

Fifth Grade Library

Unit Title: Unit 1: Library Communities

Stage 1: Desired Results

Standards & Indicators:

AASL Standards

- **1.A.1.** Learners display curiosity and initiative by formulating questions about personal interest or a curricular topic.
- **2.D.3** Learners demonstrate empathy and equity in knowledge building within the global learning community by reflecting on their own place within the global learning community.
- **3.B.2** Learners participate in personal, social, and intellectual networks by establishing connections with other learners to build their own prior knowledge and create new knowledge.
- **4.A.2** Learners act on an information need by identifying possible sources of information.
- **5.C.1** Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.
- **6.A.3** Learners follow ethical and legal guidelines for gathering and using information by evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.


NJSLS ELA Standards

- **L.KL.5.1** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **W.RW.5.7** Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **SL.PE.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.
- **RL.MF.5.6** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem.)

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.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.4.5.CI.3	Participate in a 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 (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.DC.1	Explain the need for and use of copyrights.	Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided credit is given to the original source.

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9.4.5.DC.4	<p>Model, safe, legal, and ethical behavior when using online or offline technology.</p> <p>Determine the meaning of “phishing.” Phishing consists in the attempt to gather personal information from a person in a fraudulent way, normally through emails. The most common desired information is: passwords, e-banking credentials or personal accounts from different services.</p> <p>What is Phishing? - SecureKids</p>  <p>SecureKids</p>	<p>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.</p>
<p><u>Central Idea/Enduring Understanding:</u></p> <p>Students will...</p> <ul style="list-style-type: none">• Demonstrate knowledge of the library media center areas, rules, and procedures.• Demonstrate responsible media center behavior.• Demonstrate good habits in handling materials.		<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none">• How can I become a responsible library user?• How can the library impact my personal reading growth?• How can the library enhance my life?
<p><u>Content:</u></p> <p>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.		<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none">• Respect the library as a learning place• Demonstrate proper media center behaviors• Demonstrate proper care of materials.• Identify, locate, select and access materials<ul style="list-style-type: none">◦ Easy/picture books◦ Books – fiction, nonfiction◦ Diversity, equality & inclusion◦ Reference• Understand alphabetical order in shelving (Fiction)• Understand number order in shelving (Non-Fiction/Dewey Decimal System)• Understand and use Destiny System• Begin the instruction of Information Literacy
<p><u>Interdisciplinary Connections:</u></p> <p>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, collaboration, and the mechanics of the library.</p> <p><u>NJSLS Social Studies</u></p> <ul style="list-style-type: none">• 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.• 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.• 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.		
Stage 2: Assessment Evidence		
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none">• Arrival/Do Now Activity• Self-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 procedures

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<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Responsibility of returning books • Teacher observation of student participation • Demonstrate care of materials • Demonstrate appropriate library media center behavior
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1: Welcome to the Library</p> <ul style="list-style-type: none"> • Introduce Librarian and explain role • Share Read Aloud • Student Survey <ul style="list-style-type: none"> ◦ What types of books do you like to read? ◦ Have you ever been to the public library? ◦ What are some topics you want to learn more about this year? <p>Lesson 2: Orientation</p> <ul style="list-style-type: none"> • Share Read Aloud • Routines and Procedures • Library Tour • Scavenger Hunt <p>Lesson 3: Book Care/Shelf Care</p> <ul style="list-style-type: none"> • Review proper shelf placement of books (spine out) • Review proper book care • Review using bookmarks and why they should be used <p>Lesson 4: Destiny (Online Catalog)</p> <ul style="list-style-type: none"> • Introduce students to the OPAC • Review how to login, place holds, create lists • Have students search for a book on a topic of their choice and then find the book in the library • Give students real-world problems: A student comes to the library and wants to 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Introduction Slides • Student survey (paper or digital) • Read Aloud Suggestions <ul style="list-style-type: none"> ◦ <i>Library Lion</i> by Michelle Knudsen ◦ <i>The Library Dragon</i> by Carmen Agra-Deedy ◦ <i>The Fantastic Flying Books of Mr. Morris Lessmore</i> by William Joyce ◦ <i>Ronan the Librarian</i> by Tara Luebbe and Becky Cattie ◦ <i>The Book of Gold</i> by Bob Staake ◦ <i>The Book That No One Wanted to Read</i> by Richard Ayoade • Teach library rules and procedures of the library by having students model expectations • Library Scavenger Hunt to familiarize students with library sections • Read Aloud Suggestions <ul style="list-style-type: none"> ◦ <i>Escape from Mr. Lemoncello's Library</i> by Chris Grabenstein • Demonstrate proper book care • Show examples of damaged books • Read Aloud Suggestions <ul style="list-style-type: none"> ◦ <i>Overdue: The Misadventure of Bob the Book</i> by Gloria Kloster ◦ <i>Never Let a Ghost Borrow Your Library Book</i> by Karen Casale • Review how to use Destiny to search for library materials • Read Aloud Suggestions <ul style="list-style-type: none"> ◦ <i>Our Librarian Won't Tell Us Anything</i> by Toni Buzzeo
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find ____ book. We use Destiny Discover to see what books are a part of the library's collection. In this example, the student needs to enter the title of the book into the search bar, review the results, choose the result they want, locate the call number, read the call number and then locate the book in the library.

