

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Library/Media	Grade Level(s): Third Grade
BOE Adoption Date: September, 2014	Revised: September 2015

ABSTRACT

In earlier grades, students learned the basics of information literacy by identifying simple problems that need information, developing questions that connect to the topic, and identifying sources of information that may provide an answer to the questions. They know where the library is located on campus, how it is generally organized, some of the resources that are available in the library, and the rules and procedures for using and checking out materials. In grade two, students also learned about and followed online privacy and safety guidelines. They have a basic understanding of the school's acceptable-use policy for computers and Internet access.

Third-grade students can identify types of materials (fiction and nonfiction) and parts of a book (table of contents, glossary, index). They are able to draw meaning from graphic elements, such as photographs, charts, graphs, maps, and captions, both online and in print materials. As third grade students reading skills improve they apply comprehension strategies to increasingly complex reading selections. Students read a wide representation of grade level appropriate text, including classic and contemporary literature, magazines, newspapers, online information, and informational text.

Third grade students are increasingly able to recognize the need for information and to ask more detailed questions to help focus their search for information. Key words are identified and used to perform searches in the automated library catalog and in approved search engines or databases to locate relevant resources. Students determine the currency of information by identifying the publication and copyright dates in print resources.

When resources are located, students select information appropriate to the problem and determine if the information answers their questions. Students take notes and apply techniques for organizing these notes in a logical order such as using an outline or graphic organizer. Third grade students become more sophisticated users of the school library, understanding the purpose of the library catalog, the information on the spine, labels of books, and how specific resources in the library are organized (e.g., with the Dewey decimal system for nonfiction and the biography section.)

The reference resources used by student includes the thesaurus, atlas, almanac, and specialized content reference materials in both print and digital formats. Students learn the skills necessary to access the information in these materials, including the use of guide words, indexes, alphabetical order, chapter headings, author notes, and dedication.

Third grade students develop a basic understanding of intellectual property rights, including the difference between sharing and ownership. As students continue to use online resources, they also learn how to stay safe online and the effects of cyberbullying.

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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>

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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 NJNJ SLS and 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 Common Core State Standards and New Jersey Student Learning Standards 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.

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- 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/NJ_SLS/
- **State:** The New Jersey Student Learning Standards (NJNJ SLS) 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>

Third Grade Library/Media Standards	
Trimester	American Association of School Librarians (AASL) Standard Common Core State Standards; English Language Arts (NJ SLS.ELA)
Trimester 1	ASL Standard 1, ASL Standard 2, ASL Standard 3, ASL Standard 4 NJ SLS RI.3.1, NJ SLS RI.3.2, NJ SLS RI.3.4, NJ SLS RI.3.5, NJ SLS RI.3.6, NJ SLS RL.3.10
Trimester 2	ASL Standard 1, ASL Standard 3, ASL Standard 4 NJ SLS RI.3, NJ SLS RI.3.2, NJ SLS RI.3.4, NJ SLS RI.3.5, NJ SLS RI.3.6, NJ SLS SL.3.1.c, NJ SLS RI.3.7, NJ SLS RL.3.3, NJ SLS 3.4.d, NJ SLS RI.3.1, NJ SLS RI.3.5
Trimester 3	ASL Standard 1, ASL Standard 2, ASL Standard 3 NJ SLS RI.3.5, NJ SLS RI.3.6, NJ SLS W.3.6, NJ SLS W.3.7

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
- Understand organization of library materials and location
- Knowledge of various types of materials in the school library
- Practice responsible library procedures

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

- Identify the role of the author, illustrator, and publisher
- Expose, recognize, and identify the various literary genres
- Respond to literature experiences (reading, listening, and viewing in a variety of ways and formats.

AASL 3: Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.

III. Ethics

- Understand ownership of ideas.
- Demonstrates appropriate use of research materials

AASL 4: Learners use skills, resources, and tools to pursue personal and aesthetic growth.

IV. Research

- Utilize the online card catalog to locate sources of information located within the library.
- Locate sources of information using the internet
- Validate sources of information using provided criteria
- Organize information

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- Credit sources of information

New Jersey Student Learning Standards for Language Arts

NJ SLS RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

NJ SLS RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

NJ SLS RI.3.4: Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

NJ SLS RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic

NJ SLS RI.3.6: Distinguish their own point of view from that of the author of a text.

NJ SLS RL.3.10: 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.

