

Unit 2 - Literature Appreciation

Content Area: **Library/Media**
Course(s): **Library/Media Gr. 4**
Time Period: **September**
Length: **180 days & Grade 4**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

LIBRARY/MEDIA, 4TH GRADE LITERATURE APPRECIATION

Belleville Board of Education

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Unit Overview

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library is a place where students can acquire knowledge and gain insight into areas that are of interest to the learner. In 4th grade Unit 2, Literature and Informational Texts the learner will be exposed to both fiction and nonfiction pieces of literature and compare and contrast the difference between the two types of books. Students will gain an appreciation of some of our country's heroes; listening to several biographies throughout the year. The ultimate goal is to help to develop a feeling of familiarity and enjoyment with the library and an appreciation for literature.

Enduring Understanding

Enduring understandings:

- Everyone can develop a love of reading.
- Reading is a process by which we construct meaning about the information being communicated by an author within a print or non-print medium.
- Reading for pleasure or information has life-long applications.
- Literature can be real (nonfiction) or make believe (fiction), and readers learn from both.
- Learning to love reading provides readers with pleasure throughout their lives.
- People who love to read often share ideas from and about what they read with others.
- People who love to read many different kinds of books learn more about the world than those who are not life-long readers.
- Libraries contain many different kinds of literature at all reading levels.
- Understand the elements of literature.
- What makes a good story?
- Good writers and illustrators develop and refine their ideas for thinking, learning, communication, and aesthetic expression.
- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- Selection process when choosing books to acquire information for both personal and academic purposes.

Essential Questions

Essential Questions are:

- **Why do people love reading?**
- **How can stories help me understand the world around me?**
- **How do people develop a love of particular books and types of literature?**
- **How can we share our love of literature with others?**
- **How can the library impact my personal reading growth?**
- **In what ways does a discussion increase our knowledge and understanding of an idea?**
- **How does a speaker communicate so others will listen and understand the message?**
- **What makes a good story?**
- **How do readers construct meaning from the text?**
- **In which ways does understanding the structure of a text help us to better understand its meaning?**
- **How does fluency affect comprehension?**
- **How do good writers express themselves?**
- **How does a writer develop a well-written product?**
- **How does a writer choose a particular form of writing?**
- **How can I understand and appreciate all types of literature?**

Exit Skills

By the end of 4th Grade, Library Media Unit 2 - Literature Appreciation, the students should be able to:

- Listen to stories with attentive and purposeful listening and viewing skills.
- Identify the title, author, illustrator, publisher, and copyright date.
- Select materials based on personal interests and reading level ("just right" books).
- Identify and classify fiction and nonfiction books using characteristics of each.
- Analyze the characters, setting, and plot of stories to determine genres.
- Identify the characteristics of folk tales and tall tales.
- Recognize books of favorite authors and illustrators.
- Recognize and identify books that received the prestigious American Library Association Newbery Medal Award.
- Identify title/copyright page and table of contents and their uses.
- Select and use a biography for research projects.
- Select and use informational texts for research (classroom) projects.

New Jersey Student Learning Standards (NJSLS-S)

New Jersey Student Learning Standards applicable to Unit 2-Literature Appreciation include:

LA.RI.4.1

Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
MA.4.OA.A.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
WL.7.1.NM.A.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.B.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.1.4.D.CS4	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
VPA.1.1.5.C.1	Evaluate the characteristics of a well-made play in a variety of scripts and performances.
VPA.1.1.5.C.CS1	The well-made play uses a specific, identifiable narrative structure (e.g., inciting incident, climax, dénouement, etc.).
VPA.1.1.5.C.CS3	Time, place, mood, and theme are enhanced through use of the technical theatrical elements.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.1.6	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
AAAA.K-12.2.1.2	Organize knowledge so that it is useful.
AAAA.K-12.2.3.1	Connect understanding to the real world.
AAAA.K-12.3.1.5	Connect learning to community issues.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an

	interest in various literary genres.
AAAA.K-12.4.3.1	Participate in the social exchange of ideas, both electronically and in person.
AAAA.K-12.4.3.3	Seek opportunities for pursuing personal and aesthetic growth.
AAAA.K-12.4.4.1	Identify own areas of interest.
AAAA.K-12.4.4.2	Recognize the limits of own personal knowledge.
AAAA.K-12.4.4.3	Recognize how to focus efforts in personal learning.
AAAA.K-12.4.4.4	Interpret new information based on cultural and social context.
AAAA.K-12.4.4.5	Develop personal criteria for gauging how effectively own ideas are expressed.
AAAA.K-12.4.4.6	Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
TECH.8.1.5.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
4-PS4-3.6.1	Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.