Lesson 5: Review Fiction

- What is it
- Where to find it
- How they are organized (review ABC order)

Lesson 6: Review Nonfiction

- What is it
- Where to find it
- How they are organized (review DDS)

Lesson 7: Lifelong Learners

- Review what a library is and how it can be used
- Review the library skills students have learned; discuss how these skills will be used throughout the year and their lives to be lifelong learners
- Give an overview of National Native American Heritage Month. Divide students into small groups and ask each group to brainstorm one question or topic related to Native American cultures or history.
 - What traditions or cultural practices do you want to know more about?
 - How do Native Americans celebrate their heritage today?
 - What contributions have Native Americans made to our society?
- Unit Summative assessment

*Be sure to consult the District Cultural Calendar when creating lessons and book displays.

- Read Aloud Suggestions
 - *They Call Me No Sam!* By Drew Daywalt
 - *The Miraculous Journey of Edward Tulane* by Kate DiCamillo
 - *The One and Only Ivan* by Katherine Applegate
 - *Frindle* by Andrew Clements

- Read Aloud Suggestions
 - *The Dewey Decimal System* by Allan Fowler
 - *Bob the Alien Discovers the Dewey Decimal System* by Sandra Donovan
 - *Do You Know Dewey? Exploring the Dewey Decimal System* by Brian Cleary

- Read Aloud Suggestions
 - *The Curious Why* by Angela DiTerlizzi
 - *What Do You Do with an Idea?* By Kobi Yamada
 - *Sam and Dave Dig a Hole* by Mac Barnett

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](#)

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<p>AAPI 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 			
<p>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</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Encourage to check-out 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 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 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 – kinesthetic, visual, auditory, tactile</p> <p>Increased time allotment</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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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.
- **3.A.2.** Learners identify collaborative opportunities by developing new understandings through engagement in a learning group.
- **4.B.2.** Learners gather information appropriate to the task by collecting information representing diverse perspectives.
- **5.C.1.** Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.
- **6.D.1.** Learners engage with information to extend personal learning by personalizing their use of information and information technologies.

NJSLS ELA Standards

- **L.RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **W.NW.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.RW.5.7** Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **SL.PE.5.1** AEngage 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.

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.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.4.5.CI.3	Participate in a 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 (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

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.

Essential/Guiding Question:

- How can I give back to my community?
- How can I keep going when things get tough?
- What does my conscience, that "little voice inside my head," say about it?

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<ul style="list-style-type: none"> • Never quit even when things get difficult. • Identify story elements 	<ul style="list-style-type: none"> • How can I be courteous and polite to the people around me? • How can I be reliable and dependable at school and at home?
Content: Theme: Inspiring literature supports our students in social, emotional, and ethical development.	Skills (Objectives): Teach students to understand, care about, and act upon core ethical and performance values.

Interdisciplinary Connections:

The texts/activities in this unit will support the learning and loving of the library. Students will understand inspiring literature, cultural differences/celebrations, and community involvement.

NJSLS Social Studies

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Stage 2: Assessment Evidence

Performance Task(s): <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 	Other Evidence: <ul style="list-style-type: none"> • Ability to locate and select books of cultural interest • Ability to select “Just Right” books • Responsibility of returning books • Teacher observation of student participation
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Lesson 8: Thankfulness <ul style="list-style-type: none"> • Share Read Aloud to inspire students • Turn and Talk - What are you thankful for? • What are some ways we can show we are thankful? • Activity - thankful chain Lesson 9: Kindness <ul style="list-style-type: none"> • Share Read Aloud to inspire students • What is kindness and why is it important? • How can we show kindness? 	<u>Resources:</u> <ul style="list-style-type: none"> • Read Aloud Suggestions <ul style="list-style-type: none"> ◦ <i>Thankful</i> by Elaine Vickers ◦ <i>We Are Grateful: Otsaliheliga</i> by Traci Sorell ◦ <i>Giving Thanks: A Native American Good Morning Message</i> by Chief Jake Swamp • Read Aloud Suggestions <ul style="list-style-type: none"> ◦ <i>Each Kindness</i> by Jaqueline Woodson ◦ <i>Those Shoes</i> by Maribeth Boelts
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<ul style="list-style-type: none"> ● Partner activity - show kindness to each other <p>Lessons 10-11: Cultural Awareness</p> <ul style="list-style-type: none"> ● Share Read Aloud to inspire students ● What is culture? Why is it important? ● How can we learn about different cultures? ● Why should we learn about different cultures? <p>Lesson 12: Book Awards</p> <ul style="list-style-type: none"> ● Introduce prominent book awards and their purpose ● Choose an award or medal and host a “mock” event where students will review a selection of books and vote on a winner ● Have students share (small or whole group) why they feel their selection should be awarded the top honor <p>Lesson 13: Nature</p> <ul style="list-style-type: none"> ● Share Read Aloud to inspire students ● Group Discussion: What problem related to nature was shown in the story? <ul style="list-style-type: none"> ○ How could technology help solve these problems in the real world? ● Divide class into small groups and assign each group an environmental issue (pollution, deforestation, endangered species, etc) <ul style="list-style-type: none"> ○ Have students brainstorm digital tools or technologies that could be used to help solve that problem. (drones for reforestation, apps to track and reduce pollution, 3D printing to create artificial reefs, etc). ○ Encourage students to think about how technology can be a positive force for change. <p>Lesson 14: Service</p> <ul style="list-style-type: none"> ● Share Read Aloud to inspire students ● What does service mean to you? 	<ul style="list-style-type: none"> ○ <i>One Drop of Kindness</i> by Jeff Kubiak ○ <i>The Power of One</i> by Trudy Ludwig <ul style="list-style-type: none"> ● Read Aloud Suggestions <ul style="list-style-type: none"> ○ <i>Hershel and the Hanukkah Goblins</i> by Eric Kimmel ○ <i>Christmas Tree Book</i> by Tomie DePaola ○ <i>Red and Green and Blue and White</i> by Lee Wind ○ <i>Dasher</i> by Matt Tavares ● Suggested medals/awards to highlight <ul style="list-style-type: none"> ○ Randolph Caldecott Medal ○ John Newbery Medal ○ American Indian Youth Literature Awards ○ Arab American Book Award ○ Asian/Pacific American Award for Literature ○ Coretta Scott King Book Awards for Author and Illustrator ○ Ezra Jack Keats Book Award ○ Notable Books for a Global Society ○ Pura Belpre Awards ○ Tomas Rivera Mexican American Children’s Book Award ○ Walter Dean Myers Award ● Display books that have previously been chosen for the highlighted medals/awards <ul style="list-style-type: none"> ● Read Aloud Suggestions <ul style="list-style-type: none"> ○ <i>Snowflake Bentley</i> by Jacqueline Briggs Martin ○ <i>Over and Under the Snow</i> by Kate Messner ○ <i>The Wild Robot</i> by Peter Brown <ul style="list-style-type: none"> ● Read Aloud Suggestions <ul style="list-style-type: none"> ○ <i>Martin’s Big Words</i> by Doreen Rappaport
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- How can we show acts of service at home, in school, in our community?
- Unit Summative assessment

*Be sure to consult the District Cultural Calendar when creating lessons and book displays.