Trimester II

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
- Understand organization of library materials and location
- Knowledge of various types of materials in the school library
- Practice responsible library procedures

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

- Identify the role of the author, illustrator, and publisher
- Expose, recognize, and identify the various literary genres
- Respond to literature experiences (reading, listening, and viewing in a variety of ways and formats).

AASL 3: Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.

III. Ethics

- Understand ownership of ideas.
- Demonstrates appropriate use of research materials

AASL 4: Learners use skills, resources, and tools to pursue personal and aesthetic growth.

IV. Research

- Utilize the online card catalog to locate sources of information located within the library.
- Locate sources of information using the internet
- Validate sources of information using provided criteria

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- Organize information
 - Credit sources of information

New Jersey Student Learning Standards for Language Arts

NJ SLS RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

NJ SLS RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

NJ SLS RI.3.4: Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

NJ SLS RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

NJ SLS RI.3.6: Distinguish their own point of view from that of the author of a text.

NJ SLS SL.3.1.c: Ask questions to check understand of information presented, stay on topic, and link their comments to the remarks of others.

NJ SLS RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

NJ SLS.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

NJ SLS RL.3.4.d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

NJ SLS RI.3.1: Ask and answer question to demonstrate understanding of a text, referring explicitly to the text for the answers.

NJ SLS .RI.3.5: Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

NJ SLS .RL.3.4.d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Trimester III

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
- Understand organization of library materials and location
- Knowledge of various types of materials in the school library
- Practice responsible library procedures

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

- Identify the role of the author, illustrator, and publisher
- Expose, recognize, and identify the various literary genres
- Respond to literature experiences (reading, listening, and viewing in a variety of ways and formats).

AASL 3: Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.

III. Ethics

- Understand ownership of ideas.
- Demonstrates appropriate use of research materials

AASL 4: Learners use skills, resources, and tools to pursue personal and aesthetic growth.

IV. Research

- Utilize the online card catalog to locate sources of information located within the library.
- Locate sources of information using the internet
- Validate sources of information using provided criteria

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- Organize information
 - Credit sources of information

New Jersey Student Learning Standards for Language Arts

NJ SLS RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

NJ SLS RI.3.6: Distinguish their own point of view from that of the author of a text.

NJ SLS W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

NJ SLS W.3.7: Conduct short research projects that build knowledge about a topic.

**Trimester I
Library/Media**

<p>ESTABLISHED GOALS: American Association of School Librarian Standards: AASL Standard 1 AASL Standard 2 AASL Standard 3 AASL Standard 4</p> <p>New Jersey Student Learning Standards for Language Arts</p> <p>NJ SLS RI.3.1 NJ SLS RI.3.2 NJ SLS RI.3.4 NJ SLS RI.3.5 NJ SLS RI.3.6 NJ SLS RL.3.10</p>	Desired Results	
	<p><i>Students will be able to independently use their learning to...</i> Navigate the library facility to accomplish their research and personal needs</p>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • There are a variety of resources available in the library (books, magazines, audio books, etc.) • The library is organized into sections and the main sections are: Fiction, non-fiction, and reference. Each section has its own organization system. • Non-fiction books are arranged numerically according to the Dewey Decimal System. • Fiction books are arranged in alphabetical order by the author's last name 	<ul style="list-style-type: none"> • How are materials organized in the library? • How can I locate materials in the library? • What is the procedure for book circulation? What types of resources are available in the library?
	Learning Goals & Objectives	
	Student will understand...	Students will be able to...
	<ul style="list-style-type: none"> • There is a procedure that must be followed for searching for, checking out and returning a book. • The use of the online library management system (i.e., Destiny). 	<ul style="list-style-type: none"> • Locate materials to checkout of the library • Return library materials in a timely fashion

	<ul style="list-style-type: none"> • A call number is the address for a library book. It tells in which section the book can be found. • The call number is shown in the online card catalog (Destiny) and will tell them exactly where they can find the book. 	<ul style="list-style-type: none"> • Demonstrate proper care and handling of library materials
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Pacing Guide		
Standards	Learning Goals	Learning Objectives <i>Students will know or be able to...</i>
<p>AASL 1 Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.</p>	<p>SLO: AASL.1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p>	<p>SKILLS: With guidance and support, students will be able to use the OPAC to locate materials by title, author, subject, and keyword searches.</p>
<p>AASL 2 Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</p>	<p>SLO: AASL.2.1.2 Organize knowledge so that it is useful.</p>	<p>SKILLS: Students will be able to locate and describe the various sections of the media center (Reference; Nonfiction; Fiction; Easy/Everybody; Biography; Magazines).</p>
<p>AASL 3 Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.</p>	<p>SLO: AASL.3.1.2 Participate and collaborate as learners. members of a social and intellectual network of learners.</p>	<p>SKILLS: Students will be able to demonstrate knowledge of the rules and procedures of the library.</p>

