Course Title: Library/Media Studies
Content Area: Library/Media Studies
Grade Level(s): 3-4
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Pacing Guide

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Unit 3 - Book Location/Online Catalog
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Unit 1: Orientation

Unit 1 - Interdisciplinary Connections/Content Area Integrations Including Technology: Utilize interdisciplinary literature to understand the development and appreciation of story as an art form and reflects, informs, and inspires in a democratic society.

Unit 1 - Enduring Understandings:
· Librarians are professionals who are trained in the management and organization of resources, technology, and instruction.
· Library materials are arranged in a logical manner and may be retrieved using knowledge of that arrangement. · Reading for pleasure or information has lifelong application.
· Information may help in making valuable and ethical choices in a democratic society.
· Members of a learning community demonstrate responsible behavior towards people and materials.

Unit 1 - Essential Questions:
- What is a library, and what are the rules?
- How can knowing the organization of the library help you locate and use materials?
- How do you select materials based on your own needs and interests?
- What is the role of the school librarian?
- How can you take care of library books?
- How does taking care of books affect the school community?

Unit 1 - Summary: Orientation for Library Media Center Procedures
Provide differentiated instruction through any and all of the following strategies:
- Teacher/student conferencing of book selection process.
- Peer tutoring in locating literature interest.
- Collaboration in developing meaning from text.
- Audio, visual, and electronic reading aids

Unit 1 - Instructional Outcomes:
SWBAT:
- Follow the rules and procedures of the school library media center.
- Locate and identify the parts of the library.
  - o Circulation Desk
  - o Book Return
  - o Library Personnel
  - o Fiction
  - o Information (Nonfiction)
  - o Reference
  - o Everybody Section
  - o Biography
  - o Periodicals
  - o Computer-Online Catalogue
- Select, borrow, and return materials in an age appropriate manner.
- Demonstrate the appropriate care and handling of materials.

Unit 1 - Suggested Learning Activities:

May include but are not limited to the following:

· Locate age appropriate books by a particular author or illustrator from various genres.

· Utilize strategies to locate a book that is appropriate for their reading and comprehension level.

· Interact with a story on the SMARTboard to construct meaning.

· Synthesize meaning from a story through writing and drawing.

· Evaluate the criteria necessary for award winning books.

· Locate medal-winning titles in the library.

· Examine the various artistic styles used in creating illustrations for books.

Unit 1 - Curriculum Development Resources:

Student Materials:

· Reading/browsing posters

· Shelf markers

· Spine labels

Technology:

· Computer - online catalogue

· SMARTBoard

Teaching Materials:

· Age appropriate literature

· Reading/browsing posters and bulletin boards

Unit 1 - Vocabulary/Notes/Comments:

barcode, book care, bookmark, book return, book selection, borrow, browse, circulation, computer, due date, librarian, overdue, overdue notice, renew, reserve/hold, responsibility, shelf marker

Summative Assessments:

· Teacher observations

· Student practice/activities

Formative Assessments:

· Teacher observation

· Active listening (think-pair-share, choral response)

· Student practice/hands on activities

· Peer tutoring
· Teacher/student conferencing

Performance Assessments:
· Act it out
· Role play the rules in the school media center

Alternative Assessments:
· Draw a library map
· Create a fun way to remember the book sections in the library

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Corresponding AASL Learning Standards

AASL 4.1.1 Read, view, and listen for pleasure and personal growth.
AASL 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading
AASL 1.1.3 Develop and refine a range of questions to frame search for new understanding.
AASL 1.3.4 Contribute to the exchange of ideas within the learning community
AASL 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
AASL 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
AASL 1.1.3 Develop and refine a range of questions to frame search for new understanding.
AASL 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.
AASL 1.1.2 Use prior and background knowledge as context for new learning
AASL 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
AASL 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
AASL 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. AASL 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts
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NJSLS Number	NJSLS Content
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
RL 4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
SL.4.1.	Engage effectively in a range of collaborative discussions A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).
RL.2.10	Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
SL.2.1	Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
SL.2.1.b	Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.2	Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Unit 2: Print Information Literacy - Nonfiction

Unit 2 - Summary: Print Information Literacy - Nonfiction
Unit 2 - Interdisciplinary Connections/Content Area Integrations Including Technology: Utilize interdisciplinary activities that emphasize the use of library media skills to become lifelong learners.

