

Freedom Elementary School

Library Media // Lupton

Month: September (Unit 2)

Kindergarten

Instruction		ELA Standards	21 st Century Learner Standards	Learning Target	Vocabulary	Instruction /Activity
Day	Monday	FLEX DAY- Class check out time				
	Tuesday	CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	1.1.2 Use prior and background knowledge as context for new learning.	I can model and practice the Check Out procedures.	<ul style="list-style-type: none"> ○ Shelf Marker ○ Book Drop ○ Student Barcode ○ Call Number 	-Discussion of Check Out procedures -Introduction and modeling of Shelf Markers -Create personal shelf markers
	Wednesday	CCSS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.	1.1.2 Use prior and background knowledge as context for new learning.	I can model and practice the Check Out procedures.	<ul style="list-style-type: none"> ○ Alphabetical Order ○ ABC Order ○ Barcode ○ Call Number 	-Overview of alphabetical order -Examination of shelf organization -Practice finding books
	Thursday	CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.	1.1.2 Use prior and background knowledge as context for new learning.	I can model and practice the Check Out procedures.		-Read story as class -Activity
	Friday	CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities	2.1.5 Collaborate with others to exchange ideas, develop new understandings, make	I can model and practice the Check Out procedures.	REVIEW	-Review of Check Out procedures -CHECK OUT -Read with a partner

		with purpose and understanding.	decisions, and solve problems.			
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*****See Spec. Ed. Related Arts Folder in room for accommodations.

1st Grade

Instruction		ELA Standards	21 st Century Learner Standards	Learning Target	Vocabulary	Instruction /Activity
Day	Monday	FLEX DAY- Class check out time				
	Tuesday	CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.1.2 Use prior and background knowledge as context for new learning.	I can model and practice the Check Out procedures.	<ul style="list-style-type: none"> ○ Shelf Marker ○ Book Drop ○ Student Barcode ○ Call Number ○ 5 Finger Test ○ Interest 	-Discussion of Check Out procedures and 5 Finger Test -Introduction and modeling of Shelf Markers -Create personal shelf markers
	Wednesday	CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.1.2 Use prior and background knowledge as context for new learning.	I can model and practice the Check Out procedures.	<ul style="list-style-type: none"> ○ Alphabetical Order ○ ABC Order ○ Barcode ○ Call Number 	-Overview of alphabetical order -Examination of shelf organization -Practice finding books
	Thursday	CCSS.ELA-LITERACY.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	I can differentiate between fiction and nonfiction.	<ul style="list-style-type: none"> ○ Fiction ○ Nonfiction ○ Dewey Decimal System ○ Text features: ○ Glossary ○ Index ○ 	Fiction vs. Nonfiction: Discussion and activity
	Friday	CCSS.ELA-LITERACY.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing	1.1.4 Find, evaluate, and select appropriate sources to answer questions.	I can analyze books according to their purpose.	REVIEW	-Fiction/ Nonfiction stations -CHECK OUT

		on a wide reading of a range of text types.				
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2nd Grade

Instruction		ELA Standards	21 st Century Learner Standards	Learning Target	Vocabulary	Instruction /Activity
Day	Monday	FLEX DAY- Class check out time				
	Tuesday	CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	1.1.2 Use prior and background knowledge as context for new learning.	I can model and practice the Check Out procedures.	<ul style="list-style-type: none"> ○ Shelf Marker ○ Book Drop ○ Student Barcode ○ Call Number ○ 5 Finger Test ○ Interest ○ Difficulty 	-Discussion of Check Out procedures and 5 Finger Test -Introduction and modeling of Shelf Markers -Create personal shelf markers
	Wednesday	CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.	4.1.8 Use creative and artistic formats to express personal learning	I can create my own character.	<ul style="list-style-type: none"> ○ Literary Elements ○ Character ○ Traits ○ Personality ○ Interests ○ Appearance 	-Finish Shelf Markers -Begin Literary Element Review Focus: Character -Character Round Robin activity
	Thursday	CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	I can determine the setting, theme, plot, and conflict in a story.	<ul style="list-style-type: none"> ○ Setting ○ Theme ○ Plot ○ Conflict 	-Continue Literary Element Review Focus: Setting, Theme, Plot, Conflict -Read with partners and analyze Literary Elements in various stories
	Friday	CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or	3.1.3 Use writing and speaking skills to communicate new understandings effectively.	I can evaluate stories based on their Literary Elements.	REVIEW	-Story Element stations -CHECK OUT

		digital text to demonstrate understanding of its characters, setting, or plot.				
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3rd Grade

