Unit 2: Literature Appreciation

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fifth Grade Library/Media

Unit 2: 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 5th Grade Unit 2, Literature and Informational Texts will expose the learner 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 develop a feeling of familiarity and enjoyment with the library and an appreciation for literature.

Enduring Understandings

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.**
- **Understand that literature can influence personal growth and development.**
- **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 5th 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)

N.J. Student Learning Standards and American Association of School Librarians (AASL-2017) applicable to Unit 4 Concepts About Print/Nonprint Resources include:

LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
I.B.3	Generating products that illustrate learning
V.A.1	Reading widely and deeply in multiple formats and write and create for a variety of purposes
V.A.2	Reflecting and questioning assumptions and possible misconceptions
V.A.3	Engaging in inquiry-based processes for personal growth.
V.C.3	Collaboratively identifying innovative solutions to a challenge or problem
II.A.2	Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
II.A.3	Describing their understanding of cultural relevancy and placement within the global learning community
II.B.2	Evaluating a variety of perspectives during learning activities.
II.C.1	Engaging in informed conversation and active debate.
II.D.2	Demonstrating interest in other perspectives during learning activities.
IV.A.1	Determining the need to gather information.
IV.A.2	Identifying possible sources of information.
VI.A.1	Responsibly applying information, technology, and media to learning.
VI.A.3	Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
VI.B.2	Acknowledging authorship and demonstrating respect for the intellectual property of others.
VI.D.1	Personalizing their use of information and information technologies.

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**

MA.5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.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.)
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.)
SOC.5-8.1.3.1	Compare and contrast differing interpretations of current and historical events.
SOC.5-8.1.3.3	Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).
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.CS2	The actor's physicality and vocal techniques have a direct relationship to character development.
VPA.1.1.5.C.CS3	Time, place, mood, and theme are enhanced through use of the technical theatrical elements.
5-LS1-1.7	Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

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.

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").
- Indicate and identify books that received the prestigious American Library Association Newbery Medal Award.
- Using various techniques to help students identify and classify the various characteristics of both fiction and nonfiction books.
- Be able to analze 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.
- Demonstration on where and how to find information texts for classroom research projects.
- Familiarize and/or Review with students the **NJSLA-ELA/M and NJSLA-S Assessments or the replacement test. https://nj.mypearsonsupport.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.

Assessment Evidence - Checking for Understanding (CFU)

Assessment Evidence/Checking for Understanding specifically used in Unit 2 will include:

- Question Stems that are framed around Bloom's Taxonomy will be utilized throughout Unit 1-Orientation to the Library Media Center to check for understanding
- Evaluate student activities and stories using Google Docs and submitted in Google classroom
- KWL activity when introducing a biography to establish the student's existing knowledge.
- Compare and Contrast Venn Diagrams will be used on various stories to check for comprehension.

- Admit Tickets

- Anticipation Guide

- Common Benchmarks

- Compare & Contrast

- Create a Multimedia Poster

- DBQ's

- Define

- Describe

- Evaluate

- Evaluation rubrics

- Exit Tickets

- Explaining

- Fist- to-Five or Thumb-Ometer

- Illustration

- Journals

- KWL Chart

- Learning Center Activities

- Multimedia Reports

- Newspaper Headline

- Outline

- Question Stems

- Quickwrite

- Quizzes

- Red Light, Green Light

- Self- assessments

- Socratic Seminar

- Study Guide

- Surveys

- Teacher Observation Checklist

- Think, Pair, Share

- Think, Write, Pair, Share

- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

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

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

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

Familiarize and/or Review with students the NJSLA-ELA/M and NJSLA-S Assessments or the replacement test. https://nj.mypearsonsupport.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.) - http://www.scholastic.com/teacher/videos/teacher-videos.htm#3194413933001/3250436379001

Ancillary Resources

Ancillary Resources used:

Stretchy Library Lessons-**Library Skills.**
Stretchy Library Lessons-**Multicultural Activities.**
Stretchy Library Lessons-**Research Skills.**

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 NJSLA-ELA/M and NJSLA-S Assessments or the replacement test. https://nj.mypearsonsupport.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**

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel   Office 365
Flipboard   Nova Mindmapping

Ted Talks
Record Voice Pen

Activities

Podcasts   Texts
Digital Stories   Apps
Notebooks   Movies
Surveys   Music
Presentations
Websites
Animations
Paintings

