# SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT

*Committed to Excellence*

| Course Name: Library/Media | Grade Level(s):  1 |
|---|---|
| BOE Adoption Date:  September 2014 | Revised: September 2015; October 2017 |

## ABSTRACT

First-grade students read or have read to them a wide representation of grade-level-appropriate text, including classic and contemporary literature, magazines, newspapers, digital and online information, and informational text. Students read poems, rhymes, songs, and stories.

First-grade students respond to questions (e.g., those that ask *who*, *what*, *when*, *where*, and *how*). Students relate prior knowledge to information and are able to identify meaning from more complex symbols and pictures in print and digital materials. First-graders learn to share information orally and creatively with other students and audiences. In first grade, students understand how to check out and care for a variety of library resources, both print and digital. They alphabetize to the first letter to locate books in the library. Students can identify the characteristics of fiction and nonfiction and can describe the roles of authors and illustrators and their contribution to print and digital materials. They can identify the front cover, back cover, and title page of a book, in both print and digital formats, and compare and contrast the differences. First-grade students are aware of the public library and can identify the services and resources available.

First-grade students recognize basic digital devices and the parts of a computer. They can demonstrate the correct procedure to turn a computer on and off and open and close applications. First-grade students know that the Internet allows a computer to be connected to the rest of the world and know to request assistance from a trusted adult when information sources make the student uncomfortable. Students also learn about the role of media to inform and entertain.

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## Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

## Curriculum and Instruction Goals

**Goal(s):**

1. To ensure students are college and career ready upon graduation

2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level

3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards

4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

## Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching

their highest level of social, emotional, and academic growth each school year.  A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills.  Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

| How to Read this Document |
| --- |

This document contains a pacing guide and curriculum units.  The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class.  The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed.  The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

| Terms to Know |
| --- |

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification.  However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement.  Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.

2. **Differentiated Instruction:**  Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs.  It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them.  The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.  http://www.udlcenter.org/aboutudl

3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area.  Enduring understandings are noted in the alongside essential questions within each unit in this document.  http://www.ascd.org

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions.  They extend beyond a single lesson or unit.  Essential questions are noted in the beginning of each unit in this document.  http://www.ascd.org

5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning.  Formative assessments help identify students' strengths and weaknesses and address problems immediately.

6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process.  (Robert J. Marzano, *The Art and Science of Teaching*)

7. **Learning Assignment(s):**  Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.  http://www.marzanocenter.com

8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit.  Learning goals correlate specifically to the New Jersey Student Learning Standards (NJ SLS) are noted within each unit. http://www.marzanocenter.com

9. **Learning Objective(s):**  Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal.  These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.  http://www.marzanoresearch.com

10. **Model Assessment:**  Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses. http://www.state.nj.us/education/modelcurriculum/

11. **Model Curriculum:**  The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the New Jersey Student Learning Standards (NJ SLS) by providing an example from which to work and/or a product for implementation. http://www.state.nj.us/education/modelcurriculum/

12. **Modification(s):**  The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations.  However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.

13. **Performance Assessment(s):**  (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities.  Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true

& false, etc.).

14. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study.  Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.  http://www.state.nj.us/njded/cccs/

    o  **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*

15. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark.  Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

16. **21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.  http://www.p21.org/our-work/p21-framework

**Proficiencies and Pacing Guide:**

**Course Title:**

| Unit Title: | Duration/ Month(s) | Related Standards: | Learning Goals: | Topics and Skills: |
|---|---|---|---|---|
| **Unit 1:** Library Orientation | | | • | |
| **Unit 2:** | | | | |
| **Unit 3:** | | | | |
| **Unit 4:** | | | | |
| | | | | |

| Unit: 1 and [Title] | Recommended Duration: [Weeks– Months] |
|---|---|
| **Unit Description:** | |

| Essential Questions: | Enduring Understandings: |
|---|---|
| | |

| Relevant Standards: | Learning Goals: | Learning Objectives: |
|---|---|---|
| | | |

| Formative Assessments | Summative Assessments: | Performance Assessments: | Major Activities/ Assignments equired): |
|---|---|---|---|
| | | | |

| Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student oups to **EXPRESS** their understanding and comprehension of the content/skills taught?* | | | |
|---|---|---|---|
| **Special Education Students** | **English Language Learners (ELLs)** | **At-Risk Learners** | **Advanced Learners** |
| | | | |

| Instructional Strategies: *(List and describe.)* |
|---|
| |
| Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following udent groups to **ACCESS** the content/skills being taught?* |

| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Advanced Learners |
|---|---|---|---|
| | | | |

| Unit Vocabulary: |
|---|
| **Essential:** |
| **Non-Essential:** |

| Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards): | Integration of Technology: *(Note the SAMR Model elements used and how.)* | 21st Century Themes: *(Check and explain how the connection is made.)* | 21st Century Skills: *(Check and explain how the connection is made.)* |
|---|---|---|---|
| E/LA: | | _____ Global Awareness | _____ Creativity & Innovation |
| Mathematics: | | _____ Civic Literacy | _____ Media Literacy |
| Science: | | _____ Financial, Economic, Business, Entrepreneurial Literacy | _____ Critical Thinking & Problem |
| Visual and Performing Arts: | | _____ Health Literacy | olving |
| Health/PE: | | | _____ Life and Career Skills *(flexibility, itiative, cross-cultural skills, oductivity, leadership, etc.)* |
| World Languages: | | | |
| Social Studies: | | | _____ Information & Communication echnologies Literacy |
| Technology: | | | |
| Career Ready Practices: | | | _____ Communication & Collaboration |
| Library: | | | _____ Information Literacy |

| Resources: |
|---|
| **Texts/Materials:** |
|  |

| Unit: 2 and [Title] | Recommended Duration:  [Weeks– Months] |
|---|---|
| **Unit Description:** | |
|  | |

| Essential Questions: | Enduring Understandings: |
|---|---|
|  |  |

| Relevant Standards: | Learning Goals: | Learning Objectives: |
|---|---|---|
|  |  |  |

| Formative Assessments | Summative Assessments: | Performance Assessments: | Major Activities/ Assignments equired): |
|---|---|---|---|
|  |  |  |  |

| Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student roups to EXPRESS their understanding and comprehension of the content/skills taught?* | | | |
|---|---|---|---|
| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Advanced Learners |
|  |  |  |  |

| Instructional Strategies: *(List and describe.)* |
|---|

|  |
|---|
|  |

| Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?* |||||
|---|---|---|---|
| Special Education Students | English Language Learners (ELLs) | At-Risk Learners | Advanced Learners |
|  |  |  |  |

| Unit Vocabulary: |
|---|
| **Essential:** |
| **Non-Essential:** |

| Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards): | Integration of Technology: *(Note the SAMR Model elements used and how.)* | 21st Century Themes: *(Check and explain how the connection is made.)* | 21st Century Skills: *(Check and explain how the connection is made.)* |
|---|---|---|---|
| E/LA:<br><br>Mathematics:<br><br>Science:<br><br>Visual and Performing Arts:<br><br>Health/PE:<br><br>World Languages:<br><br>Social Studies:<br><br>Technology: |  | \_\_\_\_ Global Awareness<br><br>\_\_\_\_ Civic Literacy<br><br>\_\_\_\_ Financial, Economic, Business, Entrepreneurial Literacy<br><br>\_\_\_\_ Health Literacy | \_\_\_\_ Creativity & Innovation<br><br>\_\_\_\_ Media Literacy<br><br>\_\_\_\_ Critical Thinking & Problem Solving<br><br>\_\_\_\_ Life and Career Skills *(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)*<br><br>\_\_\_\_ Information & Communication Technologies Literacy |

| Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards): | Integration of Technology: *(Note the SAMR Model elements used and how.)* | 21st Century Themes: *(Check and explain how the connection is made.)* | 21st Century Skills: *(Check and explain how the connection is made.)* |
|---|---|---|---|
| Career Ready Practices:<br><br>Library: | | | ____ Communication & Collaboration<br><br>____ Information Literacy |

| Resources: |
|---|
| Texts/Materials: |

| Unit: 3 and [Title] | Recommended Duration:  [Weeks– Months] |
|---|---|
| Unit Description: | |

| Essential Questions: | Enduring Understandings: |
|---|---|
| | |

| Relevant Standards: | Learning Goals: | Learning Objectives: |
|---|---|---|
| | | |

| Formative Assessments | Summative Assessments: | Performance Assessments: | Major Activities/ Assignments equired): |
|---|---|---|---|
| | | | |

| Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?* | | | |
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| **Special Education Students** | **English Language Learners (ELLs)** | **At-Risk Learners** | **Advanced Learners** |
|  |  |  |  |

| Instructional Strategies: *(List and describe.)* |
|---|
|  |

| Possible Instructional Adjustments  (Modifications /Accommodations/ Differentiation):  *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?* | | | |
|---|---|---|---|
| **Special Education Students** | **English Language Learners (ELLs)** | **At-Risk Learners** | **Advanced Learners** |
|  |  |  |  |

| Unit Vocabulary: |
|---|
| **Essential:** |
| **Non-Essential:** |

| Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards): | Integration of Technology: *(Note the SAMR Model elements used and how.)* | 21st Century Themes: *(Check and explain how the connection is made.)* | 21st Century Skills: *(Check and explain how the connection is made.)* |
|---|---|---|---|
| E/LA:<br><br>Mathematics:<br><br>Science: |  | ____ Global Awareness<br><br>____ Civic Literacy<br><br>____ Financial, Economic, Business, Entrepreneurial Literacy | ____ Creativity & Innovation<br><br>____ Media Literacy<br><br>____ Critical Thinking & Problem |

| Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards): | Integration of Technology: *(Note the SAMR Model elements used and how.)* | 21st Century Themes: *(Check and explain how the connection is made.)* | 21st Century Skills: *(Check and explain how the connection is made.)* |
|---|---|---|---|
| Visual and Performing Arts:<br><br>Health/PE:<br><br>World Languages:<br><br>Social Studies:<br><br>Technology:<br><br>Career Ready Practices:<br><br>Library: | | _____ Health Literacy | olving<br><br>_____ Life and Career Skills<br>*lexibility, initiative, cross-cultural*<br>*ills, productivity, leadership, etc.)*<br><br>_____ Information &<br>ommunication Technologies<br>teracy<br><br>_____ Communication &<br><br>ollaboration<br><br>_____ Information Literacy |

| Resources: |
|---|
| **Texts/Materials:** |

| First Grade Library/Media Standards | |
| --- | --- |
| **Trimester** | **American Association of School Librarians (AASL) Standard**<br>**Common Core State Standards; English Language Arts (NJ SLS.ELA)** |
| **Trimester 1** | AASL Standard 1, AASL Standard 2, AASL Standard 3, AASL Standard 4<br><br>NJ SLS RL.1.1, NJ SLS.RL.1.2, NJ SLS.RL.1.4, NJ SLS.ELA.RI.1.5 |
| **Trimester 2** | AASL Standard 1, AASL Standard 2, AASL Standard 3, AASL Standard 4<br><br>NJ SLS RL.1.3, NJ SLSRI.1.7, NJ SLS RL.1.5, NJ SLSRI.1.3 NJ SLS. RF.1.4.a, |
| **Trimester 3** | AASL Standard 1, AASL Standard 2, AASL Standard 3, AASL Standard 4<br><br>NJ SLS RL.1.10, NJ SLS.W.1.2, NJ SLSW.1.7 |

| Trimester I |
| --- |

**American Association of School Librarian Standards (AASL)**

**AASL.1** Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.
I. Library Infrastructure
- Function of the school library
- Awareness of school library rules and procedures
- Familiarity with school library layout and organization
- Awareness of various types of materials in the school library.