	<p>AASL. 3.1.6 Use information and technology ethically and responsibly.</p> <p>AASL.3.3.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p>	<p>Students will be able to explain and follow the school’s rules for use of technology.</p> <p>Students will be able to follow proper etiquette when using technology (e.g., cyber safety).</p> <p>Students will be able to explain the importance of using technology safely, legally and responsibly. Students will be able to participate in group discussions and listen respectfully to others.</p>
<p>AASL 4 Learners use skills, resources, and tools to pursue personal and aesthetic growth.</p>	<p>SLO: AASL.4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>NJ SLS.RL.3.10 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.</p> <p>AASL.4.3.2 Recognize that resources are created for a variety of purposes.</p>	<p>SKILLS: Students will independently select grade-level-appropriate literary fiction in a variety of genres.</p> <hr/> <p>Students will be able to recognize that fiction books are arranged alphabetically by the author’s last name and nonfiction books are arranged by number according to</p>

<p>NJ SLS RI.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>NJ SLS RI.3.1</p> <p>Students will be able to ask questions about what the text says and search the text to find the answers. Students will be able to answer questions about the text to show they understand the text.</p>	<p>the Dewey Decimal System.</p> <p>NJ SLS RI.3.1</p> <p>Ask and answer questions about fiction and non-fiction that can be supported with evidence both written and orally, offering elaboration and detail.</p>
<p>NJ SLS RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>NJ SLS RI.3.2</p> <p>Students will be able to describe the main idea of a text and locate details in the text that support the main idea.</p> <p>Students will be able to summarize what the text says.</p>	<p>NJ SLS RI.3.2</p> <p>Identify the main idea of a text and recount key details.</p> <p>Provide an explanation of how key details support the main idea.</p>
<p>NJ SLS RI.3.4</p> <p>Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<p>NJ SLS RI.3.4</p> <p>Students will be able to determine the meanings of words and phrases as they are used in a text.</p>	<p>NJ SLS RI.3.4</p> <p>Determine the meaning of domain-specific words and phrases in a text relevant to a <i>grade 3</i> topic or subject area</p>
<p>NJ SLS RI.3.5</p> <p>Use text features and search tools (e.g., key words,</p>	<p>ELA-Literacy.RI.3.5</p>	

<p>sidebars, hyperlinks) to locate information relevant to a given topic</p> <p>NJ SLS RI.3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>Students will be able to ask questions about what the text says and search the text to find the answer.</p> <p>NJ SLS RI.3.6 Students will be able to describe a narrator or character’s point of view in a text.</p> <p>Students will be able to compare and contrast a narrator or character’s feelings about a topic and their own feelings.</p>	<p>NJ SLS.ELA -Literacy.RI.3.5</p> <p>Ask and answer questions using non-fiction text that can be supported with evidence both written and orally, offering elaboration and detail</p> <p>NJ SLS RI.3.6 Distinguish their own point of view from that of the narrator</p>
Resources		
SMART Board; OPAC (Destiny); Shelf markers; Videos; Variety of related books; Teacher created materials		
Instructional Methods		
<p>Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5))</p>	<ul style="list-style-type: none"> • Modeling, KWL, academic games, • Shared Reading to develop reading skills • Dramatize stories • Read Aloud • Model think aloud comprehension strategies 	
	<p>Suggested Modifications & Accommodations:</p>	

21st Century Skills

Interdisciplinary Connections	Integration of Technology	21st Century Themes	21st Century Skills
<p>Interdisciplinary Connections (Applicable Standards):</p> <ul style="list-style-type: none"> • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration 	<p>Integration of Technology:</p> <p>See Suggested Resources</p>	<p>21st Century Themes:</p> <ul style="list-style-type: none"> • Global Awareness • Health Literacy • Civic Literacy • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy 	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity & Innovation • Media Literacy • *Information & Communication • Technologies Literacy • Communication & Collaboration

Assessments

<p>Assessment Types</p>	<p>NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, <i>it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.</i></p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ one to one conferencing and anecdotal notes ○ Whole class and small group discussions ○ 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.
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	<ul style="list-style-type: none">• Project Based Performance Assessment ..\Library rubrics\Library Rubric SBRC Grade 3.docx
Assessment Modules	<p>NOTE: The assessment models provided in this document, unless otherwise indicated, are locally developed.</p> <ul style="list-style-type: none">• Teacher observation during practice activities and in class discussions• Project based rubric assessing skills and knowledge

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.