Unit 2 – NJSLS Number/Content	Corresponding AASL Learning Standards
RI.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	N/A
RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

RI.3.10 By the end of the year, read and comprehend literacy nonfiction at grade level text complexity or above,	N/A

with scaffolding as needed.	
RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	N/A
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
RI.4.9 Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeable.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.2 Organize knowledge so that it is useful. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.

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

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W.3.7 Conduct short research projects that build knowledge about a topic.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in your own life. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (in a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.4.2 Reflect on systematic process and assess for completeness of investigation. 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	2.1.2 Organize knowledge so that it is useful.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	2.1.2 Organize knowledge so that it is useful.
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.2 Use prior and background knowledge as context for new learning. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information. 2.1.2 Organize knowledge so that it is useful. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.4 Use technology and other information tools to analyze and organize information. 2.4.1 Determine how to act on information (accept, reject, modify).
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. · Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). · Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

evidence to support particular points in a text").	
W.4.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.4.2 Reflect on systematic process and assess for completeness of investigation. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. Excerpted from *Standards for the 21st-Century Learner* by the American Association of School Librarians, a division of the American Library Association, copyright © 2007 American Library Association. Available for download at www.ala.org/aasl/standards. Used with permission.

Unit 2 - Summative Assessments:
· Interdisciplinary research projects
· Cooperative group problem solving

Unit 2 - Formative Assessments:
· Teacher observations
· Student practice/hands on activities
· Teacher/student conferencing
· Student modeling
· Peer tutoring
· Self-assessments
· Use of online catalog

Unit 2 - Performance Assessments:
· Create a skit or song for the three main steps of the research process (plan, do, revise)
· Participate in a genre scavenger hunt inclusive of the Dewey classification system

Unit 2 - Alternative Assessment:
· Create a Kahoot, Quizlet or Google Slideshow about any of the topics from Unit 2

Unit 2 - Enduring Understandings:
· What are reasons for choosing a nonfiction (information) book?
· What are the three main steps of the research process? (plan, do, revise)
· How can you determine which nonfiction source is appropriate for your information needs?
· How can you access information in a reference resource?
· How can you gather and organize information using a nonfiction source?
· How do you responsibly use information which you have gathered?
· What is a biography?
· What is the purpose and intended use of each of the following books?
     o Dictionary
     o Thesaurus
     o General encyclopedia
     o Specialized encyclopedia
· How will the information gathered through research be shared with others?

Unit 2 - Essential Questions:
· Library materials are arranged in a logical manner and may be retrieved using knowledge of the arrangement.
· Acquisition, evaluation, and use of materials should meet a specific need.
· Information may be organized using study, research, reference, and critical thinking skills to foster independent learning.
· Information from various resources must be analyzed, evaluated, synthesized, and applied appropriately.
· Members of a learning community evaluate information critically for accuracy, relevancy, currency, and comprehensiveness.
· Members of a learning community employ the legal principles and practice the ethical use of information and informational technologies.
 Skills learned and mastered in the school library can be used at the public library.

Unit 2 - Instructional Outcomes:

SWBAT

· Select nonfiction materials for a specific information purpose.

· Demonstrate understanding of the format and structure of general and specialized encyclopedias (alphabetical order, bold, guide words, italics, etc.).

· Use an index and table of contents to locate information.

· Use concepts of print to locate and organize information.

· Use a variety of informational resources.

· Use information ethically.

· Employ appropriate steps of the research process.

· Produce an interdisciplinary project utilizing library research.

· Locate biographical information from both book and reference sources.

· List the sources utilized for research (bibliography).

· Record research information appropriately (answer sheets, graphic organizers).

· Evaluate and select information resources based on the appropriateness for specific skills.