**AASL.2:** Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
II. Literature
- Literature ad library resources
- Read Alouds, Book Talks. Book Discussions
- Identify parts and types of books
- Develop competencies and self-motivation as a beginning reader
- Develop main idea and sequence of a story
- Recognize award winning books

**AASL 3:** Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.
III. Ethics
- Ethical behaviors with regards to library space and materials.
- Demonstrates appropriate behavior and care of school library resources.

**AASL 4:** Learners use skills, resources, and tools to pursue personal and aesthetic growth.
IV. Technology
- Introduce/review parts of the computer
- Introduce/review computer lab procedures and terminology
- Use technology terminology (start up, Login, mouse, keyboard, click, double click, etc.)
- Introduction t o developmentally appropriate software programs/web sites (e.g. Raz-Kids, Starfall)
- Introduction to online card catalog system.

**Common Core State Standards: English Language Arts (NJ SLS.ELA)**

**NJ SLS RL.1.1:** Ask and answer questions about key details in a text.
**NJ SLS RL.1.2**: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
**NJ SLS RL.1.4** Confirm understanding of text read aloud or presented orally by asking and answering questions about key details.
**NJ SLSRI.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**Trimester II**

**AASL.1** Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.
I.  Library Infrastructure
- Function of the school library
- Awareness of school library rules and procedures
- Familiarity with school library layout and organization
- Awareness of various types of materials in the school library.

**AASL.2:** Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
II.  Literature
- Literature ad library resources
- Read Alouds, Book Talks. Book Discussions
- Identify parts and types of books
- Develop competencies and self-motivation as a beginning reader
- Develop main idea and sequence of a story
- Recognize award winning books

**AASL 3:** Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.
III. Ethics
- Ethical behaviors with regards to library space and materials.
- Demonstrates appropriate behavior and care of school library resources.
- Ethical use of information from various resources

**AASL 4:** Learners use skills, resources, and tools to pursue personal and aesthetic growth.
IV. Technology
- Application of basic computer operations (i.e. startup, shut down)
- Application of basic keyboarding skills
- Application of basic website navigation skills
- Application of online card catalog organization system

V.  Research
- Sources of information
- Develop a search strategy
- Listen to oral readers and guest speakers
- Organize information into sentences or illustrations

**Common Core State Standards: English Language Arts (NJ SLS.ELA)**

**NJ SLS RL.1.3**: Describe characters, settings, and major events in a story, using key details.
**NJ SLS RL.1.5**: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
**NJ SLSRI.1.7:** Use the illustrations and details in a text to describe its key ideas.
**NJ SLS RL.1.5:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
**NJ SLSRI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
**NJ SLS RF.1.4.a:** Read grade-level text with purpose and understanding.

## Trimester III

**AASL.1** Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.
I.  Library Infrastructure
- Function of the school library
- Awareness of school library rules and procedures
- Familiarity with school library layout and organization
- Awareness of various types of materials in the school library.

**AASL.2:** Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
II.  Literature
- Explore literature ad library resources
- Read Alouds, Book Talks. Book Discussions
- Identify parts and types of books
- Develop competencies and self motivation as a beginning reader
- Develop main idea and sequence of a story
- Recognize award winning books

**AASL 3:** Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.
III. Ethics
- Ethical behaviors with regards to library space and materials.
- Demonstrates appropriate behavior and care of school library resources.
- Ethical use of information from various resources

**AASL 4:** Learners use skills, resources, and tools to pursue personal and aesthetic growth.
IV. Technology
- Application of basic computer operations (i.e. startup, shut down)
- Application of basic keyboarding skills
- Application of basic website navigation skills
- Application of online card catalog organization system

V.  Research

- Sources of information
- Develop a search strategy
- Listen to oral readers and guest speakers
- Organize information into sentences or illustrations
- Cite materials used for information gathering

**Common Core State Standards: English Language Arts (NJ SLS.ELA)**
**NJ SLS RL.1.10**: With prompting and support, read prose and poetry of appropriate complexity for grade 1.
**NJ SLS W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
**NJ SLS W.1.7:** Participate in shared research and writing projects (e.g. explore a number of "how-to" books on a given topic and use them to write a sequence of events.

| Trimester I |
|:---:|
| **Library/Media** |

| ESTABLISHED GOALS: | Desired Results | |
|:---|:---|:---|
| **American Association of School Librarian Standards:**<br><br>AASL Standard 1<br>AASL Standard 2<br>AASL Standard 3<br>AASL Standard 4<br><br><br>**Common Core State Standards for English/Language Arts:**<br>NJ SLS RL.1.1<br>NJ SLS RL.1.2<br>NJ SLS RL.1.4<br>NJ SLS RI.1.5 | *Students will be able to independently use their learning (*rules, procedures, layout & organization) to *find resources in the school library.* | |
| | *ENDURING UNDERSTANDINGS* | *ESSENTIAL QUESTIONS* |
| | • Using the "5 Finger Rule" can help to determine whether a book is a "Just Right Book"<br>• Good listeners exhibit appropriate listening behaviors (eye contact, posture and respectful attention).<br>• Good listeners respond appropriately during the story | • What is the importance of the Library/Media Center?<br>• What is the first step in deciding upon a book?<br>• How does understanding the parts of a book help me? |
| | *Learning Goals & Objectives* | |
| | *Student will understand…* | *Students will be able to…* |
| | • Using the "5 Finger Rule" can help to determine whether a book is a "Just Right Book"<br>• Good listeners exhibit appropriate listening behaviors (eye contact, posture and attention). | • Use the 5 finger rule<br>• Identify the main parts of a book.<br>• Identifying the works of an author/illustrator.<br>• Employ the techniques of a good listener. |

| Pacing Guide | | |
|:---:|:---:|:---:|
| **Standards** | **Learning Goals** | **Learning Objectives**<br>*Students will know or be able to…* |

| AASL 1 | SLO 1: | SKILLS: |
|---|---|---|
| Learners use skills, resources, and tools to inquire, think critically, and gain knowledge. | **AASL 1.4.4** Seek appropriate help when needed. | Students will be able to recognize and utilize the School Library Media Specialist (SLMS) as a teacher and resource person. |
| | **AASL 1.1.2** Use prior and background knowledge as context for new learning. | Students will be able to recall that the library is organized into different sections and identify their locations within the library.<br><br>Students will be able to independently, select grade-level-appropriate literature in a variety of genres. |
| | **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.<br>**NJ SLS ELA.RL.1.4** Confirm understanding of text read aloud or presented orally by asking and answering questions about key details. | Students will be able to listen to a story read aloud.<br><br>Students will be able to ask and answer questions about key details in stories read aloud. |
| | **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.<br>**CC ELA RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | Students will be able to recall the parts of a book (front and back cover, title page, and spine) and identify table of contents and illustration. |
| **AASL 2:** | **SLO 2:** | **SKILLS** |
| Learners use skills, resources and tools to draw | **AASL.2.1.2** Organize knowledge so that it is | Students will be able to demonstrate |

| | | |
|---|---|---|
| conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. | useful. | knowledge of the rules and procedures of the library. |
| **AASL 4**<br>Learners use skills, resources, and tools to pursue personal and aesthetic growth. | **SLO 4:**<br>**AASL.4.1.5:** Connect ideas to own interests and previous knowledge and experience. | **SKILLS**<br>With guidance, students will be able to find and read books that match interests and comprehension levels. |
| **NJ SLS1.RL.1.1**<br>Ask and answer questions about key details in a text. | **NJ SLS .RL.1.1**<br>Students will be able to answer questions other people ask them about they read.<br><br>Students will be able to ask others questions about what they read. | **NJ SLS RL.1.1**<br>Students will be able to ask questions posed about key details in a text for clarification using an array of familiar words. |
| **NJ SLS1.RL.1.2**<br>Retell stories, including key details, and demonstrate understanding of their central message or lesson. | **NJ SLS RL.1.2**<br>Students will be able to tell the teacher and other student's stories they know, remembering the important details and the main idea of each story. | **NJ SLS RL.1.2**<br>Students will be able to retell stories, including key details learned from text into logical order. |

| **Resources** |
|---|
| SMART Board; OPAC (Destiny); Shelf markers; Videos; Variety of related books; Teacher created materials |
| **Instructional Methods** |

| Learning Activities<br>(Refer to Marzano Framework (DQ 2-4; DQ5) | • Modeling, KWL, academic games,<br>• Shared Reading to develop reading skills<br>• Dramatize stories<br>• Read Aloud<br>• Model think aloud comprehension strategies |
|---|---|
| | Suggested Modifications & Accommodations: |

### 21st Century Skills

| Interdisciplinary Connections | Integration of Technology | 21st Century Themes | 21st Century Skills |
|---|---|---|---|
| **Interdisciplinary Connections (Applicable Standards):**<br><br>• Technology<br>• Career ready practices<br>• Financial literacy<br>• Subject specific interdisciplinary<br>• Career exploration | **Integration of Technology:**<br><br>See Suggested Resources | **21st Century Themes:**<br>• Global Awareness<br>• Health Literacy<br>• Civic Literacy<br>• Financial, Economic, Business, & Entrepreneurial Literacy<br>• Health Literacy | **21st Century Skills:**<br>• Creativity & Innovation<br>• Media Literacy<br>• *Information & Communication<br>• Technologies Literacy<br>• Communication & Collaboration |

### Assessments

| Assessment Types | NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, *it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.*<br>• Depending upon individual student needs and/or the developmental level of the grade/class, alternative assessments may be given to assess student growth. These may include, but are not limited to items such as:<br>   o one to one conferencing and anecdotal notes |
|---|---|

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o    Whole class and small group discussions
o    Rubrics
- **Learning assignments** that measure individual student progress on a learning goal are to be used throughout a unit when appropriate to extend and assess student learning.
- A variety of **formative, summative, and performance-based** (or alternative) assessments are to be used throughout each unit to assess student knowledge and student growth as well as increase and student achievement.

**Project Based Performance Assessment**
**..\Library rubrics\Library Rubric SBRC Grade 1.docx**

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| | |
|---|---|
| **Assessment Modules** | **NOTE**:  The assessment models provided in this document, unless otherwise indicated, are locally developed. |

- Teacher observation during practice activities and in class discussions
- Project based rubric assessing skills and knowledge
- Benchmark Assessment 1 (Sample)

| Tasks Proficiency description | 1 Not meeting grade level expectations | 2 Approaching grade level expectations | 3 Meeting grade level expectations | E Exceeding grade level expectations |
|---|---|---|---|---|
| **Student demonstrates proper library procedures** | Student has not demonstrated proper library procedures | With support will demonstrate some of the proper library procedures | Consistently demonstrates all proper library procedures | Independently demonstrates and applies all proper library procedures |
| **Student demonstrates familiarity with the layout of the school library** | Student has not demonstrated any familiarity with the layout of the school library | With support will demonstrate some familiarity with the layout of the school library | Consistently demonstrates a familiarity with the layout of the school library | Independently demonstrates familiarity with the layout of the school library |
| **Student** | Student has | With support | Consistently | Independently |

| | | | | |
|---|---|---|---|---|
| **demonstrates awareness of the variety of resources available in the school library** | not demonstrated an awareness of the variety of resources available in the school library | will demonstrate some awareness of the variety of resources available in the school library | demonstrates an awareness of the variety of resources available in the school library | demonstrates awareness and uses the variety of resources available in the school library |
| **Student demonstrates awareness of the manner in which the school library is organized** | Student has not demonstrated any awareness of the manner in which the school library is organized | With support will demonstrate some awareness of the manner in which the school library is organized | Consistently demonstrates an awareness of the manner in which the school library is organized | Independently demonstrates and uses awareness of the manner in which the school library is organized |

| Possible Assessment Modifications /Accommodations/Differentiation: | | | |
|---|---|---|---|
| Special Education <br><br> • Modify assignments as needed (e.g., vary length, limit items) <br> • Shorten assignments | English Language Learners | At-Risk Learners | Advanced Learners |

| Possible Assessment Modifications /Accommodations/Differentiation: | | | |
|---|---|---|---|
| • Increase the amount of item allowed to complete assignments and tests<br>• Limit amount of work required or length of tests<br>• Hands-on-projects | | | |

| Possible Instructional Modifications /Accommodations: | | | |
|---|---|---|---|
| Special Education<br><br>• Read class materials orally<br>• Provide small group instruction<br>• Provide study outlines/guides<br>• Prior notice of tests<br>Test study guide | English Language Learners | At-Risk Learners | Advanced Learners |

**Suggested Resources**

- School Library/Media center
- Library computers
- Common Core State Standards for English Language Arts

*Literacy*
**Suggested Literature:**
**Children Book award winners: e.g. Caldecott, Newberry, ALA book award winners.**

**Links**:

- http://www.Raz-Kids.com: Online guided reading program with interactive e-books, downloadable books and reading quizzes.
- http://www.StarFall.com Free site to teach the basics of reading. Features interactive books and phonics games.
- http://www.readingrockets.org
- en.childrenslibrary.org: International digital library with free access to high-quality digital boos form around the world
- ABC's of Using the Internet in Grades PreK-3: An alphabetical list of 40 Internet starting points to use with younger elementary students.
- ABC's and the WWW from Scholastic provides links to many online interactive alphabet games for K-2 students.
- Animal Myths and Legends, an interesting compilation of stories revolving around this theme
- Between the Lions: a wonderful companion website to the PBS television program backed with lots of research about good literacy instruction; see sitemap for this week's activities
- Billy Bear's Playground includes many, many fun activities for beginning readers and writers.
- Dositey's Language Arts Links has some unique online phonics and alphabet games, word finds and writing opportunities.
- Early Childhood Technology Literacy Project includes project ideas, training resources, student samples, literacy lesson plans, assessment ideas.
- Enchanted Learning will keep you busy through the entire year with craft ideas, tons of background information and pictures for students and well developed thematic units on many school topics
- Kiddyhouse Resource Center for Parents and Teachers has lots of activities and literature based resources designed just for young children.
- Mightybook.com features read-aloud picture books, sing-along songs, video song books, poetry, story-writing and illustrating contests and learning games designed for children ages 2-12.
- Spelling from Harcourt School Publishers includes grade level quizzes and word finds.
- Primary Games in Reading as well as Math, Social Studies, Science and Writing

Using Search Engines with Young Children by Julie Coiro has links and searching tips for young children and their teachers.

| Trimester II Library/Media | |
|---|---|
| **ESTABLISHED GOALS:**<br><br>**American Association of School Librarians Standards**:<br><br>AASL Standard 1<br>AASL Standard 2<br>AASL Standard 3<br>AASL Standard 4<br><br><br>**Common Core State Standards for English/Language Arts:**<br>**NJ SLS RL.1.3**<br>**NJ SLSRI.1.7**<br>**NJ SLS RL.1.5**<br>**NJ SLSRI.1.3**<br>**NJ SLS RF.1.4.a** | **Desired Results** |
| | *Students will be able to independently use their learning to find books located in different sections of the library.* |

| *ENDURING UNDERSTANDINGS* | *ESSENTIAL QUESTIONS* |
|---|---|
| • Understand concepts of fiction and nonfiction.<br>• Students will understand and be able to use a search engine. | • What are the Library/Media Center rules?<br>• When may I/may I not borrow a book?<br>• How do I check out my library book?<br>• What is a call number?<br>• What/ Where are the main sections of the school library?<br>• How are materials within these sections organized? |

| *Learning Goals & Objectives* | |
|---|---|
| *Student will understand…* | *Students will be able to…* |
| • Always use a shelf marker card while choosing a library book.<br>• Renew a book by bringing it back to the library and letting the librarian know that you would like to renew it.<br>• If your book is overdue, you may not be able to borrow a new book. | • Listen attentively to and actively participation in story time activities<br>• Locate materials to checkout of the library<br>• Return library materials in a timely fashion |

| | |
|---|---|
| | • Wait until your table is called to find a book.<br>• There are a variety of resources available in the library (books, magazines, audio books, etc.)<br>• Bring your shelf marker to the shelf and always use it while looking for a book to borrow.<br>• Bring the book you have selected to the circulation desk for checkout with the online library management system (i.e., Destiny).<br>• A call number is the address for a library book.<br>• The main sections of the school library are Picture Books, Chapter Books, and Non Fiction. Each section has its own organization system.<br>• Nonfiction books are arranged numerically according to the Dewey Decimal System.<br>• Fiction books are arranged alphabetically by author's last name. | |

| Pacing Guide | | |
|---|---|---|
| **Standards** | **Learning Goals** | **Learning Objectives**<br>*Students will know or be able to…* |

| AASL 1 | SLO 1 | SKILLS: |
|---|---|---|
| Learners use skills, resources, and tools to inquire, think critically, and gain knowledge. | **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. | Students will be able to identify characters, setting and events that occur in a story. |
| | **CC.ELA.RI.1.7** Use the illustrations and details in a text to describe its key ideas. | Students will be able to use illustrations and details in a text to describe main ideas. |
| | **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.<br><br>**CC.ELA.RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Students will be able to identify similarities and differences among characters from different stories. |
| | **SLO:**<br>**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.<br>**CC. ELA.RF.1.4.a** Read grade-level text with purpose and understanding. | **SKILLS**<br>Students will be able to listen to informational text as it is read aloud.<br><br>With guidance, Students will be able to locate and select literary non-fiction on grade level. |
| **AASL 2:**<br>Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. | **SLO:**<br>**AASL.2.1.2** Organize information so that it is useful | **SKILLS**<br>Students will be able to recognize that nonfiction is categorized and organized by subject and assigned a number. |
| **AASL 3** | **SLO:** | |

| | | |
|---|---|---|
| 3 Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society. | **AASL 3.1.2** Participate and collaborate as members of a social and intellectual network of learners.<br>**AASL3.2.2** Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. | **SKILLS**<br>Students will be able to participate in group discussions pertaining to informational text. |
| **AASL 4**<br>Learners use skills, resources, and tools to pursue personal and aesthetic growth. | **SLO:**<br>**AASL 4.3.2** Recognize that resources are created for a variety of purposes.<br>**NJ SLS ELA.RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | **SKILLS**<br>Students will be able to understand and describe the differences between fiction and nonfiction books. |

