Literature Appreciation

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **8-10 sessions throughout the school year**
Status: **Published**

Brief Summary of Unit

Third grade students will be exposed to various types of literature using various methods and resources to develop literature appreciation throughout the school year. Books will include SEL titles to help teach empathy and increase self-awareness, academic achievement, and positive behaviors both in and out of the classroom. Students will also be exposed to titles that promote diversity, equity's nd inclusivity to help students understand multi perspective. This approach follow's Rudine Sims Bishop's framework of Mirrors, Windows, and Sliding Glass Doors. Books are mirrors when readers see their own lives reflected in the pages. Books are windows when they allow readers a view of lives and stories that are different from their own. Books become sliding glass doors when readers feel transported into the world of the story and when they feel empathy for the characters.

Various resources will also be used to expose the third graders to the many types of literary genres available for recreational and educational purposes. In addition, students will explore various children's literary awards such as the Caldecott Medal, Newbery Medal, Coretta Scott King Award and The Robert F. Sibert Informational Book Award and the books that have won these awards.

Third grade students will be exposed to various literary genres, topics, and people through choice-boards at the beginning of the year. Procedures and behavioral expectations for the students while participating in centers/stations will be introduced, modeled, and practiced. They will have the opportunity to interact in a fixed or portable literary center/station which allows for collaboration and creativity while fostering necessary twenty-first century skills. After the initial orientation, students will have time to complete literary stations throughout the school year. Depending on the library lesson, the students may be able to go to centers/stations after the library lesson. Usually once a month, the students have the opportunity to do a center/station or choice-board from Google Classroom that have multiple activities to choose from for the whole library class. The literary centers/stations for the week are usually the same for all grade levels.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: July 2023

Standards

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging in connection with gender, race and ethnicity, disabilities, and religious tolerance.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand the consequences of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of African-Americans to the growth and development of American society in a global context.

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

1.1	Recognize one's feelings and thoughts
LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
1.3	Recognize one's personal traits, strengths, and limitations
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
2.2	Recognize the skills needed to establish and achieve personal and educational goals
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.

LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
4.1	Develop, implement and model effective problem-solving, and critical thinking skills
4.2	Identify the consequences associated with one's actions in order to make constructive choices
4.3	Evaluate personal, ethical, safety, and civic impact of decisions
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
5.1	Establish and maintain healthy relationships
5.2	Utilize positive communication and social skills to interact effectively with others
5.3	Identify ways to resist inappropriate social pressure
5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
5.5	Identify who, when, where, or how to seek help for oneself or others when needed
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
I	Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
I.A.1	Formulating questions about a personal interest or a curricular topic.
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.B.1	Using evidence to investigate questions.
I.C.1	Interacting with content presented by others.
I.C.2	Providing constructive feedback.

I.C.3	Acting on feedback to improve.
I.D.1	Continually seeking knowledge.
I.D.2	Engaging in sustained inquiry.
I.D.3	Enacting new understanding through real-world connections.
V.A.1	Reading widely and deeply in multiple formats and write and create for a variety of purposes
V.A.3	Engaging in inquiry-based processes for personal growth.
V.C.1	Expressing curiosity about a topic of personal interest or curricular relevance
II	Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
II.A.1	Articulating an awareness of the contributions of a range of learners.
II.A.2	Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
II.B.1	Interacting with learners who reflect a range of perspectives.
II.B.3	Representing diverse perspectives during learning activities.
II.C	Learners exhibit empathy with and tolerance for diverse ideas by:
II.C.2	Contributing to discussions in which multiple viewpoints on a topic are expressed.
II.D	Learners demonstrate empathy and equity in knowledge building within the global learning community by:
II.D.2	Demonstrating interest in other perspectives during learning activities.
IV.B.1	Seeking a variety of sources.
IV.B.2	Collecting information representing diverse perspectives.

Essential Questions/Enduring Understandings

- ● How can I understand and appreciate all types of literary genres?
- ● What are the criteria for an award winning book?
- ● How are books categorized by genres?
- ● How are works of nonfiction written in order for a reader to connect to another person's personal experience?
- ● How can literature help me empathize with characters that are different than me?
- ● How can reading become a foundational skill for learning, personal growth, and enjoyment?
- ● What are biographies?
- ● What are some different formats that you can read books in? (i.e. graphic novels, etc.)
- ● What is a literary genre? How many literary genres are there?
- ● Why is it important to be familiar with and explore different award winning literature?
- ● How do you identify and locate an award winning children’s book?