· Utilize technology tools to process data and report results.

Unit 2 - Suggested Learning Activities:

May include but are not limited to the following activities:

· Selection of an appropriate source for the information need.

· Locate information within a dictionary, general encyclopedia, specialized encyclopedia, and thesaurus.

· Use of print conventions and book parts to locate information within a volume.

· Use of age appropriate research and fact reporting methods.

· Create a bibliography as part of an interdisciplinary research project.

· Evaluate information critically for accuracy, relevancy, currency, and comprehensiveness.

· Produce an age appropriate interdisciplinary research project.

Unit 2 - Suggested Differentiation:

Provided differentiated instruction through any and all of the following strategies:

· Teacher/student conferencing of guiding questions.

· Peer tutoring of search and selection procedures.

· Student choice of information source.

· Alternate fact reporting and research formats.

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Unit 2 - Curriculum Development Resources:

Student Materials:

· Dictionary

· General encyclopedia

· Specialized encyclopedia

· Thesaurus

Technology:

· Web search engines

· Online catalog

Teaching Materials:

· Age appropriate reference sources

· Bookmarks

· Posters

· Practice exercises

· Interdisciplinary research tasks

Unit 2 - Vocabulary/Notes/Comments:

Print Concepts - bold, captions, headings, italics, underlining

Book Parts -bibliography/works cited, copyright, cover, cross reference, diagram, glossary, index, publisher, table of contents, title page

Reference Sources - autobiography, biography, dictionary, general encyclopedia, specialized encyclopedia, thesaurus Research Terms: alphabetical order, bibliography/works cited, copyright date, graphic organizers, guided words, information, keyword, nonfiction, plagiarism, research, rubric, subject, topic

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Unit 3: Book Location/Online Catalog

Unit 3 - Summary: Book Location/Online Catalog

Unit 3 -Interdisciplinary Connections/Content Area Integrations Including Technology: Utilize interdisciplinary activities that emphasize the use of the library media skills to become lifelong learners.

Unit 3 - NJSLS Number/Content	Corresponding AASL Learning Standards

W.3.7 Conduct short research projects that build knowledge about a topic.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.2 Use prior and background knowledge as context for new learning. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.3 Follow ethical and legal guidelines in gathering and using information. 2.1.2 Organize knowledge so that it is useful. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.4 Use technology and other information tools to analyze and organize information. 2.4.1 Determine how to act on information (accept, reject, modify). Excerpted from *Standards for the 21st-Century Learner* by the American Association of School Librarians, a division of the American Library Association, copyright © 2007 American Library Association. Available for download at www.ala.org/aasl/standards. Used with permission.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems

Unit 3 - Summative Assessments:
- · Teacher observation
- · Scavenger hunt
- · Hands-on activities
- · Student modeling
- · Cooperative group problem solving

Unit 3 - Formative Assessments:
- · Cooperative group problem solving
- · Independent location of materials
- · Use of the online catalog
- · Student practice
- · Peer tutoring
- · Teacher/student conferencing

Unit 3 - Performance Assessments:
- · Create a skit or song
-   Participate in a genre scavenger hunt

Unit 3 - Alternative Assessment:
- · Create a Kahoot, Quizlet or Google Slideshow about any of the topics from Unit 3

Unit 3 - Enduring Understandings:
- · Library materials are arranged in a logical manner and may be retrieved using knowledge of that arrangement.
- · Members of a learning community demonstrate responsible behavior towards people and materials.
- · Technology may be used to enhance the acquisition of information.
- · Skills learned and mastered in the school library can be used at the public library.

Unit 3 - Essential Questions:
· Where are the different types of media located in the library?
· How does the information on a book relate to its placement in the library?
· How does knowing the organization of the library make it easier to select books?
· What is the purpose of the Dewey Decimal Classification System?
· What are some guiding principles for selecting various types of media?
· How does the online catalog assist you in the selection of materials?