Blog Journal
Diagraming
Bing Search Documenting
Mind mapping
Commenting
Word processing
Social Networking
Recounting

Action Verbs

Transform   Recognise
Imagine Teach   Describe Identify
Design Construct   Infer   Retrieve
Rearrange   Match   Locate
Invent   List
Rate   Understand
Create
Opinion   Apply
Critique   Use   Demo
Voting   Collaborate   Teach   Record
Surveys   Assess Debate   Share   Draw
Quizzes   Justify   Simulate
Peer assessment   Prioritise   Create
Self Assessment   Infer   Construct
Debating   Sequence   Differentiate
Collaging   Contrast   Examine
Outline   Compare

Manipulate
Drawing
Diagraming
Animating
Journals
Photography
Movie Making
Music Making
Story Telling
Scrapbooks

Blogging
Commenting
Voting
Surveys
Quizzes

Evaluate   Apply
Analyse
Survey
Deduce

Graphing   Voting
Mindmapping   Reading comprehension
Peer Assessment   Judging   Spreadsheets
Surveying   Summarising   Listening
Mapping   Comparing

TED
TALKS

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.

PFL.9.1.8.A.2	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
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.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media

21st Century Skills/Interdisciplinary Themes

The **21st Century Skills/Interdisciplinary Themes** that will be incorporated into Unit 2 include:

- Communication and Collaboration
- information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills

- 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 Skills

21st Century Skills presented in Unit 2 include:

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

- Civic Literacy

- Environmental Literacy

- Financial, Economic, Business and Entrepreneurial Literacy

- Global Awareness

- Health Literacy

Differentiation

Effective educational Differentiation used within Unit 2 include:

- The student will be provided visual/auditory presentations during Unit 2 material and will have varied supplemental materials (Storylineonline, Bookflix, etc.).
- Students will use a variety of Graphic Organizers based on the literature presented on any given week.
- Various Stories may use Reading Buddies or Literature Circles.
- Tiered Activities/Assignments and Think-Pair-Share will be utilized when learning and reading books.

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

Special Education Learning (IEP's & 504's)

The **Special Education Learning** adaptations that will be utilized in Unit 2 include:

- Provide modifications as dictated in the student's own IEP/504 plan.
- Preferential seating will be utilized.
- Secure attention of the student before reading a story.
- Use of Smart TV to present stories or provide visual components when working on a Graphic Organizer.
- For completing library assignments the students will work with an assigned partner.

- 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
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

The **English Language** Learning adaptations that will be employed in Unit 2 include:

1. Use of videos, illustrations, pictures, and drawings will be used to explain or clarify material presented in Unit 2

2. Some stories in Bookflix have a Spanish component and can be utilized if the ELL's native language is Spanish.

3. Teaching the key aspects and eliminating the nonessential information when introducing the students to

stories will be helpful to the ELL Learne

4. Asking peer tutors to assist the English Language Learner when they are required to complete a task.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

At Risk

Intervention Strategies that will be employed in the Unit 2 include:

1. Use of videos, illustrations, pictures, and drawings will be used to explain or clarify material presented in Unit 2.

2. Teaching the key aspects and eliminating the nonessential information when introducing the students to stories will be helpful to the "at risk" Learner.

3. Asking peer tutors to assist the "at risk" Learner when they are required to complete a task.

4. 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)
- 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 workpresented 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

Talented and Gifted Learning (T&G)

The **Talented and Gifted** adaptations that will be employed in Unit 2 include:

1. Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities. Students can read additional fiction books, explore, and investigate areas of interest.

2. Create a plan to solve a local or global issue and present it to the class. They could achieve this by researching an area of interest and writing a nonfiction report and creting a multimedia presentation for the class.

3. Utilize project-based learning for greater depth of knowledge utilizing a higher order, critical & creative thinking skills, and discovery and present completed activities to the class.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping

- Complete activities aligned with above grade level text using Benchmark results

- Create a blog or social media page about their unit

- Create a plan to solve an issue presented in the class or in a text

- Debate issues with research to support arguments

- Flexible skill grouping within a class or across grade level for rigor

- Higher order, critical & creative thinking skills, and discovery

- Multi-disciplinary unit and/or project

- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

- Utilize exploratory connections to higher-grade concepts

- Utilize project-based learning for greater depth of knowledge

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: