

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 5

Subject: Library (Chila)

Adoption Date: April 1, 2014

Revision Date: December 1, 2018

	MP1	MP2	MP3	MP4
Scope and Sequence	<p>1. Why is it important to understand the need for organization in the library? (9 weeks)</p> <p>2. Why is it important for me to understand the many resources in the reference section of the library? (3 weeks)</p> <p>3. How do I evaluate online databases for credibility and use? (3 weeks)</p>	<p>1. How do I understand the criteria for award winning literature?</p> <p>2. How do I identify and understand the topics/ themes in a story or nonfiction article? (9 weeks)</p> <p>3. Why is it important for me to understand the author's purpose? (2 weeks)</p>	<p>1. Why is it important to understand how the life of an author can affect his/her writing? (1 week)</p> <p>2. How do I develop and construct a book review? (3 weeks)</p> <p>3. How does making inferences help me comprehend fiction and narrative nonfiction? (4 weeks)</p>	<p>1. Why is it important to understand the use and need of periodicals and newspapers as a reference resource? (4 weeks)</p> <p>2. How can I apply the strategies of skimming and scanning in order to locate important information in a nonfiction article? (2 weeks)</p> <p>3. Why is it important to understand the need to be a responsible user of information (paraphrasing / citing sources)? (3 weeks)</p>

<p>Instructional Materials</p>	<p>Reference books</p> <p>Selected search engines / search directories</p> <p>www.go.grolier.com</p> <p>Scholastic Databases</p>	<p>Caldecott selections</p> <p>Newbery selections</p> <p>Coretta Scott King selections</p> <p>Geisel award selections</p> <p><u>Using Picture Books in Middle School</u> by Kim Christie</p> <p>Reference resources</p>	<p>Encyclopedia of Authors and Illustrators</p> <p>www.titlewave.com</p> <p>Nonfiction passages</p> <p>Scholastic magazine selections</p> <p>Publisher's Weekly</p> <p>Kirkus Review</p> <p>The Mailbox</p>	<p>Newspaper DVD</p> <ul style="list-style-type: none"> • Newspapers • Periodicals <p>www.go.grolier.com</p> <p><u>Getting the Most Out Of Teaching With Newspapers</u> by Rebecca Olien</p> <p>Skim and scan internet bingo activity</p> <p><u>When Marion Copied</u> by Ben Berg</p> <p>Newspaper Scavenger HUnts by Tom Burt</p> <p>online citation generators</p>
<p>Activities</p>	<p>Students will use library classification system to locate information/specific book titles: Book Hunt</p> <p>Reference scavenger hunt: students will use multiple sources to locate information relevant to research questions</p> <p>Access, navigate and utilize online databases to research teacher selected topics</p>	<p>Research, read and produce written report on the history and criteria of assigned book award</p> <p>Create graphic organizers identifying author's topics and themes.</p> <p>Brainstorm/discuss author's purpose, theme, style in selected literature</p>	<p>Research and produce tri-fold pamphlet on assigned children's author</p> <p>Read a variety of book reviews from reliable sources. Determine elements of a book review. Create a written review.</p> <p>Create a book talk. Present booktalk to the class.</p>	<p>Explore newspapers and periodicals to determine their use as a learning tool.</p> <p>Locate specific information using skimming/scanning techniques. Complete skim and scan bingo internet activity.</p> <p>Students will create a works cited page using MLA format.</p>

Standards	<p>Activity One: W.5.4</p> <p>Activity Two: W.5.4</p> <p>Activity Three: RI.5.7; TECH.8.1.5.A.1</p>	<p>Activity One: RI.5.7</p> <p>Activity Two: W.5.1</p> <p>Activity Three: SL.5.3</p>	<p>Activity One: RI.5.7; W.5.1</p> <p>Activity Two: RI.5.7; W.5.1</p> <p>Activity Three: W.5.1; SL.5.4</p>	<p>Activity One: RI.5.2</p> <p>Activity Two: RI.5.7; RI.5.8</p> <p>Activity Three: W.5.4; TECH.8.1.5.A.1</p>
Accommodations and Modifications	<p>English Language Learners:</p> <ul style="list-style-type: none"> Assign peer buddy, same language or English Speaking Reduce the amount of work <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> Have a designated reader Assign a peer buddy <p>Gifted and Talented:</p> <ul style="list-style-type: none"> Mentor other students Ask higher level questions <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> Seat in close proximity to teacher Allow extra time for completion 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Assign peer buddy, same language or English Speaking Reduce the amount of work <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> Have a designated reader Assign a peer buddy <p>Gifted and Talented:</p> <ul style="list-style-type: none"> Mentor other students Ask higher level questions <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> Seat in close proximity to teacher Allow extra time for completion 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Assign peer buddy, same language or English Speaking Reduce the amount of work <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> Have a designated reader Assign a peer buddy <p>Gifted and Talented:</p> <ul style="list-style-type: none"> Mentor other students Ask higher level questions <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> Seat in close proximity to teacher Allow extra time for completion 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Assign peer buddy, same language or English Speaking Reduce the amount of work <p>At Risk of School Failure:</p> <ul style="list-style-type: none"> Have a designated reader Assign a peer buddy <p>Gifted and Talented:</p> <ul style="list-style-type: none"> Mentor other students Ask higher level questions <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> Seat in close proximity to teacher Allow extra time for completion
Interdisciplinary	Students will use nonfiction	Students will use	Students will use nonfiction	Students will use nonfiction

Connections	and fiction materials related to other disciplines taught in multiple subject	nonfiction and fiction materials related to other disciplines taught in multiple subject	and fiction materials related to other disciplines taught in multiple subject	and fiction materials related to other disciplines taught in multiple subject
Assessments	<p>Formative</p> <ul style="list-style-type: none"> • Class participation • Written responses • Class assignments • Teacher observation • Book selection <p>Summative</p> <ul style="list-style-type: none"> • Graphic Organizers • Performance Task: Locating specific books/sources 	<p>Formative</p> <ul style="list-style-type: none"> • Class participation • Written responses • Written research • Class assignments • Teacher observation • Book selection <p>Summative</p> <ul style="list-style-type: none"> • Graphic Organizers 	<p>Formative</p> <ul style="list-style-type: none"> • Class Participation • Written responses • Class assignments • Completed booktalk • Booktalk presentation • Book selection <p>Summative</p> <ul style="list-style-type: none"> • Completed book review 	<p>Formative</p> <ul style="list-style-type: none"> • Class participation / discussions • Written responses • Class assignments • DVD response WS • Teacher observation • Skills worksheets • Book selection <p>Summative</p> <ul style="list-style-type: none"> • Graphic Organizers
21st Century Themes and Skills	<p>CRP11.</p> <p>CRP8.</p> <p>CRP4.</p>	<p>CRP11.</p> <p>CRP8.</p> <p>CRP4.</p>	<p>CRP11.</p> <p>CRP8.</p> <p>CRP4.</p>	<p>CRP11.</p> <p>CRP8.</p> <p>CRP4.</p>