Unit 3 - Instructional Outcomes:
SWBAT
· Locate and use materials in the library.
· Select appropriate books for recreational reading and personal enjoyment.
· Demonstrate understanding of the arrangement of books in the everyday, fiction, information, and reference sections.
· Select appropriate fiction and nonfiction for personal use.
· Use the Dewey Decimal Classification System to locate materials.
· Explain how the spine label relates to the type of book and placement in the library.
· Conduct searches that differentiate between title, author, subject, and keyword and browse searches.
· Identify various parts of a book recorded in the online catalog and use the information to locate materials in the library.

Unit 3 - Suggested Learning Activities:
May include but are not limited to the following activities:
· Locate materials for a specific purpose.
· Arrange books in the everybody, fiction, nonfiction, information, and reference sections.
· Use of age appropriate book selection tools.
· Identify appropriate fiction and nonfiction for personal use.
· Locate books using the Dewey Decimal Classification System.
· Identify the type and location of a book based on its spine label.
· Search for material using title, author, subject, keyword, and browse searches.
· Examine online book records and evaluate information to locate materials in the library.

Unit 3 - Suggested Differentiation:
· Teacher/student conferencing of guiding questions.
· Peer tutoring of search and selection procedures.
· Student choice of reading material.

Unit 3 - Curriculum Development Resources:

Student Materials

· Shelf markers

· Bookmarks

· Spine labels

· Online catalog printouts

· Sample books

Technology

· Online catalog

Teaching Materials

· Age appropriate literature

· Bookmarks

· Posters

· Shelf markers

· Sample books

· Scavenger hunt

Unit 3 - Notes/Comments:

location of prefixes, biography, call number, catalog, chapter book, Dewey Decimal Classification System, everybody books, fiction, genre, information books (nonfiction), online catalog, reference, shelf label, spine label, status, four methods of search (title, author, subject, keyword, browse)

Unit 4: Print Information Literacy

Unit 4 - Summary: Print Information Literacy

Unit 4 - Interdisciplinary Connections/Content Area Integrations Including Technology: Utilize interdisciplinary literature to understand the development and appreciation of story as an art form that reflects, informs, and inspires in democratic society.

Unit 4 – NJSLS Number/Content	Corresponding AASL Learning Standards
RL.3.1 Ask and answer questions and make relevant connections to determine understanding of a text, referring explicitly to the text as the basis for the answers.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text complexity or above, with scaffolding as needed.	4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	N/A
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text complexity or above, with scaffolding as needed.	4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading. Excerpted from *Standards for the 21st-Century Learner* by the American Association of School Librarians, a division of the American Library Association, copyright © 2007 American Library Association. Available for download at www.ala.org/aasl/standards. Used with permission.
Unit 4 - Summative Assessments: · Teacher observations · Class discussion · Writing responses · Illustration responses	

Hands-on activities

Verbal responses

· Cooperative group problem solving

· Class discussion

· Writing and illustration responses

· Active listening

· Student practice

· Peer tutoring

· Teacher/student conferencing

Unit 4 - Formative Assessments:

· Teacher observation

Unit 4 - Performance Assessments:

· Create a skit or song

Participate in a genre scavenger hunt

Unit 4 - Alternative Assessment:

· Create a Kahoot, Quizlet or Google Slideshow about any of the topics from Unit 4

Unit 4 - Enduring Understandings:

· Libraries are places where lifelong learning takes place.

· Library materials are arranged in a logical manner and may be retrieved using knowledge of that arrangement.

· Reading for pleasure or information has lifelong appreciation.

· Technology may be used to enhance the acquisition of information.

· Members of a learning community evaluate information critically for accuracy, relevancy, currency, and comprehensiveness.

· Members of a learning community exhibit responsible behavior towards people and materials.

· Skills learned and mastered at the school library can be used at the public library.

Unit 4 - Essential Questions:

· What features of a book help you locate and decide to read that book?

· What are literary genres, and how are they arranged in the library?

· What are the elements of a story, and how do they help the reader construct meaning from the text?

· What reading strategies does a student use to locate a book that is at their appropriate reading level and interest?

