of varied modalities – kinesthetic, visual, auditory, tactile	
		Increased time allotment	

Unit Title: Unit 4 - Book Tasting- Genre Studies (continued)

Stage 1: Desired Results

Standards & Indicators:

AASL Standards

- **1.B.3.** Learners engage with new knowledge by following a process that includes generating products that illustrate learning.
- **2.A.3.** Learners contribute a balanced perspective when participating in a learning community by describing their understanding of cultural relevancy and placement within the global learning community.
- **2.B.1.** Learners adjust their awareness of the global learning community by interacting with learners who reflect a range of perspectives.
- **2.C.2.** Learners exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed.
- **3.A.2.** Learners identify collaborative opportunities by developing new understandings through engagement in a learning group.
- **5.C.1.** Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.

NJSLS ELA

- **RI.PP.3.5** Distinguish their own point of view from that of the narrator or those of the characters.
- **RL.IT.3.3:** Describe the development of individual character's traits, motivations, or feelings and explain how they support the main idea.
- **RL.MF.3.6:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **SL.PE.3.1:** Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.UM.3.5:** Use multimedia to demonstrate fluid reading at an understandable pace, and add visual displays when appropriate to emphasize or enhance certain facts or details.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors	You can give back in areas that matter to you.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources that can aid in solving a problem.	Brainstorming can create new innovative ideas.
9.4.5.CGA.1	Analyze how culture shapes an individual and community perspectives and points of view.	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.CI.3	Participate in brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity	Curiosity and a willingness to try new ideas contribute to the development of creativity and innovation.

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<p><u>Central Idea/Enduring Understanding:</u> Students will...</p> <ul style="list-style-type: none"> • Read and listen for pleasure. • Understand the elements of literature. • Understand that literature can influence personal growth and development. • Employ strategies to help understand text. • Use both print and digital media to enhance my learning. • Understand a text's features, structures, and characteristics to facilitate my ability to make meaning of the text. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • How can the library impact my personal reading growth? • How can I determine the elements of stories that allow me to sort literature into various genres/categories? • How can stories help me understand the world around me? • How can I understand and appreciate all types of literature? • What genres are interesting to me and why? • How can I use technology to design, create and share my learning?
<p><u>Content:</u> Theme:</p> <ul style="list-style-type: none"> • 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. • Different types of literature assist us in understanding the world. 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Listen to stories with attentive and purposeful listening and viewing skills. • Identify the title, author, illustrator, and publisher. • Select materials based on personal interests and reading level ("just right" books). • Identify and classify fiction books using characteristics of each. • Identify characters, setting, and events of stories. • Recognize books of favorite authors and illustrators. • Identify the title/copyright page and the table of contents and their uses. • Share facts, opinions, and reflective thoughts about a story.
<p><u>Interdisciplinary Connections:</u> The texts/activities in this unit will support the learning and loving of the library. Students will understand the necessity of rules, character education, different perspectives, good sportsmanship, collaboration, and the mechanics of the library.</p> <p><u>NJSLS Social Studies</u></p> <ul style="list-style-type: none"> • 6.1.2.CivicsPD1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Arrival/Do Now Activity • Self-assessment • Peer Review • Student created verbal, written, and artistic responses • Think/Pair/Share • Turn and Talk • Whip Around • Check for Understanding – Comprehension • Check for Understanding – Vocabulary • Exit Slips • Graphic Organizers • Technology Integration 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Ability to locate and select books of interest • Ease of book check-out procedure • Responsibility of returning books • Ability to identify the characteristics of the various types of genres. • Identify the characters, setting, events of a story. • Identification of various elements of a book (example: author, title page, table of contents, etc.) • Teacher observation of student participation

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 23: Nonfiction

Review nonfiction. Focus on text features. Compare nonfiction to science fiction we completed the prior week. Remind students where the nonfiction section of the library is located and how it is organized.