- *Goldi Socks and the Three Libearians* by Jacki Mimi Hopkins
- *Aunt Chip and the Great Triple Creek Damn Affair* by Patricia Pollaco
- *Bully* by Patricia Pollaco
- *Manners with a Library Book* by Amanda Tourville

Links:

- <http://www.readingrockets.org>
- en.childrenslibrary.org: International digital library with free access to high-quality digital books from 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
- [Dositely'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.
- [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.

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- Bookadventure.com is a free motivational reading program.
 - Readwritethink.org/parent-afterschool-resources/grade/3-4/ includes a variety of resources and activities for students.
 - Thereadingroom.com allow students to browse, discover, and share the experience of reading great books.
 - Scholastic.com/teachers/student-activities includes engaging web activities for students of all ages.
 - Noodletools.com is a comprehensive platform for the research process.

Trimester II Library/Media		
<p>ESTABLISHED GOALS:</p> <p>American Association of School Librarian Standards:</p> <p>AASL Standard 1 AASL Standard 2 AASL Standard 3 AASL Standard 4</p> <p>New Jersey Student Learning Standards for Language Arts</p> <p>NJ SLS RI.3. NJ SLS RI.3.2 NJ SLS RI.3.4 NJ SLS RI.3.5 NJ SLS RI.3.6 NJ SLS SL.3.1.c NJ SLS RI.3.7 NJ SLS RL.3. NJ SLS RL.3.4.d</p>	Desired Results	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Use information from a book or other resources to accomplish a goal</p>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • There are a variety of resources available in the library (books, magazines, audio books, etc.) • The library is organized into sections and the main sections are: Fiction, nonfiction, and reference. Each section has its own organization system. • Nonfiction books are arranged numerically according to the Dewey Decimal System. • Fiction books are arranged in alphabetical order by the author’s last name 	<ul style="list-style-type: none"> • How are materials organized in the library? • How can I locate materials in the library? • What is the procedure for book circulation? What types of resources are available in the library?
	Learning Goals & Objectives	
	Student will understand...	Students will be able to...
<ul style="list-style-type: none"> • There is a procedure that must be followed for searching for, checking out and returning a book. • The use of the online library management system (i.e., Destiny). 	<ul style="list-style-type: none"> • Locate materials to checkout of the library • Return library materials in a timely fashion • Demonstrate proper care and handling of library materials. 	

NJ SLS RI.3.1 NJ SLS RI.3.5 NJ SLS RL.3.4.d	<ul style="list-style-type: none">• A call number is the address for a library book. It tells in which section the book can be found.• The call number is shown in the online card catalog (Destiny) and will tell them exactly where they can find the book.	
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Pacing Guide		
Standards	Learning Goals	Learning Objectives <i>Students will know or be able to...</i>
AASL 1 Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.	SLO: AASL.1.1.3 Develop and refine a range of questions to frame search for new understanding. NJ SLS.SL.3.1.c Ask questions to check understand of information presented, stay on topic, and link their comments to the remarks of others.	SKILLS: Students will be able to participate in group discussions, asking topic related questions to check understanding,
	AALS.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. NJ SLS.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Students will be able to utilize text and illustrations to answer who, what, when where, and why questions.
	AALS.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. NJ SLS.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and	Students will be able to describe major characters in a story and tell how their actions impacted the story.

<p>AASL 3 & 4</p> <p>3 Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members of our democratic society.</p> <p>4 Learners use skills, resources, and tools to pursue personal and aesthetic growth.</p>	<p>explain how their actions contribute to the sequence of events.</p> <p>AASL :</p> <p>AASL 3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>AASL.3.1.4 Use word processing and drawing tools to organize and communicate ideas.</p> <p>AASL.4.1.3 Respond to the literature and creative expressions of ideas in various formats and genres.</p>	<p>SKILLS</p> <p>Students will be able to create and participate in response to a variety of literature and media through dramatizations and presentations.</p>
<p>AASL 1</p> <p>Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.</p>	<p>SLO :</p> <p>AASL 1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>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.</p> <p>NJ SLS.RL.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <hr/> <p>AASL 1.1.4 Find, evaluate and select</p>	<p>SKILLS</p> <p>Students will develop a basic understanding of available print reference materials, non-print sources, and online reference materials as valuable guides for information.</p> <p>Students will be able to explain the purpose of different reference sources (dictionary, thesaurus, encyclopedia, electronic resources) and with guidance, use those sources.</p> <hr/> <p>Students will be able to recall characteristics of</p>

	appropriate sources to answer questions.	nonfiction books.
	NJ SLS.RI.3.1 Ask and answer question to demonstrate understanding of a text, referring explicitly to the text for the answers.	Students will continue to develop an understanding that nonfiction books can be used as resources for research and class assignments.
	NJ SLS.RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Students will be able to use text features (key words) and search tools to locate and interpret information in print and digital sources.
	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. NJ SLS.RL.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Students will be able to independently, locate and select literary non-fiction and informational texts on grade level. Students will understand the importance of using tools in books such as table of contents, glossary, index, and appendix to locate information in the text.
	AASL 1.3.3 Follow ethical and legal guidelines in gathering and using information.	Students will become aware of the need to cite bibliographic information.
AASL 3 Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members of our democratic society.	SLO: AASL 3.1.6 Use information and technology ethically and responsibly.	SKILLS: Students will be able to demonstrate an awareness of the need to restate information in their own words.

<p>NJ SLS RI.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>NJ SLS RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>NJ SLS RI.3.4</p> <p>Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<p>NJ SLS RI.3.1</p> <p>Students will be able to ask questions about what the text says and search the text to find the answers. Students will be able to answer questions about the text to show they understand the text.</p> <p>NJ SLS RI.3.2</p> <p>Students will be able to describe the main idea of a text and locate details in the text that support the main idea.</p> <p>Students will be able to summarize what the text says.</p> <p>NJ SLS RI.3.4</p> <p>Students will be able to determine the meanings of words and phrases as they are used in a text.</p>	<p>NJ SLS RI.3.1</p> <p>Students will be able to ask and answer questions about fiction and non-fiction that can be supported with evidence both written and orally, offering elaboration and detail.</p> <p>NJ SLS RI.3.2</p> <p>Students will be able to identify the main idea of a text and recount key details.</p> <p>Students will be able to provide an explanation of how key details support the main idea.</p> <p>NJ SLS RI.3.4</p> <p>Students will be able to determine the meaning of domain-specific words and phrases in a text relevant to a <i>grade 3</i> topic or subject area</p>
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<p>NJ SLS RI.3.5</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently</p> <p>NJ SLS RI.3.6</p> <p>Distinguish their own point of view from that of the author of a text.</p>	<p>NJ SLS RI.3.5</p> <p>Students will be able to ask questions about what the text says and search the text to find the answer.</p> <p>NJ SLS RI.3.6</p> <p>Students will be able to describe a narrator or character’s point of view in a text.</p> <p>Students will be able to compare and contrast a narrator or character’s feelings about a topic and their own feelings.</p>	<p>NJ SLS.ELA -Literacy.RI.3.5</p> <p>Students will be able to ask and answer questions using non-fiction text that can be supported with evidence both written and orally, offering elaboration and detail</p> <p>NJ SLS RI.3.6</p> <p>Students will be able to distinguish reader’s point of view from that of a narrator</p>
Resources		
<p>Resources: SMART Board; OPAC (Destiny); BrainPop Jr., Teacher created materials; Related books (print & digital); Zoobooks</p>		

Instructional Methods			
Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5))		<ul style="list-style-type: none"> • Modeling, KWL, academic games, • Shared Reading to develop reading skills • Dramatize stories • Read Aloud • Model think aloud comprehension strategies 	
21 st Century Skills			
Interdisciplinary Connections	Integration of Technology	21 st Century Themes	21 st Century Skills
Interdisciplinary Connections (Applicable Standards): <ul style="list-style-type: none"> • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration 	Integration of Technology: See Suggested Resources	21st Century Themes: <ul style="list-style-type: none"> • Global Awareness • Health Literacy • Civic Literacy • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy 	21st Century Skills: <ul style="list-style-type: none"> • Creativity & Innovation • Media Literacy • *Information & Communication • Technologies Literacy • Communication & Collaboration
Assessments			
Assessment Types		NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, <i>it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.</i> <ul style="list-style-type: none"> • Depending upon individual student needs and/or the developmental level of the 	

	<p>grade/class, alternative assessments may be given to assess student growth. These may include, but are not limited to items such as:</p> <ul style="list-style-type: none"> ○ one to one conferencing and anecdotal notes ○ Whole class and small group discussions ○ Rubrics <ul style="list-style-type: none"> ● 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 3.docx 															
<p>Assessment Modules</p>	<p>NOTE: The assessment models provided in this document, unless otherwise indicated, are locally developed.</p> <ul style="list-style-type: none"> ● Teacher observation during practice activities and in class discussions ● Project based rubric assessing skills and knowledge ● Benchmark Assessment (Sample) <table border="1" data-bbox="787 883 1906 1421"> <thead> <tr> <th data-bbox="793 888 1005 1024">Task Proficiency Description</th> <th data-bbox="1012 888 1224 1024">1 Not meeting grade level expectations</th> <th data-bbox="1230 888 1442 1024">2 Approaching grade level expectations</th> <th data-bbox="1449 888 1661 1024">3 Meets grade level expectations</th> <th data-bbox="1667 888 1900 1024">E Exceeds grade level expectations</th> </tr> </thead> <tbody> <tr> <td data-bbox="793 1029 1005 1349">Student demonstrates awareness of the school library rules and procedures</td> <td data-bbox="1012 1029 1224 1349">Student has not demonstrated awareness of the school library rules and procedures</td> <td data-bbox="1230 1029 1442 1349">With support demonstrates awareness of the school library rules and procedures</td> <td data-bbox="1449 1029 1661 1349">Consistently demonstrates behaviors associated with awareness of the school library rules and procedures</td> <td data-bbox="1667 1029 1900 1349">Independently demonstrates behaviors and understanding associated with awareness of the school library rules and procedures</td> </tr> <tr> <td data-bbox="793 1354 1005 1416">Student understands</td> <td data-bbox="1012 1354 1224 1416">Student has not demonstrated</td> <td data-bbox="1230 1354 1442 1416">With support student</td> <td data-bbox="1449 1354 1661 1416">Consistently demonstrates</td> <td data-bbox="1667 1354 1900 1416">Independently applies an</td> </tr> </tbody> </table>	Task Proficiency Description	1 Not meeting grade level expectations	2 Approaching grade level expectations	3 Meets grade level expectations	E Exceeds grade level expectations	Student demonstrates awareness of the school library rules and procedures	Student has not demonstrated awareness of the school library rules and procedures	With support demonstrates awareness of the school library rules and procedures	Consistently demonstrates behaviors associated with awareness of the school library rules and procedures	Independently demonstrates behaviors and understanding associated with awareness of the school library rules and procedures	Student understands	Student has not demonstrated	With support student	Consistently demonstrates	Independently applies an
Task Proficiency Description	1 Not meeting grade level expectations	2 Approaching grade level expectations	3 Meets grade level expectations	E Exceeds grade level expectations												
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	ownership of ideas	an understanding of ownership of ideas	demonstrates an understanding of ownership of ideas	an understanding of ownership of ideas	understanding of ownership of ideas
	Student can identify the role of the author, illustrator, and publisher	Student has not shown the ability to identify the role of the author, illustrator, and publisher	With support can identify the role of the author, illustrator, and publisher	Consistently identifies the role of the author, illustrator, and publisher	Independently identifies and uses understanding of the role of the author, illustrator, and publisher
	Student can successfully respond to literature experiences in a variety of ways or formats	Student has not shown the ability to successfully respond to literature experiences in a variety of ways or formats	With support can successfully respond to literature experiences in a variety of ways or formats	Consistently successfully responds to literature experiences in a variety of ways or formats	Independently successfully responds to literature experiences in a variety of ways or formats
	Student can utilize the online card catalog to locate sources of information located within the library	Student has not demonstrated the ability utilize the online card catalog to locate sources of information located within	With support can utilize the online card catalog to locate sources of information located within the library	Consistently utilizes the online card catalog to locate sources of information located within the library	Independently utilizes the online card catalog to locate sources of information located within the library

		the library			
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Possible Assessment Modifications /Accommodations/Differentiation:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests 	<ul style="list-style-type: none"> • Provide word banks • Test key concepts or main ideas • Avoid test questions asking for discrete information • Make a simplified language version of the test 	<ul style="list-style-type: none"> • Have a designated reader • Hear instructions orally • Record a lesson, instead of taking notes 	<ul style="list-style-type: none"> • Provide independent project • Multilevel Learning Stations • Vertical enrichment

Possible Instructional Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Read class materials orally • Provide small group instruction 	<ul style="list-style-type: none"> • Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no) 	<ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him • Dictate answers to a scribe 	<ul style="list-style-type: none"> • Allow student to take charge of their learning • Honor interests and allow for exploration

Possible Instructional Modifications /Accommodations:			
<ul style="list-style-type: none">• Provide study outlines/guides• Prior notice of tests• Test study guide	<ul style="list-style-type: none">• KWL Charts using pictures or native language		

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.

- *Goldi Socks and the Three Libearians* by Jacki Mimi Hopkins
- *Aunt Chip and the Great Triple Creek Damn Affair* by Patricia Pollaco
- *Bully* by Patricia Pollaco
- *Manners with a Library Book* by Amanda Tourville

Links:

- <http://www.readingrockets.org>
- en.childrenslibrary.org: International digital library with free access to high-quality digital books from 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
- [Dositely'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.
- [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.

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- Bookadventure.com is a free motivational reading program.
 - Readwritethink.org/parent-afterschool-resources/grade/3-4/ includes a variety of resources and activities for students.
 - Thereadingroom.com allow students to browse, discover, and share the experience of reading great books.
 - Scholastic.com/teachers/student-activities includes engaging web activities for students of all ages.
 - Noodletools.com is a comprehensive platform for the research process.

**Trimester III
Library/Media**

ESTABLISHED GOALS:	Desired Results	
<p>American Association of School Librarian Standards: AASL Standard 1 AASL Standard 2 AASL Standard 3 AASL Standard 4</p> <p>New Jersey Student Learning Standards for Language Arts</p> <p>NJ SLS RI.3.5 NJ SLS RI.3.6 NJ SLS W.3.6 NJ SLS W.3.7</p>		
	<i>ENDURING UNDERSTANDINGS</i>	<i>ESSENTIAL QUESTIONS</i>
	<ul style="list-style-type: none"> • There are a variety of resources available in the library (books, magazines, audio books, etc.) • The library is organized into sections and the main sections are: Fiction, non fiction, and reference. Each section has its own organization system. • Non fiction books are arranged numerically according to the Dewey Decimal System. • Fiction books are arranged in alphabetical order by the author's last name 	<ul style="list-style-type: none"> • How are materials organized in the library • How can I locate materials in the library? • What is the procedure for book circulation? What types of resources are available in the library?
	<i>Learning Goals & Objectives</i>	
<p><i>Student will understand...</i></p> <ul style="list-style-type: none"> • There is a procedure that must be followed for searching for, checking out and returning a book. • The use of the online library management system (i.e., Destiny). 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Locate materials to checkout of the library • Return library materials in a timely fashion 	

	<ul style="list-style-type: none"> • A call number is the address for a library book. It tells in which section the book can be found. • The call number is shown in the online card catalog (Destiny) and will tell them exactly where they can find the book. 	<ul style="list-style-type: none"> • Demonstrate proper care and handling of library materials
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Pacing Guide		
Standards	Learning Goals	Learning Objectives <i>Students will know or be able to...</i>
<p>AASL 1 1 Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.</p>	<p>SLO 1: AASL.1.1.3 Develop and refine a range of questions to frame the search for new understanding. NJ SLS.W.3.7 Conduct short research projects that build knowledge about a topic. AASL. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. AASL.1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance and social and cultural context.</p> <hr/> <p>AASL.1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p>	<p>SKILLS With guidance and support, students will be able to conduct short research projects.</p> <p>With guidance, students will be able to select a topic, question, or problem for research.</p> <p>With guidance, students will be able to develop questions about a topic, question, or problem.</p> <p>Students will be able to gather evidence from text to answer questions about a topic using grade-level-appropriate note-taking skills.</p> <hr/> <p>With guidance and support, students will be able to use technology and keyboarding skills to produce and publish writing.</p>

	<p>NJ SLS.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	
<p>AASL 2 & 3</p> <p>2 Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</p> <p>3 Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members of our democratic society.</p>	<p>SLO :</p> <p>AASL 2.1.2: Organize knowledge so that it is useful.</p> <hr/> <p>AASL 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>AASL 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings</p> <p>AASL 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>AASL 3.13 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>SKILLS:</p> <p>Students will be able to organize information on a topic.</p> <hr/> <p>Students will be able to work individually and/or in groups to share, organize and present researched information.</p> <p>Students, individually or within a group, will be able to create a written or visual presentation to communicate gathered information.</p>
<p>NJ SLS RI.3.5</p>	<p>NJ SLS RI.3.5</p> <p>Students will be able to ask questions about what the text says and search the text to find the answer.</p>	<p>NJ SLS RI.3.5</p> <p>Ask and answer questions using non-fiction text that can be supported with evidence both</p>

