

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Media Center/Library 3	Grade Level(s): Third Grade
Department: Humanities	Credits:
BOE Adoption Date:	Revision Date(s): 2021

Course Description

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-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 ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust + =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: Media Center 3

Prerequisite(s): N/A

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Library Rules, Roles, & Responsibilities Tools & Materials	September	<p>LA.SL.3.1.A - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>LA.SL.3.1.B - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>LA.L.3.3 - [<i>Progress Indicator</i>] - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>EQ: How can users use the media center effectively and efficiently?</p> <p>EQ: How can using shelf markers help us effectively and efficiently find a book?</p> <p>EQ: How can using bookmarker help us effectively and efficiently hold our place in a book?</p> <p>EQ: How can active listening help us understand a story?</p> <p><u>Library Etiquette/Book Care</u></p> <ul style="list-style-type: none"> ● TSW demonstrate appropriate behavior during the class that promotes Elmer P.R.I.D.E ● TSW review and apply the rules, roles, and responsibilities for the media center. ● TSW review the various tools used in the library & their uses. 	<ul style="list-style-type: none"> ● Demonstrate how to properly enter/exit the library ● Identify why volume control and being responsible with library materials is important to promoting a positive learning ● Review the uses of library tools ● Create and design their own custom bookmarker to promote proper use. <p><u>Active Listening</u></p> <ul style="list-style-type: none"> ● Understand & apply Active Listening Posture & Skills <p>Eyes are watching, Ears are listening, Lips are closed, Hands are still, & feet are quiet.</p> <p><u>Library Tools:</u> Shelf Marker, Bookmarker</p> <p><u>Note:</u> <u>Materials Used</u></p>

			<p><u>Active Listening</u></p> <ul style="list-style-type: none"> TSW will reinforce comprehension skills by listening with increasing attention; listen with increase attention to identify key story elements while making self-to-text connections. 	<p><u>September Book/s</u> <i>Library Dragon</i> By: Carmen Agra Deedy</p>
<p>Unit 2: Comprehension Skills & Strategies</p>	<p>ONGOING September - June</p>	<p>LA.RF.3.4.A - Read grade-level text with purpose and understanding.</p> <p>LA.RL.3.3 - [<i>Progress Indicator</i>] - Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>LA.RL.3.1 - [<i>Progress Indicator</i>] - 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</p>	<p>EQ How can active listening help us understand a story?</p> <ul style="list-style-type: none"> Review choosing a “Just Right Book” Review make connections to increase comprehension skills & strategies Text-to-Self Text-to-Text Text-to-World 	<ul style="list-style-type: none"> Use Five-Finger Rule to choose a “Just Right Book” Demonstrate how to properly find a "just right book" while using a shelf-marker when finding a book. <p><u>Materials:</u> Slow, Whoa, Go Mini-Poster</p> <p><u>Note:</u> <u>Materials Used</u> <u>September Book/s</u> <i>Library Dragon</i> By: Carmen Agra Deedy <i>A Book For Chester</i> By: Elizabeth Bennett</p>
<p>Unit 3: NONFICTION</p>	<p>ONGOING September - June</p>			

<p>FOCUS/TOPIC</p> <p>Understanding & Using The Dewey Decimal System</p>	<p>FALL</p> <p>8-10 WEEKS</p>	<p>LA.W.3.8 - [<i>Progress Indicator</i>] - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>LA.RI.3.10 - [<i>Progress Indicator</i>] - By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>LA.RI.3.3 - [<i>Progress</i></p>	<p>EQ How Can I Find A Book Using The Dewey Decimal System?</p> <ul style="list-style-type: none"> Understand that the Dewey Decimal System is the system used to organize and shelve non-fiction books. Practice identifying the 10 classification of this system Locate and check out a nonfiction book using the Dewey Decimal System. <p>EQ How understanding ABC order helps us in locating a biography in the 920's -Biography Section of the library?</p> <ul style="list-style-type: none"> Identify and learn the term "biography"; understand that biographies give an 	<ul style="list-style-type: none"> Practice shelving & locating works of nonfiction <p><u>Note:</u> Activity - The Great Dewey Hunt TSW will bring in an</p> <p><u>Materials Used</u></p> <p><u>Books</u> The Great Dewey Hunt By: Toni Buzzeo The Library Gingerbread Man By: Dotti Enderle</p> <p><u>Game</u> Shelver</p> <p><u>Tools & Props</u> Great Dewey Hunt Center Gingerbread Man Puppet</p> <p><u>Song</u> Dewey Rap https://www.youtube.com/watch?v=YmhD8uemi_A&t=1s New Dewey Rap https://www.youtube.com/watch?v=QZNeDlkYe9A</p> <p><u>Materials Used:</u> Biography Graphic Organizer</p>
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		<p><i>Indicator</i>] - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>LA.RI.3.7 - [<i>Progress Indicator</i>] - 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).</p> <p>LA.RI.3.10 - [Progress Indicator] - By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>LA.W.3.2 - [<i>Progress Indicator</i>] - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>account of a person's life and achievements; explore several different types of biographies to help determine their area of interest</p> <ul style="list-style-type: none"> ● Open their eyes and hearts to people who have made a difference in the world & gather info on graphic organizer about a notable person in history ● Use information collected on graphic organizer to write two or more paragraphs & share finished product 	
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<p>HOLIDAY UNITS</p> <p>Thanksgiving</p> <p>December Holidays</p>	<p>1 week</p>	<p>LA.W.3.7 - <i>[Progress Indicator]</i> - Conduct short research projects that build knowledge about a topic.</p> <p>LA.W.3.8 - <i>[Progress Indicator]</i> - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>LA.W.3.8 - <i>[Progress Indicator]</i> - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>EQ How do a person's traditions reflect his/her culture?</p> <p>Revisit the symbols, traditions, and customs of Thanksgiving.</p> <p>EQ How do a person's traditions reflect his/her culture?</p>	<ul style="list-style-type: none">● Discuss & identify the symbols & stories of Thanksgiving and their significance to the holiday● Discuss & identify where books on Thanksgiving could be found---Social Sciences 300-399● Retell the history of Thanksgiving with the help of their Plymouth Rock. <p><u>Tools & Props</u> History of Thanksgiving Video told by Plymouth Rock https://www.youtube.com/watch?v=faUYJ9fMiGg 1 Rock for Each Student</p>
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Christmas	1 week			<p>on Christmas books could be found---Social Sciences 300-399</p> <ul style="list-style-type: none"> • Examine how Christmas is celebrated around the world • Create a Christmas card containing how to say "Merry Christmas" in various languages. <p><u>Materials:</u> Christmas Infographic Infographic created by Ms. Acosta with pictures, videos, etc. about Christmas Traditions & Customs from Around The World https://magic.piktochart.com/output/19074733-christmas-around-the-world <i>How To Say Merry Christmas Handout</i></p>
Kwanzaa	1 week		Discuss the symbols, traditions, and customs of Kwanzaa.	<ul style="list-style-type: none"> • Discuss the history & identify the symbols of Kwanzaa and their significance to the holiday • Discuss & identify where books on Kwanzaa could be found---Social Sciences 300-399 <p><u>Vocab:</u> Kinara, Mbube, Mazao</p> <p><u>Materials:</u> -Kinara Coloring Sheet -World Map -Infographic Infographic created by Ms. Acosta with pictures, videos, etc. about Kwanzaa</p>

				https://magic.piktochart.com/output/9700517-kwanzaa?presentation=true
Unit 4: For The Love of Reading	Winter January - March Projects/ Activities Read-a-lution Reading Bowl One Book One School Author Study Dr. Seuss - Read Across America Week		EQ How can we impart a love for literacy? How can we practice good reading habits? How does the use mental imagery/visualization increase a reader's ability in increase comprehension skills and strategies?	<ul style="list-style-type: none"> Read and understand based on their own ability and interest during the R & R period to promote a love for reading; create and record a read-a-lution for the New Year. <p><u>Activities:</u> R & R Period aka DEAR Record a READ-A-LOUTION for the New Year ONE BOOK ONE SCHOOL</p> <p>Fictional Element of One Book One School</p> <p>Ex. Gadget War - Research Inventors & Inventions Mr. Popper's Penguins - Research Penguins</p> <ul style="list-style-type: none"> Can identify the author and illustrator of a text; make predictions before, during, and after read aloud; use "visualization" to create a picture of characters and story

				<p>events to enhance and reinforce comprehension skills.</p> <ul style="list-style-type: none"> • Can create a "mind movie" while listening to various chapters being read aloud; illustrate & color their mental image on <i>One Book One School</i> Activity Sheet. <p>Create culmination project to reflect student learning.</p> <p>Nonfiction Element of One Book One School</p> <p>Locating Factual Information Using Book & Digital Sources</p> <p>Wonder Questions - Highlighting Informational Text & Reference Books As Well As Digital Sources</p> <ul style="list-style-type: none"> • Know where reference materials and informational text are located in the library and will be able to use these materials. • Explore materials found in the reference and nonfiction section; discuss how these materials can be used to locate factual information and share what they found fascinating; create & record a "WONDER" question; use library materials to find the answer to their "WONDER" question & discuss
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				<p>findings.</p> <ul style="list-style-type: none"> Identify the writing style of Dr. Seuss -Rhythm, Rhyme, Repetition, Nonsense Words, Zany Characters Identify rhyming words in the story---will be able to recognize, complete, and produce rhyme (the sounds that they HEAR), and apply that knowledge to recognizing, completing producing rime (the words that they SEE--“word families”). Analyze and identify the author’s style of writing <p><u>Materials:</u> www.seussville.com Seuss Centers Doc Dougherty Puppet & the Rhyming Flu</p>
Unit 6: NONFICTION	Winter February	LA.1.RI.1.5 Know and use various text	EQ How can reading nonfiction help us to explore and understand our	Labeling

<p>Elements of Nonfiction</p> <p>Locating works of fiction in the library</p> <p>Biographies</p>		<p>features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>world?</p> <p>EQ Why do we use various text features and structures in nonfiction?</p> <p>TSW understand that nonfiction text features that help a reader to navigate a nonfiction text more easily.</p> <p>TSW knows & uses various text features to locate key facts and/or other information</p>	<ul style="list-style-type: none"> ● Can identify the nonfiction text feature "labeling" in a nonfiction text & explain its function; understand that labels help the reader identify a picture or photograph and/or its parts. <p>Integrate technology by choosing an appropriate picture/illustration from Google Images to print & label</p> <p>Caption</p> <ul style="list-style-type: none"> ● Can identify the nonfiction text feature "labeling" in a nonfiction text & explain its function; understand that labels help the reader identify a picture or photograph and/or its parts. <p>Integrate technology by choosing an appropriate picture/illustration from Google Images to print & provide a caption for the chosen item</p> <p>Table of Contents</p> <ul style="list-style-type: none"> ● Can use a table of contents to find information quickly and guide their reading <p>Index</p> <ul style="list-style-type: none"> ● Can use an index to find information quickly and guide their reading <p>Bold Words & Glossary</p> <ul style="list-style-type: none"> ● Can use a glossary to find
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				information quickly and guide their reading; understand the importance & role of bold print in works of nonfiction
Unit 7: Poetry	April		EQ: How can poetry be Defined?	<ul style="list-style-type: none"> Discuss the nature of nonsense poetry and how it turns what we think of as everyday life and language upside down to create new and strange meanings; write a simple nonsense poem through the technique of rhythm and rhyme. <p><u>Materials:</u> Shel Silverstein poems Interactive Poetry Generator http://www.readwritethink.org/files/resources/interactives/theme_poems/</p>
Unit 8:	May/June YEAR IN REVIEW		<p>EQ: How has the library help me become a strategic reader? How does knowing how to navigate the media center help in conducting research and locating information?</p> <p>EQ: How can activating prior knowledge help me make an educated guess?</p>	<ul style="list-style-type: none"> Reinforce library skills and strategies while revisiting favorite media center lesson/activity. Work in small groups to test their knowledge of pop culture, history, and more-- to earn points by activating their schema & using their critical thinking skills to guess the correct answer while

				reinforcing team building skills. Materials: Chrome Books Dewey Center Book Tasting Menus Passport Stamps & Materials Wits and Wagers & Other Board Games
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