Interdisciplinary Connections

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts

Learning Objectives

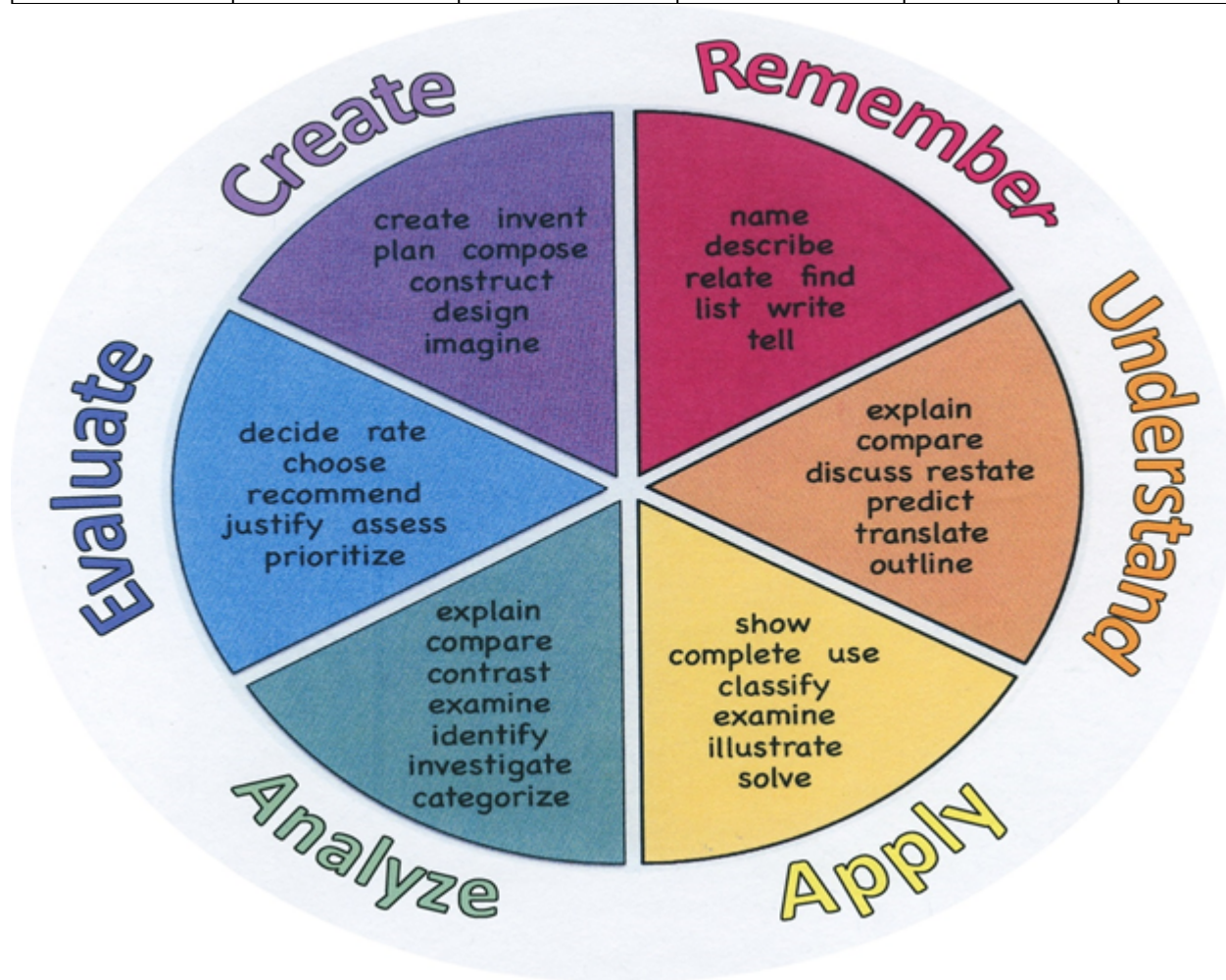
Effective Learning Objectives Used in Lesson Planning:

- **Develop** a feeling of familiarity and enjoyment with the library and literature.
- **Identify** the characteristics of fiction and nonfiction.
- **Identify** and utilize parts of a book.
- **Compare** the effects of an audio visual story with a written story.
- **Select** appropriate books based on age, reading level, and personal interest.
- **Generate** author and illustrator studies.
- **Differentiate** stories in various genres.
- **Distinguish** and **conclude** Newbery Medal books and what makes them special.
- **Appraise** informational texts and how they create new understandings.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			