- *Unstoppable* by Michael Long
- *We Dream a World* by Yolanda Renee King
- *How to Make a Better World* by Keilly Swift
- *I Am One: A Book of Action* by Susan Verde

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](#)

AAPJ Resources for Social Studies:

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](#)
- [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 the 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	Encourage to check-out of Accelerated Reader books Utilize Technology	Encourage to check-out of Accelerated Reader books Utilize Technology	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

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<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>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>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 – kinesthetic, visual, auditory, tactile</p> <p>Increased time allotment</p>	<p>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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Unit Title: Unit 3: Genre Studies (Fiction)

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.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.B.2** Learners participate in personal, social, and intellectual networks by establishing connections with other learners to build their own prior knowledge and create new knowledge.
- **4.A.1** Learners act on an information need by determining the need to gather information.
- **5.C.3** Learners engage with the learning community by collaboratively identifying innovative solutions to a challenge or problem.
- **6.D.3** Learners engage with information to extend personal learning by inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

NJSLS ELA Standards

- **RI.PP.5.5** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- **RL.IT.5.3** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact)
- **RL.MF.5.6** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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<ul style="list-style-type: none"> ● SL.PE.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. ● SL.UM.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 		
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.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
<u>Central Idea/Enduring Understanding:</u> Students will... <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 learning. ● Understand a text's features, structures, and characteristics to facilitate the ability to make meaning of the text. 		<u>Essential/Guiding Question:</u> <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?
<u>Content:</u> Theme: <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 in understanding the world. 		<u>Skills (Objectives):</u> Listen to stories with attentive and purposeful listening and viewing skills. <ul style="list-style-type: none"> ● 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.
<u>Interdisciplinary Connections:</u> The texts/activities in this unit will support the learning and loving of the library. Students will understand inspiring literature, cultural differences/celebrations, and community involvement.		
<u>NJSLS Social Studies</u> <ul style="list-style-type: none"> ● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 		

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- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being 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
- Ability to select “Just Right” books
- Ease of book check out procedures
- Responsibility of returning books
- Teacher observation of student participation

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lessons 15-18: Genre Exploration

- Review and define the term Genre
- Hold a book tasting to enable students to explore books from different literary genres
- Students will create a digital poster (Google Slides, Canva, etc) to share a book or genre they enjoy.
- Encourage them to think creatively.
 - How can you present the genre or book in an engaging way?
 - How can you use images, colors, or fonts to make your poster stand out?
 - What details about your book or genre do you want to highlight?
 - What creative elements could you add?

Lesson 19: Read Across America

- Explain what this event is and why we celebrate
- Have students participate in school-wide events and activities

Resources:

- Read Aloud Suggestions
 - *Nightmare at the Book Fair* by Dan Gutman
- Genres to explore
 - Realistic
 - Historical
 - Mystery
 - Horror (Scary)
 - Action/Adventure
 - Fantasy
 - Science
 - Humor
- Explore Destiny and review how to search by genre
- Visit the NEA website for information
<https://www.nea.org/node/32586>
- Collaborate with Academic Mastery and classroom teachers for displays, events, and activities

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Lessons 20-22: Author Study

- Read and discuss books written by Women
- Small group discussion/completion of activity based on specific theme
- Unit Summative assessment

*Be sure to consult the District Cultural Calendar when creating lessons and book displays.

- Read Aloud Suggestions (Authors)
 - Yuyi Morales
 - Jacqueline Woodson
 - Vashti Harrison
 - Jane Yolen
 - Oge Mora
 - J.K. Rowling
 - Katherine Applegate
 - Kate DiCamillo
 - Pam Munoz Ryan
 - Raina Telgemeier
- Themes
 - Writing stories
 - Author's craft
 - Author's purpose
 - Events in a story
 - Biography
 - Opinion writing
 - Persuasive writing
 - Nonfiction text features

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](#)

AAPI Resources for Social Studies:

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 the 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 4: Genre Studies (Nonfiction)

Stage 1: Desired Results

Standards & Indicators:

AASL Standards

- **1.D.2.** Learners participate in an ongoing inquiry-based process by engaging in sustained inquiry.
- **2.A.2.** Learners contribute a balanced perspective when participating in a learning community by adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.