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		written and orally, offering elaboration and detail	
NJ SLS RI.3.6	NJ SLS RI.3.6 Students will be able to describe a narrator or character's point of view in a text.	NJ SLS RI.3.6 Distinguish reader's point of view from that of a narrator	
Distinguish their own point of view from that of the author of a text.	Students will be able to compare and contrast a narrator or character's feelings about a topic and their own feelings.		
Resources			
Resources: World Book Online (Early Learning); selected nonfiction books; iPads;			
Instructional Methods			
Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5))	<ul style="list-style-type: none"> • Modeling, KWL, academic games, • Shared Reading to develop reading skills • Dramatize stories • Read Aloud • Model think aloud comprehension strategies 		
21st Century Skills			
Interdisciplinary Connections	Integration of Technology	21st Century Themes	21st Century Skills
Interdisciplinary Connections (Applicable Standards): <ul style="list-style-type: none"> • Technology 	Integration of Technology: See Suggested Resources	21st Century Themes: <ul style="list-style-type: none"> • Global Awareness • Health Literacy • Civic Literacy 	21st Century Skills: <ul style="list-style-type: none"> • Creativity & Innovation • Media Literacy • *Information &

<ul style="list-style-type: none"> • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration 		<ul style="list-style-type: none"> • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy 	<p>Communication</p> <ul style="list-style-type: none"> • Technologies Literacy • Communication & Collaboration
Assessments			
Assessment Types	<p>NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, <i>it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.</i></p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ one to one conferencing and anecdotal notes ○ Whole class and small group discussions ○ 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. <p>Project Based Performance Assessment ..\Library rubrics\Library Rubric SBRC Grade 3.docx</p>		
Assessment Modules	<p>NOTE: The assessment models provided in this document, unless otherwise indicated, are locally developed.</p> <ul style="list-style-type: none"> • Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge • Performance task (Sample below) with a rubric to assess achievement of student learning goals 		

	<ul style="list-style-type: none"> ○ Students will research a topic of their choice given certain criteria. The research will be completed using the research process including: <ul style="list-style-type: none"> ➤ Choosing a topic ➤ Creating key words ➤ Search terms ➤ Taking Notes ➤ websites to include: <ul style="list-style-type: none"> ○ http://www.kyvl.org/kids/homebase.html ○ http://www.sweetsearch.com/ ○ http://www.elementarylibraryroutines.wikispaces.com/Researches+Processes ○ http://www.easybib.com/
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Possible Assessment Modifications /Accommodations/Differentiation:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests 	<ul style="list-style-type: none"> • Provide word banks • Test key concepts or main ideas • Avoid test questions asking for discrete information • Make a simplified language version of the test 	<ul style="list-style-type: none"> • Have a designated reader • Hear instructions orally • Record a lesson, instead of taking notes 	<ul style="list-style-type: none"> • Provide independent project • Multilevel Learning Stations • Vertical enrichment

Possible Assessment Modifications /Accommodations/Differentiation:			

Possible Instructional Modifications /Accommodations:			
<p>Special Education Students</p> <ul style="list-style-type: none"> • Read class materials orally • Provide small group instruction • Provide study outlines/guides • Prior notice of tests • Test study guide 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no) • KWL Charts using pictures or native language 	<p>At-Risk Learners</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him • Dictate answers to a scribe 	<p>Advanced Learners</p> <ul style="list-style-type: none"> • Allow student to take charge of their learning • Honor interests and allow for exploration

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.

- *Goldi Socks and the Three Libearians* by Jacki Mimi Hopkins
- *Aunt Chip and the Great Triple Creek Damn Affair* by Patricia Pollaco
- *Bully* by Patricia Pollaco
- *Manners with a Library Book* by Amanda Tourville

Links:

- <http://www.readingrockets.org>
- en.childrenslibrary.org: International digital library with free access to high-quality digital books from 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
- [Dositoy'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.
- [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.

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- Bookadventure.com is a free motivational reading program.
 - Readwritethink.org/parent-afterschool-resources/grade/3-4/ includes a variety of resources and activities for students.
 - Thereadingroom.com allow students to browse, discover, and share the experience of reading great books.
 - Scholastic.com/teachers/student-activities includes engaging web activities for students of all ages.

Noodletools.com is a comprehensive platform for the research process.