Students Will Know/Students Will Be Skilled At

- ● Identifying the differences between genre types.

- Demonstrating active listening skills.
- Identifying various children's literary awards and their criteria.
- Participate in read aloud and storytelling experiences.
- Reading is an activity that can facilitate personal growth and enjoyment.
- Responding to literature with retellings, predictions, and discussion.
- Selecting literature that meets a personal need/interest.
- There are different genres in literature.
- To find connections between themselves and characters in the book.
- To recognize when a character is being treated unfairly.
- Use illustrations and familiar words to create meaning from text by questioning, reflecting, responding, and evaluating.
- Listening to literature read aloud enhances understanding.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in media is evidenced through benchmark assessments as part of the media specialist's Student Growth Objective (SGO). Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

- Formative- Students compare a book in print and another format (ebook/video/audio book).
- Formative- Students will access and navigate through an ebook.
- Formative- Students will answer questions about characters and compare characters from other familiar stories.
- Formative- Students will develop and state an opinion regarding a piece of literature.
- Formative- Students will identify the genre of a particular book.
- Formative- Students will listen attentively to books read aloud.
- Summative- Students will independently locate various genres within the library media center.

Learning Plan

Media Specialists may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Media Specialists at the elementary level design their own unique lesson plans in order to incorporate the essential questions provided in this unit. The order in which this information is presented is dependent upon the variables specific to each elementary school community. For example, students may be called to the carpet for a lesson followed by guided practice, then independent practice. After the lesson, students will check out books. Library Media time ends with an electronic story or students going to a makerspace station.

Third grade students will be exposed to various types of literature using various methods and resources to develop literature appreciation throughout the school year. Books will include SEL titles to help teach empathy and increase self-awareness, academic achievement, and positive behaviors both in and out of the classroom. Students will also be exposed to inclusion titles to help students understand what it's like for people who are different from them. Various resources will also be used to expose the third graders to the many types of literature genres available for recreational and educational purposes.

- Compare books of different genres.
- Compare books they have read.
- Instruct and reinforce the appropriate skills necessary to be effective listeners while a story is being read aloud.
- Introduce key vocabulary: title, fiction, nonfiction, poetry, biography, author, illustrator, illustrations, ebook, audiobook, genre, series, award winning literature, Caldecott Award, Newbery Award
- Mini lessons may include: Differentiating between literary genres, identifying characteristics of literary genres, locating literary genres in the library media center, read kindness focused or SEL books, read and compare different characters in different books, look at different characters and compare them to ourselves, identify and discuss mistreatment of characters, etc.
- Preview the essential questions and connect to learning throughout the unit.
- Select resources for recreational and informational purposes.
- Share books by favorite authors and illustrators.
- Utilize relevant fiction and nonfiction books, audiobooks, ebooks, and related videos.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Suggested Supplemental Resources:

- Caldecott Medal books such as: *Du Iz Tak? (Carson Ellis); Finding Winnie: The True Story of the World's Most Famous Bear* (Lindsay Mattick)
- Newbery Medal books such as: *El Deafo (*Cece Bell); *Flora and Ulysses* (Kate Dicamillo)

Instructional Materials:

- September Choice Board
- Hispanic Heritage Month Choice Board
- October Choice Board
- Halloween Choice Board
- Diwali Choice Board
- November Choice Board
- Children's Book Week Choice Board
- December Choice Board
- Winter Holidays Choice Board
- January Choice Board
- February Choice Board
- March Choice Board
- Read Across America Choice Board
- April Choice Board
- May Choice Board
- Cinco de Mayo Choice Board

- Age appropriate online databases and websites
- Electronic devices such as chromebooks and tablets
- Interactive board technology (Smart Panel)
- Media specialist produced interactive materials/presentations/visual aids
- Ongoing collaboration with teachers regarding units taught within the classroom
- Quality LMC collection of print and nonprint relevant resources

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.