Instruction		ELA Standards	21 st Century Learner Standards	Learning Target	Vocabulary	Instruction /Activity
Day	Monday	FLEX DAY- Class check out time				
	Tuesday	CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	1.1.2 Use prior and background knowledge as context for new learning.	I can model and practice the Check Out procedures.	<ul style="list-style-type: none"> ○ Shelf Marker ○ Book Drop ○ Student Barcode ○ Call Number ○ 5 Finger Test ○ Interest ○ Difficulty 	-Discussion of Check Out procedures and 5 Finger Test -Introduction and modeling of Shelf Markers -Create personal shelf markers
	Wednesday	CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	4.1.8 Use creative and artistic formats to express personal learning	I can create my own character.	<ul style="list-style-type: none"> ○ Literary Elements ○ Character ○ Traits ○ Personality ○ Interests ○ Appearance 	-Finish Shelf Markers -Begin Literary Element Review Focus: Character -Character Round Robin activity
	Thursday	CCSS.ELA-LITERACY.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).	2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	I can determine the setting, theme, plot, and conflict in a story.	<ul style="list-style-type: none"> ○ Setting ○ Theme ○ Plot ○ Conflict 	-Continue Literary Element Review Focus: Setting, Theme, Plot, Conflict -Read with partners and analyze Literary Elements in various stories
	Friday	CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute	3.1.3 Use writing and speaking skills to communicate new understandings effectively.	I can evaluate stories based on their Literary Elements.	REVIEW	-Story Element stations -CHECK OUT

		to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).				
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4th Grade

Instruction		ELA Standards	21 st Century Learner Standards	Learning Target	Vocabulary	Instruction /Activity
Day	Monday	FLEX DAY- Class check out time				
	Tuesday	CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	1.1.2 Use prior and background knowledge as context for new learning.	I can model and practice the Check Out procedures.	<ul style="list-style-type: none"> ○ Shelf Marker ○ Book Drop ○ Student Barcode ○ Call Number ○ 5 Finger Test ○ Interest ○ Difficulty 	-Discussion of Check Out procedures and 5 Finger Test -Introduction and modeling of Shelf Markers -Create personal shelf markers
	Wednesday	CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4.1.8 Use creative and artistic formats to express personal learning	I can create my own literary character.	<ul style="list-style-type: none"> ○ Literary Elements ○ Character ○ Traits ○ Personality ○ Interests ○ Appearance 	-Finish Shelf Markers -Begin Literary Element Review Focus: Character -Personal Character activity
	Thursday	CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	1.1.2 Use prior and background knowledge as context for new learning.	I can evaluate stories based on their Literary Elements.	<ul style="list-style-type: none"> ○ Setting ○ Theme ○ Plot ○ Conflict 	-Continue Literary Element Review Focus: Setting, Theme, Plot, Conflict
	Friday	CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or	3.1.3 Use writing and speaking skills to communicate new understandings	I can evaluate stories based on their Literary Elements.	REVIEW	-Story Element stations -CHECK OUT

		event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	effectively.			
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5th Grade

Instruction		ELA Standards	21 st Century Learner Standards	Learning Target	Vocabulary	Instruction /Activity
Day	Monday	FLEX DAY- Class check out time				
	Tuesday	CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	3.1.6 Use information and technology ethically and responsibly.	I can safely and effectively use my student email account.	<ul style="list-style-type: none"> ○ Username ○ Password ○ Reply ○ Reply All ○ Forward ○ Spam ○ Inbox 	-Email training day with county Technology Integration Specialist, Christie Turbeville.
	Wednesday	CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	1.1.2 Use prior and background knowledge as context for new learning.	I can model and practice the Check Out procedures.	<ul style="list-style-type: none"> ○ Shelf Marker ○ Book Drop ○ Student Barcode ○ Call Number ○ 5 Finger Test ○ Interest ○ Difficulty 	-Discussion of Check Out procedures and 5 Finger Test -Introduction and modeling of Shelf Markers -Create personal shelf markers -CHECK OUT
	Thursday	CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	4.1.8 Use creative and artistic formats to express personal learning	I can create my own literary character.	<ul style="list-style-type: none"> ○ Literary Elements ○ Character ○ Traits ○ Personality ○ Interests ○ Appearance 	-Begin Literary Element Review Focus: Character -Personal Character activity
	Friday	CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from	3.1.3 Use writing and speaking skills to	I can evaluate stories based on their Literary Elements.	<ul style="list-style-type: none"> ○ Setting ○ Theme ○ Plot ○ Conflict 	-Continue Literary Element Review Focus: Setting, Theme, Plot, Conflict

		details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	communicate new understanding s effectively.			-Story Element stations -CHECK OUT
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