**Resources**

**Resources:** SMART Board; OPAC (Destiny); BrainPop Jr., Teacher created materials; **Related** books (print & digital); Zoobooks

**Instructional Methods**

| **Learning Activities**<br>(Refer to Marzano Framework (DQ 2-4; DQ5) | • Modeling, KWL, academic games,<br>• Shared Reading to develop reading skills<br>• Dramatize stories<br>• Read Aloud<br>• Model think aloud comprehension strategies |
|---|---|
| | Suggested Modifications & Accommodations: |

**21st Century Skills**

| Interdisciplinary Connections | Integration of Technology | 21st Century Themes | 21st Century Skills |
|---|---|---|---|

| Interdisciplinary Connections (Applicable Standards): | Integration of Technology: | 21st Century Themes: | 21st Century Skills: |
|---|---|---|---|
| • Technology<br>• Career ready practices<br>• Financial literacy<br>• Subject specific interdisciplinary<br>• Career exploration | See Suggested Resources | • Global Awareness<br>• Health Literacy<br>• Civic Literacy<br>• Financial, Economic, Business, & Entrepreneurial Literacy<br>• Health Literacy | • Creativity & Innovation<br>• Media Literacy<br>• *Information & Communication<br>• Technologies Literacy<br>• Communication & Collaboration |

| **Assessments** | |
|---|---|
| **Assessment Types** | NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, *it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.*<br>• Depending upon individual student needs and/or the developmental level of the grade/class, alternative assessments may be given to assess student growth. These may include, but are not limited to items such as:<br>   ○ one to one conferencing and anecdotal notes<br>   ○ Whole class and small group discussions<br>   ○ Rubrics<br>• **Learning assignments** that measure individual student progress on a learning goal are to be used throughout a unit when appropriate to extend and assess student learning.<br>• A variety of **formative, summative, and performance-based** (or alternative) assessments are to be used throughout each unit to assess student knowledge and student growth as well as increase and student achievement.<br>**Project Based Performance Assessment**<br>..\Library rubrics\Library Rubric SBRC Grade 1.docx |
| **Assessment Modules** | **NOTE**: The assessment models provided in this document, unless otherwise indicated, are locally developed.<br>• Teacher observation during practice activities and in class discussions |

- Project based rubric assessing skills and knowledge
- Benchmark assessment 2 (sample)

| Task Proficiency Description | 1<br>Not meeting grade level expectations | 2<br>Approaching grade level expectations | 3<br>Meets grade level expectations | E<br>Exceeds grade level expectations |
|---|---|---|---|---|
| **Student demonstrates proper library transitions** | Student has not demonstrated proper library transitions | With support demonstrates some behaviors associated with proper library transitions | Consistently demonstrates all behaviors associated with proper library transitions | Independently demonstrates all behaviors associated with proper library transitions |
| **Student is able to demonstrates ways to properly handle library books** | Student has not demonstrated any way to properly handle a library book | With support student demonstrates some of the ways to properly handle a library book | Consistently demonstrates how to properly handle a library book | Independently applies knowledge of how to properly handles a library book |
| **Student can list and demonstrate appropriate behaviors when listening to a story read aloud** | Student has not demonstrated an awareness of the variety of resources available in the school library | With support demonstrates some awareness of the variety of resources available in the school library | Consistently demonstrates an awareness of the variety of resources available in the school library | Independently demonstrates and uses the variety of resources available in the school library |
| **Student demonstrates how a book should be** | Student has not | With support demonstrates some | Consistently demonstrates awareness of | Independently demonstrates awareness of |

| | | | | | |
|---|---|---|---|---|---|
| **removed and returned to the appropriate locations** | demonstrated an awareness of the various uses of the school library | awareness of the various uses of the school library | the various uses of the school library | the various uses of the school library | |
| **Student understands how a school library works such as an understanding of the importance of returning books in a timely manner** | Student has not demonstrated an awareness of the manner in which the school library is organized | With support will demonstrate some awareness of the manner in which the school library is organized | Consistently demonstrates an awareness of the manner in which the school library is organized | Independently demonstrates and uses their awareness of the school libraries organization | |

| Possible Assessment Modifications /Accommodations/Differentiation: | | | |
|---|---|---|---|
| **Special Education Students** | **English Language Learners** | **At-Risk Learners** | **Advanced Learners** |
| <ul><li>Modify assignments as needed (e.g., vary length, limit items)</li><li>Shorten assignments</li><li>Increase the amount of item allowed to complete assignments and tests</li><li>Limit amount of work required or length of tests</li><li>Hands-on-projects</li></ul> | | | |

| Possible Instructional Modifications /Accommodations: | | | |
|---|---|---|---|
| **Special Education Students** | **English Language Learners** | **At-Risk Learners** | **Advanced Learners** |
| <ul><li>Read class materials orally</li><li>Provide small group instruction</li><li>Provide study outlines/guides</li><li>Prior notice of tests</li></ul>Test study guide | | | |

**Suggested Resources**

- School Library/Media center
- Library computers
- Common Core State Standards for English Language Arts

*Literacy*
**Suggested Literature:**
**Children Book award winners: e.g. Caldecott, Newberry, ALA book award winners.**

**Links**:
- http://www.Raz-Kids.com: Online guided reading program with interactive e-books, downloadable books and reading quizzes.
- http://www.StarFall.com Free site to teach the basics of reading. Features interactive books and phonics games.
- http://www.readingrockets.org
- en.childrenslibrary.org: International digital library with free access to high-quality digital boos form around the world
- ABC's of Using the Internet in Grades PreK-3: An alphabetical list of 40 Internet starting points to use with younger elementary students.
- ABC's and the WWW from Scholastic provides links to many online interactive alphabet games for K-2 students.
- Animal Myths and Legends, an interesting compilation of stories revolving around this theme
- Between the Lions: a wonderful companion website to the PBS television program backed with lots of research about good literacy instruction; see sitemap for this week's activities
- Billy Bear's Playground includes many, many fun activities for beginning readers and writers.
- Dositey's Language Arts Links has some unique online phonics and alphabet games, word finds and writing opportunities.
- Early Childhood Technology Literacy Project includes project ideas, training resources, student samples, literacy lesson plans, assessment ideas.
- Enchanted Learning will keep you busy through the entire year with craft ideas, tons of background information and pictures for students and well developed thematic units on many school topics
- Kiddyhouse Resource Center for Parents and Teachers has lots of activities and literature based resources designed just for young children.
- Mightybook.com features read-aloud picture books, sing-along songs, video song books, poetry, story-writing and illustrating contests

and learning games designed for children ages 2-12.
- [Spelling from Harcourt School Publishers](#) includes grade level quizzes and word finds.
- [Primary Games in Reading](#) as well as Math, Social Studies, Science and Writing

[Using Search Engines with Young Children](#) by Julie Coiro has links and searching tips for young children and their teachers.

| Trimester III |
| :---: |
| Library/Media |

| ESTABLISHED GOALS: | Desired Results | |
| :--- | :--- | :--- |
| **American Association of School Librarian Standards:**<br>AASL Standard 1<br>AASL Standard 2<br>AASL Standard 3<br>AASL Standard 4<br><br><br>**Common Core State Standards for English/Language Arts:**<br>NJ SLS RL.1.10<br>NJ SLSCC.1.W.2<br>NJ SLSCC.1.W.7 | *Students will be able to independently use their learning to develop competencies and self-motivation as a beginning reader.* | |
| | *ENDURING UNDERSTANDINGS* | *ESSENTIAL QUESTIONS* |
| | • Using the "5 Finger Rule" can help to determine whether a book is a "Just Right Book"<br>• Good listeners exhibit appropriate listening behaviors (eye contact, posture and respectful attention).<br>• Good listeners respond appropriately during the story. | • What is comprehension?<br>• What is the first step in deciding upon a book?<br>• How does understanding the parts of a book help me? |
| | *Learning Goals & Objectives* | |
| | *Student will understand…* | *Students will be able to…* |
| | • That authors and illustrators are real people who were once school children just like they are now.<br>• That there are different kinds of stories, or *genres,* to choose from.<br>• That the more they read the more skilled they will be at reading. | • Employing the "5 Finger Rule" Identifying the main parts of a book. Identifying the works of an author/illustrator.<br>• Employing the techniques of a good listener. |

| Pacing Guide | | |
| :---: | :---: | :---: |
| **Standards** | **Learning Goals** | **Learning Objectives** |

| | | *Students will know or be able to...* |
|---|---|---|
| **AASL 3**<br>Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society. | **SLO :**<br>**AASL.3.1.**1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.<br><br>**CC.1.W.7** Participate in shared research and writing projects (e.g. explore a number of "how-to" books on a given topic and use them to write a sequence of events. | **SKILLS**<br>With guidance, students will be able to select a topic to research.<br><br>With guidance, students will be able to participate in individual or shared research to locate information about a topic. |
| **ASSL 2**<br>Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. | **SLO :**<br>**AASL 2.1.6** Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.<br><br>**CC.1.W.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | **SKILLS:**<br>Students will be able to create a written or visual presentation to communicate gathered information. |
| **NJ SLS RL.1.10**<br>With prompting and support, read prose and poetry of appropriate complexity for grade | **NJ SLS RL.1.10**<br>Students will be able to explain which parts of a text they understand and which parts they don't.<br><br>Students will be able to locate parts of a text that are difficult for them.<br><br>Students will be able to think about questions they have about a text and ask for help in order to | **NJ SLS RL.1.10**<br>With prompting and support, read prose and poetry of grade-level complexity. |

| | understand parts of a text that are too difficult for me. | |
|---|---|---|

## Resources

**Resources:** World Book Online (Early Learning); selected nonfiction books; iPads;

## Instructional Methods

| **Learning Activities** (Refer to Marzano Framework (DQ 2-4; DQ5) | • Modeling, KWL, academic games,<br>• Shared Reading to develop reading skills<br>• Dramatize stories<br>• Read Aloud<br>• Model think aloud comprehension strategies |
|---|---|
| | Suggested Modifications & Accommodations: |

## 21st Century Skills

| **Interdisciplinary Connections** | **Integration of Technology** | **21st Century Themes** | **21st Century Skills** |
|---|---|---|---|
| **Interdisciplinary Connections (Applicable Standards):**<br><br>• Technology<br>• Career ready practices<br>• Financial literacy<br>• Subject specific interdisciplinary<br>• Career exploration | **Integration of Technology:**<br><br>See Suggested Resources | **21st Century Themes:**<br>• Global Awareness<br>• Health Literacy<br>• Civic Literacy<br>• Financial, Economic, Business, & Entrepreneurial Literacy<br>• Health Literacy | **21st Century Skills:**<br>• Creativity & Innovation<br>• Media Literacy<br>• *Information & Communication<br>• Technologies Literacy<br>• Communication & Collaboration |