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- **3.C.1.** Learners work productively with others to solve problems by soliciting and responding to feedback from others.
- **4.C.1.** Learners exchange information resources within and beyond their learning community by accessing and evaluating collaboratively constructed information sites.
- **5.A.3.** Learners develop and satisfy personal curiosity by engaging in inquiry-based processes for personal growth.
- **6.C.2.** Learners responsibly, ethically, and legally share new information with a global community by disseminating new knowledge through means appropriate for the intended audience.

NJSLS ELA

- **L.WF.5.2** Demonstrate command of the conventions of writing, including those listed under grade 4 foundational skills.
- **L.KL.5.1** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RI.CR.5.1** Quote accurately from an informational text when explaining what the text says explicitly and make relevance connections when drawing inferences from the text.
- **W.IW.5.1** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.5.4** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **SL.PI.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.4.5.CI.3	Participate in a 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 (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility, and relevance.	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.

Central Idea/Enduring Understanding:

Students will...

- 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.

Essential/Guiding Question:

- 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?

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<ul style="list-style-type: none"> 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 use technology to design, create and share my learning?
Content: Theme: <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. 	Skills (Objectives): <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 nonfiction 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.

Interdisciplinary Connections:

The texts/activities in this unit will support library skills and the love of lifelong learning. Students will understand the inquiry process and how to access information for lifelong learning.

NJSLS Social Studies

- 6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Stage 2: Assessment Evidence

Performance Task(s): <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 	Other Evidence: <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 procedures Responsibility of returning books Teacher observation of student participation
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Stage 3: Learning Plan

Learning Opportunities/Strategies: Lesson 23: Poetry <ul style="list-style-type: none"> Share Read Aloud 	Resources: <ul style="list-style-type: none"> Read Aloud Suggestions
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<ul style="list-style-type: none"> ○ Novel in Verse ○ Book of Poetry ● Review where to find books about poetry <p>Lesson 24: Nonfiction/Informational</p> <ul style="list-style-type: none"> ● Review where nonfiction books are located ● Introduce 5 types of nonfiction and provide examples <p>Lessons 25-28: Research Skills</p> <ul style="list-style-type: none"> ● Choosing and understanding a topic ● Using efficient search strategies and evaluating resource <ul style="list-style-type: none"> ○ Source accuracy and credibility, perspective and bias, and relevance. ● Note taking ● Citations ● Presentation to partners of finished project <p>Lesson 29: Summer Reading</p> <ul style="list-style-type: none"> ● Discuss importance of continuing to read over summer break ● Share Read Aloud ● Create a list of places/activities where students could also read or bring a book with them. ● Provide summer book lists or challenges for students to select <p>Lesson 30: End of Year Reflection</p> <ul style="list-style-type: none"> ● Share Read Aloud ● Unit Summative assessment 	<ul style="list-style-type: none"> ○ <i>Where the Sidewalk Ends</i> by Shel Silverstein ○ <i>The Crossover</i> by Kwame Alexander ○ <i>Love that Dog</i> by Sharon Creech ○ <i>The Red Pencil</i> by Andrea Davis Pinkney ○ <i>A Pizza the Size of the Sun</i> by Jack Prelutsky ● Activity Suggestions <ul style="list-style-type: none"> ○ Book Spine Poetry ○ https://www.shelsilverstein.com/learning-resources/#poetry-month ● Resources <ul style="list-style-type: none"> ○ https://melissa-stewart.com/educators/nonfiction_reading_resources/five_kinds_of_nonfiction/ ● Read Aloud Suggestions <ul style="list-style-type: none"> ○ <i>On the Hunt with Great White Sharks</i> by Sandra Markle ○ <i>Trees: A Rooted History</i> by Piotr Socha ○ <i>Honeybees: The Busy Life of Apis mellifera</i> by Candace Fleming ○ <i>Caves</i> by Nell Cross Bekerman ○ <i>Where Did My Clothes Come From?</i> by Chris Butterworth ● Read Aloud Suggestions <ul style="list-style-type: none"> ○ <i>The Princess and the Petri Dish</i> by Sue Fleiss ○ <i>The Mystery of the Monarchs</i> by Barb Rosenstock ○ <i>Mesmerized: How Ben Franklin Solved a Mystery that Baffled all of France</i> by Mara Rockliff ○ <i>Jaden Toussaint, The Greatest</i> by Marti Dumas ○ <i>Olga and the Smelly Thing From Nowhere</i> by Elise Gravel ○ <i>The Science of Breakable Things</i> by Tae Keller ● Read Aloud Suggestions <ul style="list-style-type: none"> ○ <i>What the Road Said</i> by Cleo Wade ○ <i>Be You!</i> by Peter H. Reynolds ○ <i>Sideways Stories from Wayside School</i> by Louis Sachar ○ <i>Last Day Blues</i> by Julie Dannenberg ○ <i>Mrs. Spitzer's Garden</i> by Edith Pattou <ul style="list-style-type: none"> ■ Any other favorites from the year that students would enjoy ● Invite students to read on beach towels or in an outside classroom ● Have students review their reading portfolio and fill out and end of year reflection
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<p>*Be sure to consult the District Cultural Calendar when creating lessons and book displays.</p>	<ul style="list-style-type: none"> • Small group discussion one how students feel their year has gone, how has their reading interest changed, what are they looking forward to in 6th grade? <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 <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 the 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>Encourage to check-out of Accelerated Reader books</p> <p>Utilize Technology</p> <p>Model and demonstrate using a Think Aloud approach</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>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>