· What pre, during, and post reading strategies help the reader construct meaning from the text?

· What are book awards, and what criteria are used to issue awards?

Unit 4 - Instructional Outcomes:

SWBAT

· Locate age appropriate books by a particular author or illustrator.

· Use strategies to locate a book that is appropriate for their reading and comprehension level.

· Identify the characteristics of various genres that exist in literature.

· Evaluate genres of interest and explore new genres.

· Use an online catalog system to locate books.

· Employ various search strategies to find books of interest and need.

· Interact with a story on the SMARTboard to construct meaning.

· Respond to a story by writing or drawing.

· Use comprehension skills to answer questions related to materials needed.

· Identify parts of various literary genres.

· Identify the criteria necessary for award winning books.

· Locate medal-winning titles in the library

Unit 4 - Suggested Learning Activities:

Which may include but are not limited to the following activities:

- Locate age appropriate books by a particular author or illustrator from various genres.
- Utilize strategies to locate a book that is appropriate for their reading and comprehension level.
- Identify the characteristics of various genres that exist in literature.
- Evaluate genres of interest and explore new genres.
- Interact with a story on the SMARTboard to construct meaning.
- Synthesize meaning from a story through writing or drawing.
- Utilize comprehension skills to answer questions related to materials needed.
- Identify parts of various genres.
- Evaluate the criteria necessary for award winning books.
- Locate medal-winning titles in the library.

Unit 4 - Suggested Differentiation:

- Teacher/student conferencing of book selection processes.
- Peer tutoring in locating literature of interest.
- Collaboration in developing meaning from text.

Unit - 4 - Curriculum Development Resources:

Student materials:

- Reading and browsing posters
- Shelf markers
- Genre labels
- Spine labels

Technology:

- Online catalog

Teaching Materials:

- Age appropriate websites
- Online catalog
- Age appropriate literature
- Reading and browsing posters
- Author/illustrator posters

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Unit 4 - Notes/Comments:

location prefixes, adventure, appropriate books, author, call number, catalog, chapter book, character, Dewey Decimal Classification System, everybody books, fantasy, fiction, four methods of search (title, author, subject, keyword, browse), genre, historic, horror, illustration, illustrator, mystery, online catalog, poetry, realistic, science fiction, setting, shelf marker, spine labels, sports, status, title page

Unit 5: Non-Print (Electronic) Information Literacy

Unit 5 - Summary: Non- Print (Electronic) Information Literacy

Unit 5 - Interdisciplinary Connections/Content Area Integrations Including Technology: Utilize interdisciplinary activities that emphasize the use of the library media skills to become lifelong learners.

Unit 5 – NJSLS Number/Content	Corresponding AASL Learning Standards
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. Excerpted from *Standards for the 21st-Century Learner* by the American Association of School Librarians, a division of the American Library Association, copyright © 2007 American Library Association. Available for download at www.ala.org/aasl/standards. Used with permission.

Unit 5 - Summative Assessments:
· Teacher observations
· Teacher produced research activities
· Interdisciplinary research projects
· Cooperative group problem solving
· Graphic organizer note taking tools

Unit 5 - Formative Assessments:
· Cooperative group problem solving

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aligned to the New Jersey Student Learning Standards as Applicable

· Student practice
· Peer tutoring
· Teacher/student conferencing

Unit 5 - Alternative Assessment:
· Create a Kahoot, Quizlet or Google Slideshow about any of the topics from Unit 5
Create an online Jeopardy game with the vocabulary from Unit 5 https://jeopardylabs.com/

Unit 5 - Enduring Understandings:
· Acquisition, evaluation, and use of information found from an electronic resource should meet a specific need.
· Technology may be used to enhance acquisition, evaluation, and use of information.
· Information may be readily accessed and evaluated through print and electronic resources.
· Effective researchers organize information using study, research, and critical thinking skills to foster understanding and create meaning.
· Information from various resources must be analyzed, evaluated, synthesized, and applied appropriately.
· Designing and creating knowledge from information using appropriate types of media for a specific purpose enhances learning.
· Members of a learning community practice the ethical use of information and information technologies.
· Skills learned and mastered at the school library can be used at public libraries and at home.