## Assessments

| **Assessment Types** | NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, *it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.* |
|---|---|

| | |
|---|---|
| | • Depending upon individual student needs and/or the developmental level of the grade/class, alternative assessments may be given to assess student growth. These may include, but are not limited to items such as:<br>○ one to one conferencing and anecdotal notes<br>○ Whole class and small group discussions<br>○ Rubrics<br>• **Learning assignments** that measure individual student progress on a learning goal are to be used throughout a unit when appropriate to extend and assess student learning.<br>• A variety of **formative, summative, and performance-based** (or alternative) assessments are to be used throughout each unit to assess student knowledge and student growth as well as increase and student achievement.<br>**Project Based Performance Assessment**<br>..\Library rubrics\Library Rubric SBRC Grade 1.docx |
| **Assessment Modules** | **NOTE**: The assessment models provided in this document, unless otherwise indicated, are locally developed.<br>• Teacher observation during practice activities and in class discussions<br>• Project based rubric assessing skills and knowledge<br>• Benchmark assessment 3 (sample) |

| Task Proficiency Description | 1<br>Not meeting grade level expectations | 2<br>Approaching grade level expectations | 3<br>Meets grade level expectations | E<br>Exceeds grade level expectations |
|---|---|---|---|---|
| **Student attends to story read alouds** | Student has not demonstrated any behaviors or understanding associated with attending to a read aloud story | With support will demonstrates some behaviors and understanding associated with attending to a read aloud story | Consistently demonstrates all behaviors associated with attending to a read aloud story | Independently demonstrates all behaviors and understanding associated with attending to a read aloud story |
| **Student can identify and label the parts of a book** | Student has not shown the ability to to identify and label the parts of | With support student identifies and labels the parts | Consistently identifies and labels the parts of a book | Independently applies knowledge and labels given to |

| | | | | | |
|---|---|---|---|---|---|
| | | a book | of a book | | parts of a book |
| | **Student can list and describe the characteristics of different genres of writing** | Student has not shown the ability to list and describe the characteristics of different genres of writing | With support will list and describe the characteristics of different genres of writing | Consistently lists sand describes the characteristics of different genres of writing | Independently demonstrates and uses knowledge associated with different genres of writing |
| | **Student can identify and describe different types of award winning books** | Student has not shown the ability to identify and describe different types of award winning books | With support will identify and describe different types of award winning books | Consistently identifies and describes different types of award winning books | Independently uses information about the different types of award winning books |
| | **Student can choose a "just right" book for their reading level** | Student has not shown an awareness of the manner in which the school library is organized | With support will demonstrate some awareness of the manner in which the school library is organized | Consistently demonstrates an awareness of the manner in which the school library is organized | Independently demonstrates and uses their awareness of the school libraries organization |
| | **Student can identify the works of a particular author/illustrator** | Student has not shown the ability to identify the works of a particular author/illustrator | With support can identify the works of a particular author/illustrator | Consistently identifies the works of a particular author/illustrator | Independently demonstrates and uses an awareness of the works of a particular author/illustrator |
| | **Student understands the importance of self-motivated** | Student has not shown an understanding of the importance | With support shows an understanding of the importance | Consistently shows an understanding of the importance | Independently demonstrates the importance of self-motivated |

| | **reading.** | of self-motivated reading. | of self-motivated reading. | of self-motivated reading. | reading. |
| --- | --- | --- | --- | --- | --- |
| | | | | | |

| **Possible Assessment Modifications /Accommodations/Differentiation:** | | | |
| --- | --- | --- | --- |
| **Special Education Students** | **English Language Learners** | **At-Risk Learners** | **Advanced Learners** |
| • Modify assignments as needed (e.g., vary length, limit items)<br>• Shorten assignments<br>• Increase the amount of item allowed to complete assignments and tests<br>• Limit amount of work required or length of tests<br>• Hands-on-projects | | | |

| **Possible Instructional Modifications /Accommodations:** | | | |
| --- | --- | --- | --- |
| **Special Education Students** | **English Language Learners** | **At-Risk Learners** | **Advanced Learners** |
| • Read class materials orally<br>• Provide small group instruction<br>• Provide study outlines/guides | | | |

| Possible Instructional Modifications /Accommodations: | | | |
|---|---|---|---|
| • Prior notice of tests<br>Test study guide | | | |

**Suggested Resources**
- School Library/Media center
- Library computers
- Common Core State Standards for English Language Arts

*Literacy*
**Suggested Literature:**
**Children Book award winners: e.g. Caldecott, Newberry, ALA book award winners.**

**Links**:
- http://www.Raz-Kids.com: Online guided reading program with interactive e-books, downloadable books and reading quizzes.
- http://www.StarFall.com Free site to teach the basics of reading. Features interactive books and phonics games.
- http://www.readingrockets.org
- en.childrenslibrary.org: International digital library with free access to high-quality digital boos form around the world
- ABC's of Using the Internet in Grades PreK-3: An alphabetical list of 40 Internet starting points to use with younger elementary students.
- ABC's and the WWW from Scholastic provides links to many online interactive alphabet games for K-2 students.
- Animal Myths and Legends, an interesting compilation of stories revolving around this theme
- Between the Lions: a wonderful companion website to the PBS television program backed with lots of research about good literacy instruction; see sitemap for this week's activities
- Billy Bear's Playground includes many, many fun activities for beginning readers and writers.
- Dositey's Language Arts Links has some unique online phonics and alphabet games, word finds and writing opportunities.
- Early Childhood Technology Literacy Project includes project ideas, training resources, student samples, literacy lesson plans, assessment ideas.
- Enchanted Learning will keep you busy through the entire year with craft ideas, tons of background information and pictures for students and well developed thematic units on many school topics
- Kiddyhouse Resource Center for Parents and Teachers has lots of activities and literature based resources designed just for young children.
- Mightybook.com features read-aloud picture books, sing-along songs, video song books, poetry, story-writing and illustrating contests and learning games designed for children ages 2-12.
- Spelling from Harcourt School Publishers includes grade level quizzes and word finds.
- Primary Games in Reading as well as Math, Social Studies, Science and Writing

Using Search Engines with Young Children by Julie Coiro has links and searching tips for young children and their teachers.