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<p>Feedback to support students to take a leadership role in assisting others with library skills</p> <p>Enrichment of content</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>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 – kinesthetic, visual, auditory, tactile</p> <p>Increased time allotment</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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Pacing Guide

Course Name	Content/Resources	Standards
UNIT 1: Library Communities		
<p># Days 45 (7 cycles)</p>	<p>LESSONS 1-7</p> <p>Do Nows</p> <p>Read-alouds</p> <p>Graphic Organizers</p> <p>Videos</p> <p>Cultural Calendar Connections</p> <p>Technology Resources</p> <p>Exit Slips</p> <p>Teacher Created Presentations</p> <p>Unit Assessment</p>	<p>AASL</p> <ul style="list-style-type: none"> • 1.A.1 • 2.D.3 • 3.B.2 • 4.A.2 • 5.C.1 • 6.A.3 <p>NJSLS ELA</p> <ul style="list-style-type: none"> • L.KL.5.1 • W.RW.5.7 • SL.PE.5.1 • RL.MF.5.6
UNIT 2: Inspiring Literature		
<p># Days 45 (7 cycles)</p>	<p>LESSONS 8-15</p> <p>Do Nows</p> <p>Read-alouds</p> <p>Graphic Organizers</p> <p>Videos</p> <p>Cultural Calendar Connections</p> <p>Technology Resources</p> <p>Exit Slips</p> <p>Teacher Created Presentations</p> <p>Unit Assessment</p>	<p>AASL</p> <ul style="list-style-type: none"> • 1.B.3 • 2.A.3 • 3.A.2 • 4.B.2 • 5.C.1 • 6.D.1 <p>NJSLS ELA</p> <ul style="list-style-type: none"> • L.RF.5.4 • W.NW.5.3

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		<ul style="list-style-type: none"> • W.RW.5.7 • SL.PE.5.1
UNIT 3: Genre Studies (Fiction)		
# Days 46 (8 cycles)	LESSONS 16-22 Do Nows Read-alouds Graphic Organizers Videos Cultural Calendar Connections Technology Resources Exit Slips Teacher Created Presentations Unit Assessment	AASL <ul style="list-style-type: none"> • 1.B.3 • 2.C.2 • 3.B.2 • 4.A.1 • 5.C.3 • 6.D.3 NJSLS ELA <ul style="list-style-type: none"> • RI.PP.5.5 • RL.IT.5.3 • RL.MF.5.6 • SL.PE.5.1 • SL.UM.5.5
UNIT 4: Genre Studies (Nonfiction)		
# Days 46 (8 cycles)	LESSONS 23-30 Do Nows Read-alouds Graphic Organizers Videos Cultural Calendar Connections Technology Resources Exit Slips Teacher Created Presentations Unit Assessment	AASL <ul style="list-style-type: none"> • 1.D.2 • 2.A.2 • 3.C.1 • 4.C.1 • 5.A.3 • 6.C.2 NJSLS ELA <ul style="list-style-type: none"> • L.WF.5.2 • L.KL.5.1 • RI.CR.5.1 • W.IW.5.1 • W.WP.5.4 • SL.PI.5.4