	Extrapolate Generalize Predict	Subtract			
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Suggested Activities & Best Practices

Guidelines for Suggested Activities:

- Listen to stories with attentive and purposeful listening and viewing skills.
- Be able to identify the title, author, illustrator, publisher, and copyright date of books.
- Demonstrate how to choose materials based on personal interests and reading level ("just right books").
- Using various techniques to help students identify and classify the various characteristics of both fiction and nonfiction books.
- Be able to analyze the characters, setting, and plot of various stories.
- Indicate the characteristics of folktales and tall tales and how to identify them.
- Reveal how to identify the Parts of a Book (title/copyright page/dedication page/Table of Contents/Glossary/Index, etc.)

and their uses.

- Demonstration on where and how to find biography books for various classroom research projects.
- Identify the various artistic styles used in creating illustrations for Caldecott Medal winning books.
- Introduce books that received the prestigious American Library Association Newbery Medal Award.
- Demonstration on where and how to find information texts for classroom research projects.
- Familiarize and/or Review with students the PARCC Website: PARCC ELA and Math Tutorials, Equation Editor practice, and Practice Tests- <https://parcc.pearson.com/practice-tests/>
- Present Booktalks and show how to recognize books of favorite authors and illustrators and listen to short video clips (Scholastic <http://www.scholastic.com/teacher/videos/teacher-videos.htm#3194413933001/3250436379001>) of favorite Authors/Illustrators.

Evidence of Student Learning - Checking for Understanding (CFU)

Evidence of Student Learning with Checking for Understanding (CFU) techniques used during the lesson and/or for Closure (Madeline Hunter), will be chosen from the following list:

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining

- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

District-provided Primary Resources & Materials and/or those outside it that are accessed with district resources include:

The Complete Library Skills Grades 4-McGraw-Hill Children's Publishing.

Stretchy Library Lessons-Library Skills.

Stretchy Library Lessons-Multicultural Activities.

Stretchy Library Lessons-Research Skills.

What Should I Write My Report On? Grades 4-8, Scholastic Professional Books.

Round-The-World Folktale Mini-Books Grades 1-4: Easy-to-Make Books to Promote Literacy and Cultural Awareness, Scholastic Professional Books.

Storyline Online - <http://www.storylineonline.net/>

Scholastic Bookflix Categories- <http://bkflix.grolier.com/>

- **Animals and Nature**
- **Earth and Sky**
- **People and Places**
- **ABC's and 123's**
- **Family and Community**
- **Music and Rhyme**
- **Adventure**
- **Celebrations**
- **Imagination**

Storyline Online - <http://www.storylineonline.net/>

Various books from School Library Shelves

Various Workbooks

PARCC ELA and Math Tutorials and Practice Tests- <https://parcc.pearson.com/practice-tests/>

**American Library Association - Great Literature and Languages Websites for Kids (includes Author/Illustrator's websites)
- <http://gws.ala.org/category/literature-languages>**

NEWSELA - <https://newsela.com/>

Youtube-Story books for Children <https://www.youtube.com/>

Teacher tube - <http://www.teachertube.com/>

Epic! for Educators - <https://www.getepic.com>

Scholastic Website for Librarians (Virtual Field Trips-Author/Illustrator Interviews-etc.) -

Ancillary Resources

Ancillary Resources used:

Technology Infusion

Technology Infusion and/or strategies that are integrated into this unit to enhance learning include:

Utilization of the Smart TV to view the following websites:

- Scholastic Bookflix - <http://bkflix.grolier.com/>
- Familiarize and/or Review with students the PARCC Website: PARCC ELA and Math Tutorials, Equation Editor practice, and Practice Tests- <https://parcc.pearson.com/practice-tests/>

- Storyline Online - <http://www.storylineonline.net/>
- American Library Association - Great Literature and Languages Websites for Kids - <http://gws.ala.org/category/literature-languages>
- NEWSELA - <https://newsela.com/>
- Youtube-Story books for Children <https://www.youtube.com/>
- Epic! for Educators - <https://www.getepic.com>



Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills

The 21st Century Skills that will be incorporated into this unit include:

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century/Interdisciplinary Themes

The 21st Century/Interdisciplinary Themes that will be incorporated into this unit include:

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations for this unit will be chosen from the following:

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary

- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

Intervention Strategies employed in this unit will be chosen from the following:

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

Special Education Learning adaptations that will be employed in Unit 2-Literature Appreciation will be chosen from the following list:

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes

- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

English Language Learning adaptations that will be employed in Unit 2 - Literature Appreciation will be chosen from the following list:

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: