

Florham Park Public Schools

Library / Media Curriculum

3rd - 5th Grade

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Philosophy
<p>Library media instruction is an essential component of the education of 21<sup>st</sup>-Century Learners in the Florham Park School District. Library media skills are necessary to all curricular areas in order to facilitate learning. Rapid changes in technology and in information availability require our library media program to provide specific instruction in skills required to be able to find, analyze, evaluate, and synthesize knowledge so that students are then able to share their new understanding in an authentic manner.</p> <p>Reflecting the understanding that students must be readers before they can be researchers, this curriculum focuses on instilling a love for reading and an understanding that reading is the key to answering questions in the primary grades. It then moves from reading for pleasure to reading for understanding at the intermediate level, where students are exposed to the idea of reading in order to research and share new learning. Finally, the middle grades library media curriculum focuses on the idea that learning is a life-long self-motivated activity that requires specific skills to do well.</p>

Beginning with the third grade, the library media curriculum focuses on the skills of reading to research, with a culminating research project as evidence of learning in each grade.

K-2 Library Units	
Third Grade Unit	<a href="#">Link</a>
Fourth Grade Unit	<a href="#">Link</a>
Fifth Grade Unit	<a href="#">Link</a>

### Grade 3 Scope and Sequence for Library/Media

Students participate in rotating marking periods.	Unit	Number of Instructional Days
MP -3		12 Instructional Days

Grade 3 : Library/Media	
<b>Unit Summary</b>	
The K-2 program includes story times and a variety of structured readers response activities. Students are encouraged to develop vocabulary to articulate their thoughts and feelings on the shared literature. Students visit the library weekly to exchange books.	
<b>NJ Student Learning Standards</b>	
1.1.9	Collaborate with others to broaden and deepen understanding.

1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
1.3.4	Contribute to the exchange of ideas within the learning community.
1.4.4	Seek appropriate help when it is needed.
2.1.3	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
2.3.1	Connect understanding to the real world.
2.4.3	Recognize new knowledge and understanding.
3.1.2	Participate and collaborate as members of a social and intellectual network of learners.
3.1.3	Use writing and speaking skills to communicate new understandings effectively.
3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
3.2.3	Demonstrate teamwork by working productively with others.
3.5	Contribute to the exchange of ideas within and beyond the learning community.
4.1.1	Read, view, and listen for pleasure and personal growth.
4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
4.1.5	Connect ideas to own interests and previous knowledge and experience.
4.4.1	Identify own areas of interest.
4.4.2	Recognize the limits of own personal knowledge.

<b>Unit Sequence</b>	
<b>Part A: Essential Questions</b>	<b>Part B: Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How do I locate, access, and choose information resources in the library?</li> <li>● How do I interpret information to develop new understandings?</li> <li>● How can I avoid plagiarism and use information and resources ethically?</li> <li>● How can I incorporate new information into unique products?</li> <li>● How can I use technology to access and use information and resources?</li> <li>● How can I pursue personal and aesthetic growth through reading?</li> </ul>	<ul style="list-style-type: none"> <li>● Inquiry can provide a framework for learning.</li> <li>● Ethical behavior in the use of information is a life-long expectation</li> <li>● Reading is more than decoding; it leads to the development of new understandings.</li> <li>● Technology skills are crucial to learning.</li> </ul>

Grade 3 Library/ Media	Teaching Point											
	<ul style="list-style-type: none"> <li>● Today I will teach you to use and locate fiction and nonfiction books on the shelves.</li> <li>● Today I will teach you to recall and apply comprehension activities.</li> <li>● Today I will teach you to begin to decipher and navigate Alexandria Researcher screens.</li> <li>● Today I will teach you to select appropriate search terms/keywords.</li> <li>● Today I will teach you to distinguish among call numbers, evaluate and record results.</li> <li>● Today I will teach you to locate books on shelves.</li> <li>● Today I will teach you to identify, distinguish among, and utilize reference materials.</li> <li>● Today I will teach you to utilize pictures, captions, table of contents, index, and glossary to find information.</li> <li>● Today I will teach you to apply knowledge of the title page to be able to cite resources.</li> <li>● Today I will teach you to begin to paraphrase, take notes, and avoid plagiarism.</li> <li>● Today I will teach you to login to and navigate school databases with support.</li> <li>● Today I will teach you to brainstorm keywords and search terms.</li> <li>● Today I will teach you to distinguish among, evaluate, and utilize search results.</li> <li>● Today I will teach you to begin to distinguish among genres of literature.</li> </ul>											
Evidence of Learning (Assessments)		Accommodations and Modifications										
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<p><b>Benchmark Assessments:</b></p>			<p><b>English Language Learners:</b></p>	
<ul style="list-style-type: none"> <li>• Assessments will be given in the beginning of the marking period and at the end of the marking period.</li> </ul>			<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>	
<p><b>Alternative Assessments:</b></p>			<p><b>Students at Risk for Failure:</b></p>	
<ul style="list-style-type: none"> <li>• Choice Projects</li> <li>• Simplified or modified lessons</li> <li>• Portfolios</li> </ul>			<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>	
			<p><b>Gifted and Talented</b></p>	
			<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>	
			<p><b>Students with 504 Plans</b></p>	
			<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special</a></li> </ul>	

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<b>Interdisciplinary Connections</b>	<b>Integration of Technology through NJSL</b>
<ul style="list-style-type: none"> <li>• All major subject areas can be integrated into the area of media/library including: English Language Arts, Mathematics, Social Studies, Science, and Health.</li> <li>• Highlight texts, themes, and reflections that connect to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use overhead projector with Smartboard for shared lessons</li> <li>• Use of Chromebooks or iPads</li> <li>• Use of microphone or camera feature on laptop</li> <li>• Use of Computers with headphones, Internet access, digital camera, camcorder, or microphones.</li> <li>• Use overhead projector with Smartboard for shared lessons</li> </ul>
<b>Integration of 21st Century Themes and Skills</b>	<b>Media Literacy Integration</b>
<ul style="list-style-type: none"> <li>• Global Awareness</li> <li>• Environmental Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication</li> <li>• Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
<b>Career Education</b>	<b>Global Perspective</b>
<ul style="list-style-type: none"> <li>• communication</li> <li>• innovation</li> <li>• productivity</li> <li>• accountability</li> <li>• self direction</li> <li>• respect</li> <li>• manners</li> <li>• global awareness</li> <li>• cross cultural awareness</li> <li>• career awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Black History Month</li> <li>• National Women’s History Month</li> <li>• Week of Respect</li> <li>• Kindness Month</li> <li>• Week of Respect</li> <li>• National Compliment Week</li> <li>• St. Patrick’s Day</li> </ul>



### Grade 4 Scope and Sequence for Library/Media

Students participate in rotating marking periods.	Unit	Number of Instructional Days
MP -3		12 Instructional Days

Grade 4: Library/Media	
<b>Unit Summary</b>	
The K-2 program includes story times and a variety of structured readers response activities. Students are encouraged to develop vocabulary to articulate their thoughts and feelings on the shared literature. Students visit the library to exchange books.	
<b>NJ Student Learning Standards</b>	
1.1.9	Collaborate with others to broaden and deepen understanding.
1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
1.3.4	Contribute to the exchange of ideas within the learning community.
1.4.4	Seek appropriate help when it is needed.
2.1.3	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
2.3.1	Connect understanding to the real world.
2.4.3	Recognize new knowledge and understanding.
3.1.2	Participate and collaborate as members of a social and intellectual network of learners.
3.1.3	Use writing and speaking skills to communicate new understandings effectively.
3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
3.2.3	Demonstrate teamwork by working productively with others.
.3.5	Contribute to the exchange of ideas within and beyond the learning community.
4.1.1	Read, view, and listen for pleasure and personal growth.
4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
4.1.5	Connect ideas to own interests and previous knowledge and experience.
4.4.1	Identify own areas of interest.

4.4.2	Recognize the limits of own personal knowledge.
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Part A: <i>Essential Questions</i>	Part B: <i>Enduring Understandings</i>
<ul style="list-style-type: none"> <li>• How do I locate, access, and choose information resources in the library?</li> <li>• How do I interpret information to develop new understandings?</li> <li>• How can I avoid plagiarism and use information and resources ethically?</li> <li>• How can I incorporate new information into unique products?</li> <li>• How can I use technology to access and use information and resources?</li> <li>• How can I pursue personal and aesthetic growth through reading?</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry can provide a framework for learning.</li> <li>• Ethical behavior in the use of information is a life-long expectation</li> <li>• Reading is more than decoding; it leads to the development of new understandings.</li> <li>• Technology skills are crucial to learning.</li> </ul>

Grade 4: Library/ Media	Teaching Point
	<ul style="list-style-type: none"> <li>• Today I will teach you to access the student server with support.</li> <li>• Today I will teach you to utilize databases and websites for research.</li> <li>• Today I will teach you to differentiate among reference materials and determine appropriate use of each.</li> <li>• Today I will teach you to identify, locate, and utilize reference sources to conduct research.</li> <li>• Today I will teach you to evaluate sources and information.</li> <li>• Today I will teach you to cite sources in simple MLA format.</li> <li>• Today I will teach you to differentiate between genres and select books according to interest (biographies, mysteries, etc.)</li> <li>• Today I will teach you to locate books independently or with minimal assistance.</li> </ul>

Evidence of Learning (Assessments)	Accommodations and Modifications		
<table border="1" style="margin: auto;"> <tr> <td> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Pre-test</li> <li>• Teacher observation</li> <li>• Project completion/rubrics</li> <li>• Performance Tasks</li> <li>• Self-Evaluations</li> <li>• Surveys</li> </ul> </td> </tr> </table>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Pre-test</li> <li>• Teacher observation</li> <li>• Project completion/rubrics</li> <li>• Performance Tasks</li> <li>• Self-Evaluations</li> <li>• Surveys</li> </ul>	<table border="1" style="margin: auto;"> <tr> <td> <p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> </ul> </td> </tr> </table>	<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> </ul>
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	<p><b>Benchmark Assessments:</b></p>			<p><b>English Language Learners:</b></p>	
	<ul style="list-style-type: none"> <li>Assessments will be given in the beginning of the marking period and at the end of the marking period.</li> </ul>			<ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>	
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	<ul style="list-style-type: none"> <li>Choice Projects</li> <li>Simplified or modified lessons</li> <li>Portfolios</li> </ul>			<ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>	
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				<p><b>Students with 504 Plans</b></p>	
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>				

<div data-bbox="342 233 599 1129" style="border: 1px solid black; padding: 5px;"> <p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.ala.org/">http://www.ala.org/</a></li> <li>• <a href="https://www.battelleforkids.org/networks/p21">https://www.battelleforkids.org/networks/p21</a></li> <li>• <a href="https://www.fpk.org/">https://www.fpk.org/</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.readacrossamerica.org/">https://www.readacrossamerica.org/</a></li> <li>• <a href="https://scholasticlibrarian.com/resources/">https://scholasticlibrarian.com/resources/</a></li> <li>• <a href="https://www.aps.org/pubs/librarians/">https://www.aps.org/pubs/librarians/</a></li> </ul> </div>	<div data-bbox="1019 233 1406 1297" style="border: 1px solid black; padding: 5px;"> <p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Brain Pop JR.</a></li> <li>• <a href="https://ridgedale.fpk.org/library">https://ridgedale.fpk.org/library</a></li> <li>• <a href="https://florhamparklib.org/">https://florhamparklib.org/</a></li> <li>• <a href="https://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fHome.aspx%3fcategoryID%3d77&amp;categoryID=77">https://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fHome.aspx%3fcategoryID%3d77&amp;categoryID=77</a></li> <li>• <a href="https://www.vooks.com/">https://www.vooks.com/</a></li> </ul> <p><b>Supplemental Resources:</b></p> <p><b>Suggested Lessons for Differentiation with Small Groups:</b></p> <ul style="list-style-type: none"> <li>• <i>All Standards, All Students/Case Studies</i></li> <li>• (Restructure Lessons with UDL)</li> <li>• Project Based learning</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• All lessons will be modeled through the use of an interactive board</li> <li>• Screens can be magnified if necessary</li> <li>• Cooperative Learning Groups</li> <li>• Posters will be displayed as a visual to assist students when completing the computer basics.</li> <li>• <a href="#">Brain Pop JR.</a></li> </ul> </div>
<b>Interdisciplinary Connections</b>	<b>Integration of Technology through NJSL</b>
<ul style="list-style-type: none"> <li>• All major subject areas can be integrated into the area of media/library including: English Language Arts, Mathematics, Social Studies, Science, and Health.</li> <li>• Highlight texts, themes, and reflections that connect to themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use overhead projector with Smartboard for shared lessons</li> <li>• Use of Chromebooks or iPads</li> <li>• Use of microphone or camera feature on laptop</li> <li>• Use of Computers with headphones, Internet access, digital camera, camcorder, or microphones.</li> <li>• Use overhead projector with Smartboard for shared lessons</li> </ul>
<b>Integration of 21st Century Themes and Skills</b>	<b>Media Literacy Integration</b>
<ul style="list-style-type: none"> <li>• Global Awareness</li> <li>• Environmental Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication</li> <li>• Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
<b>Career Education</b>	<b>Global Perspective</b>

<ul style="list-style-type: none"> <li>• communication</li> <li>• innovation</li> <li>• productivity</li> <li>• accountability</li> <li>• self direction</li> <li>• respect</li> <li>• manners</li> <li>• global awareness</li> <li>• cross cultural awareness</li> <li>• career awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Black History Month</li> <li>• National Women’s History Month</li> <li>• Week of Respect</li> <li>• Kindness Month</li> <li>• Week of Respect</li> <li>• National Compliment Week</li> <li>• St. Patrick’s Day</li> </ul>
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### Grade 5 Scope and Sequence for Library/Media

Students participate in rotating marking periods.	Unit	Number of Instructional Days
MP -3		12 Instructional Days

Grade 5: Library/Media	
<b>Unit Summary</b>	
The K-2 program includes story times and a variety of structured readers response activities. Students are encouraged to develop vocabulary to articulate their thoughts and feelings on the shared literature. Students visit the library to exchange books.	
<b>NJ Student Learning Standards</b>	
1.1.9	Collaborate with others to broaden and deepen understanding.
1.2.2	Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
1.3.4	Contribute to the exchange of ideas within the learning community.
1.4.4	Seek appropriate help when it is needed.
2.1.3	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
2.3.1	Connect understanding to the real world.
2.4.3	Recognize new knowledge and understanding.
3.1.2	Participate and collaborate as members of a social and intellectual network of learners.
3.1.3	Use writing and speaking skills to communicate new understandings effectively.
3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.3	Demonstrate teamwork by working productively with others.
.3.5	Contribute to the exchange of ideas within and beyond the learning community.
4.1.1	Read, view, and listen for pleasure and personal growth.
4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
4.1.5	Connect ideas to own interests and previous knowledge and experience.
4.4.1	Identify own areas of interest.
4.4.2	Recognize the limits of own personal knowledge.

<b>Part A: Essential Questions</b>	<b>Part B: Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• How do I locate, access, and choose information resources in the library?</li> <li>• How do I interpret information to develop new understandings?</li> <li>• How can I avoid plagiarism and use information and resources ethically?</li> <li>• How can I incorporate new information into unique products?</li> <li>• How can I use technology to access and use information and resources?</li> <li>• How can I pursue personal and aesthetic growth through reading?</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry can provide a framework for learning.</li> <li>• Ethical behavior in the use of information is a life-long expectation</li> <li>• Reading is more than decoding; it leads to the development of new understandings.</li> <li>• Technology skills are crucial to learning.</li> </ul>

<b>Grade 5: Library/ Media</b>	<b>Teaching Point</b>
	<ul style="list-style-type: none"> <li>• Today I will teach you to recognize and distinguish among awards (Newberry, Caldecott, etc.)</li> <li>• Today I will teach you to recall information from book talks and use it as a guide when selecting books.</li> <li>• Today I will teach you to recognize and distinguish among genres.</li> <li>• Today I will teach you to recall information presented by visiting authors/illustrators in order to better understand the process of creating literature.</li> <li>• Today I will teach you to utilize advanced Alexandria search methods.</li> <li>• Today I will teach you to utilize advanced MLA format.</li> <li>• Today I will teach you to apply cross reference skills from indices.</li> <li>• Today I will teach you to brainstorm search terms.</li> <li>• Today I will teach you to take notes using various organizers.</li> <li>• Today I will teach you to locate sources using call numbers as independently as possible.</li> <li>• Today I will teach you to reflect on the research process for strengths and weaknesses and modify accordingly.</li> <li>• Today I will teach you to differentiate among databases and websites.</li> <li>• Today I will teach you to evaluate sources, follow a rubric, and avoid plagiarism when conducting research.</li> </ul>

<b>Evidence of Learning (Assessments)</b>	<b>Accommodations and Modifications</b>

<p><b>Formative Assessments:</b></p>			<p><b>Special Education:</b></p>	
<ul style="list-style-type: none"> <li>• Pre-test</li> <li>• Teacher observation</li> <li>• Project completion/rubrics</li> <li>• Performance Tasks</li> <li>• Self-Evaluations</li> <li>• Surveys</li> </ul>			<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <i>Curricular Modifications and Guidance for Students Educated in Special Class Settings</i></li> </ul>	
<p><b>Summative Assessments:</b></p>			<p><b>Differentiation:</b></p>	
<ul style="list-style-type: none"> <li>• Since students are emerging readers and writers and have been newly exposed to the school library, it is not appropriate to have a formal summative assessment until the end of the second grade. Rather, students should be encouraged to select a wide variety of books to read or listen to for personal enjoyment.</li> </ul>			<ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul>	
<p><b>Benchmark Assessments:</b></p>			<p><b>High-Prep Differentiation:</b></p>	
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			<p><b>Students at Risk for Failure:</b></p>	

		<ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>	
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>		<p><b>Gifted and Talented</b></p>	
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**Core Professional Resources:**

- <http://www.ala.org/>
- <https://www.battelleforkids.org/networks/p21>
- <https://www.fpk.org/>

**Supplemental Professional Resources:**

- <https://www.readacrossamerica.org/>
- <https://scholasticlibrary.digital.scholastic.com/librarian-resources/>
- <https://www.apa.org/pubs/librarians/>

**Core Instructional Resources:**

- [Brain Pop JR.](#)
- <https://ridgedale.fpk.org/library>
- <https://florbamparklib.org/>
- <https://www.tumblebocklibrary.com/Default.aspx?ReturnUrl=%2fHome.aspx%3fcategorryID%3d77&categoryID=77>
- <https://www.vooks.com/>

**Supplemental Resources:**

**Suggested Lessons for Differentiation with Small Groups:**

- *All Standards, All Students/Case Studies*
- (Restructure Lessons with UDL)
- Project Based learning

**Intervention Resources:**

- Graphic Organizers
- All lessons will be modeled through the use of an interactive board
- Screens can be magnified if necessary
- Cooperative Learning Groups
- Posters will be displayed as a visual to assist students when completing the computer basics.
- [Brain Pop JR.](#)

**Interdisciplinary Connections**

- All major subject areas can be integrated into the area of media/library including: English Language Arts, Mathematics, Social Studies, Science, and Health.
- Highlight texts, themes, and reflections that connect to themes.

**Integration of Technology through NJSLS**

- Use overhead projector with Smartboard for shared lessons
- Use of Chromebooks or iPads
- Use of microphone or camera feature on laptop

	<ul style="list-style-type: none"> <li>• Use of Computers with headphones, Internet access, digital camera, camcorder, or microphones.</li> <li>• Use overhead projector with Smartboard for shared lessons</li> </ul>
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