- Display several examples of nonfiction books. Take a picture walk and read a selected nonfiction text aloud.
- 3-2-1 graphic organizer

Lesson 24: Poetry

Introducing the poetry genre. Poetry is verse and rhythmic writing that creates an emotional response from the reader.

- Display several poetry books. Take a picture walk and read aloud a selected poetry book.
- Identify how some poems have rhyming patterns. Locate pairs of rhyming words.
- Draw images based on words from the poems.
- Students create their own poem

Lesson 25: Asian American Pacific Islander Cultural Competency Month

- AAPI month read aloud - re-introduce students to the cultural calendar where this month's focus is AAPI
- Use of multicultural literature/media
- Remind students where the DEI selection of books is displayed each month.
- Display several AAPI books. Take a picture walk and read aloud a selected AAPI book.
- How does that main character feel about themselves in the beginning of the story compared to the end of the story?
- Brainstorm ideas that would positively affect the main character. How could you be a friend?

Lesson 26: Fantasy

Introducing the fantasy genre. Fantasy is a fiction story that includes elements that are impossible. It can include magic, characters with special powers, talking animals, and unrealistic things.

- Have students give examples of books they may know that match this genre.

Resources:

Reference Destiny System for nonfiction books to be shared with students (varied by libraries).

- Examples of nonfiction books:
 - Who Would Win Series
 - Sharks
 - Dinosaurs
 - Snakes
 - Planets

Reference Destiny System for poetry books to be shared with students (varied by libraries).

- Examples of poetry books:
 - Shel Silverstein books
 - Second Grade Superstars
 - The Porcupine
 - At the Zoo
 - Mary's Lambs
 - I Taught my Cat to Clean My Room
 - A Silly Crow

Reference Destiny System for AAPI books to be shared with students (varied by libraries).

- Examples of AAPI books:
 - Hot Pot Night
 - Wishes
 - Ramen for Everyone
 - How My Family Lives in America
 - Eyes that Speak to the Stars
 - Eyes that Kiss in the Corners
 - Stranger in the Mirror
 - Gibberish
 - I Am Golden
 - Watercress
 - A Boy Named Isamu
 - Drawn Together

Reference Destiny System for fantasy books to be shared with students (varied by libraries).

- Examples of fantasy books:
 - Lift
 - Dragons in a bag
 - Charlie and the Chocolate Factory
 - The Cold Fire Curse
 - Knight Owl
 - Mighty Meg and the Magical Ring

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- Display several fantasy books. Take a picture walk and read aloud a selected fantasy book.
- Explain how fantasy books are different from other types of books.

Lesson 27 & 28: Fairytales/Folktales

Introduce the fairytale/folktale genre. Fairytales are a fictional story that includes magic, magical creatures, or magical lands. Folktales are stories or myths passed on through oral storytelling.

Explain the idea of a fractured fairytale.

- Show students where the fairytale/folklore section is located in the library and explain how they are organized. Discuss that the same fairytale can occur in many different forms based on different cultures.
- Display several fairy tales/folktale books. Take a picture walk and read aloud selected fairytale/folktale.
- Compare and contrast different fairy tale versions or versions of the same story.
- Define fairy tales and identify their characteristics such as plot, setting and characters.
- Identify problems and solutions.

Lesson 29: Juneteenth

Remind students about cultural competency. Go over the history of Juneteenth.

- Display video from PBS kids/Brainpop Jr/National Geographic Kids to introduce the idea of Juneteenth.
- Display various Juneteenth books. Take a picture walk and read aloud a book on Juneteenth.
- Discuss how this cultural celebration is similar to celebrations students have in their families.
- Draw your own flag to represent what Juneteenth would mean to you if you were a slave and told you are now free.

Lesson 30: Humor

End the year on a humorous note. These stories are sure to leave everyone happy.

- Draw your favorite part of the story and write what you liked about it.

- Journey
- Where the Wild Things Are
- Dragons Love Tacos
- Dragons Love Tacos 2
- Unicorns are the Worst

Reference Destiny System for fairytale/folktale books to be shared with students (varied by libraries).

- Examples of fairy tales/folktales books:
 - Jan Brett books
 - One Grain of Rice
 - The Stinky Cheese Man
 - Cinderella and the Furry Slippers
 - The True Story of the Three Little Pigs
 - The Three Billy Goats Gruff
 - The Three Little Super Pigs
 - Red Riding Hood
 - Gingerbread Man
 - Goldilocks and the Three Dinosaurs
 - Cinderella
 - The Ugly Duckling
 - The Boy Who Cried Wolf
 - Hansel and Gretel
 - Snow White

Reference Destiny System for Juneteenth books to be shared with students (varied by libraries).

- Examples of Juneteenth books:
 - Juneteenth
 - Celebrating Juneteenth
 - Juneteenth for Mazie
 - Let's Celebrate Juneteenth
 - A Flag for Juneteenth
 - The Night Before Freedom
 - Juneteenth: Our Day of Freedom

Reference Destiny System for humorous books to be shared with students (varied by libraries).

- Examples of Humor books:
 - Click Clack Moo
 - Diary of a Worm
 - The Day the Kids Took Over

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)

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Enrichment of content	Reinforcement of content and procedures General use of varied modalities – kinesthetic, visual, auditory, tactile	Consistent repetition of content and procedures Repeat and rephrase directions Specific use of varied modalities – kinesthetic, visual, auditory, tactile Increased time allotment	Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Pacing Guide

Course Name	Content/Resources	Standards
UNIT 1: Library Community		
# Days 7	Do Nows Read-alouds Graphic Organizers Videos Cultural Calendar Connections Technology Resources Exit Slips Teacher Created Presentations Unit Online Assessment:	<u>AASL Standards</u> <ul style="list-style-type: none"> • 3.A.1 • 3.D.1 • 3.A.2 • 3.D.1 • 2.C.2 <u>NJSLS ELA</u> <ul style="list-style-type: none"> • RL.CR.3.1 • RL.CI.3.2 • RL.IT.3.3 • RL.MF.3.6 • SL.PE.3.1
UNIT 2: Inspiring Literature		
# Days 7	Do Nows Read-alouds Graphic Organizers Videos Cultural Calendar Connections Unit Online Assessment:	<u>AASL Standards</u> <ul style="list-style-type: none"> • 1.B.3 • 2.A.3 • 2.B.1 • 2.C.2 • 3.A.2 • 5.C.1 <u>NJSLS ELA</u> <ul style="list-style-type: none"> • RL.CR.3.1 • RL.CI.3.2 • RL.IT.3.3 • SL.PE.3.1
UNIT 3: Book Tasting-Genre Studies		
# Days 8	Do Nows Read-alouds Graphic Organizers	<u>AASL Standards</u> <ul style="list-style-type: none"> • 1.B.3 • 2.A.3

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	Videos Cultural Calendar Connections Technology Resources Exit Slips Teacher Created Presentations Anchor Charts on Genres Unit Online Assessment:	<ul style="list-style-type: none"> • 2.B.1 • 2.C.2 • 3.A.2 • 5.C.1 <u>NJSLS ELA</u> <ul style="list-style-type: none"> • RI.PP.3.5 • RL.IT.3.3 • RL.MF.3.6 • SL.PE.3.1 • SL.UM.3.5
UNIT 4: Book Tasting-Genre Studies (continued)		
# Days 8	Do Nows Read-alouds Graphic Organizers Videos Cultural Calendar Connections Technology Resources Exit Slips Teacher Created Presentations Anchor Charts on Genres Unit Online Assessment:	<u>AASL Standards</u> <ul style="list-style-type: none"> • 1.B.3 • 2.A.3 • 2.B.1 • 2.C.2 • 3.A.2 • 5.C.1 <u>NJSLS ELA</u> <ul style="list-style-type: none"> • RI.PP.3.5 • RL.IT.3.3 • RL.MF.3.6 • SL.PE.3.1 • SL.UM.3.5