Unit 5 - Essential Questions:
· What retrieval strategies can be used to locate information in electronic sources?
· How do determining appropriate search words facilitate accessing needed information?
· How does a researcher responsibly use information that has been accessed electronically?
· How can search engines be effectively, appropriately, and responsibly used to access information from the Internet?

Unit 5 - Instructional Outcomes:
SWBAT
· Access age appropriate information for a specific information purpose.
· Examine pre-existing knowledge to develop strategies for accessing information.
· Formulate guiding questions to access, evaluate, and synthesize age appropriate information.
· Use age appropriate electronic information to solve a problem.
· Esta· Use age appropriate retrieval strategies to locate information.
· Use a computer to access information including age appropriate websites.

· Retrieve information from electronic resources.

· Manage information found in an electronic resource including accessing, sorting, saving, and/or printing information.

· Use information ethically.

· List or cite the sources of information used for research.

· Use a computer or software to access, organize, and evaluate information.

· Produce a project utilizing information from research.

· Locate available non-print sources from the Internet or online reference websites.

· Record research information appropriately utilizing note taking strategies and graphic organizers.

· Utilize information in creative and various formats in generating understanding and new knowledge with age appropriate criteria for gathering, evaluating, and using information.

Unit 5 - Suggested Learning Activities:

Which may include but are not limited to the following activities:

· Review prior knowledge to develop strategies for accessing information.

· Create guiding questions to access, evaluate, and synthesize age appropriate information.

· Utilize age appropriate electronic information in problem solving research.

· Develop age appropriate criteria for gathering, evaluating, and using information.

· Manipulate information found in an electronic resource including accessing, sorting, saving, and/or printing information.

· Demonstrate ethics and responsibility in using electronic information.

· Synthesize information from age appropriate print and non-print sources to meet a specific information purpose.

· Document sources of information used for research.

· Access computer technologies to gather, organize, and evaluate information.

· Creating a project demonstrating knowledge and understanding from information obtained from electronic sources.

· Locate available non-print sources from the Internet online reference websites.

· Record research information appropriately utilizing note taking strategies and graphic organizers.

· Demonstrate knowledge from information in creative and various formats to create new meaning.

Unit 5 - Suggested Differentiation:
- Teacher/student conferencing of research processes.
- Peer tutoring of research procedures.
- Collaboration in developing research strategies.
- Collaboration in examining information for problem solving.
- Student choice of age appropriate electronic resources.

Unit 5 - Curriculum Development Resources:
Student materials:
- Graphic organizers and other note taking aids, guiding questions, print reference materials
- Search engines, websites

Teaching materials:
- Age appropriate websites and online databases
- Pre-selected websites
- Search engines

Unit 5 - Notes/Comments:
Internet, keyword, link, results, search engine, website, database

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)	
Supports for ELL Students:	- Work toward longer passages as skills in English increase - Use visuals - Introduce/highlight key vocabulary before lesson - Teacher models reading aloud daily - Provide peer tutoring - Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers - Guided notes and/or scaffold outline for written assignments

	● Provide students with English Learner leveled readers ● Support recommended by the grade specific [“can do” list outlined by WIDA](#), including Key Uses Edition and Descriptor Name Charts
Supports for Students With IEPs	● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments ● Work in a small group ● Solidify and refine concepts through repetition ● Allow answers to be given orally or dictated ● Use multi-sensory teaching approaches ● Utilize assistive technology and materials ● Use large print books, Braille, or books on CD (digital text) ● Follow all IEP modifications
Supports for At-Risk Students	● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability
Supports for Gifted and Talented	● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations

	● Propose interest-based extension activities ● Expose students to beyond level texts.
Supports for Students with 504 Plans:	● Follow all the 504 plan modifications ● Text to speech/audio recorded selections ● Amplification system as needed ● Leveled texts according to ability ● Fine motor skill stations embedded in rotation as needed ● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns