

1st Quarter – KNOW YOUR LIBRARY	2nd Grade	SCS Library Curriculum
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Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
<p>1. Identify, explain and model library rules, expectations, policies, and procedures for behavior, circulation and book care*</p> <p>2. Library and Librarian are sources of information*</p> <p>3. Define and explore key library terms and terminology</p> <p>4. Identify and explain parts of a book and their roles/purposes*</p> <ul style="list-style-type: none"> ● Book Cover ● Spine ● Call Number ● Title Page <ul style="list-style-type: none"> ✓ Title ✓ Author ✓ Illustrator ● Publisher ● Copyright Page ● Table of Contents ● Glossary ● Index <p>5. Identify the location of the different types of resources in the library</p> <p>6. Independently locate and checkout library book on appropriate reading level for pleasure reading or academic purpose/need</p>	<p>What is a library and what are its uses?</p> <ul style="list-style-type: none"> ● I can explain what a library is and its uses in my everyday life. <p>What are the library rules, policies, and procedures?</p> <ul style="list-style-type: none"> ● I can follow our library rules. ● I can be a good library citizen. ● I can display proper book care and library behavior. ● I can explain how taking care of library books and proper library behavior affect the school community. <p>What is the role of the school librarian?</p> <ul style="list-style-type: none"> ● I can explain how a librarian helps find information to use in my everyday life. <p>What are important terms used in most libraries?</p> <ul style="list-style-type: none"> ● I can define important library terms. ● I can understand the oral/printed words that are used in the library. <p>What are the parts of a book? Why are they important?</p> <ul style="list-style-type: none"> ● I can identify parts of a book and explain their purposes. ● I can explain the role of the author, illustrator, and publisher in creating a book. 	<p><u>PRINT RESOURCES</u></p> <p>Trade Books</p> <ul style="list-style-type: none"> ● <i>The Shelf Elf</i> by Jackie Mims Hopkins ● <i>Manners in the Library</i> by Carrie Finn ● <i>Never Let a Ghost Borrow Your Library Book</i> by Karen Casale ● <i>Library Lion</i> by Michelle Knudsen ● <i>The Library Doors</i> by Toni Buzzeo ● <i>A Book is Just Like You</i> by Kathleen Fox ● <i>Karl and Carolina Uncover the Parts of a Book</i> by Sandy Donovan ● <i>The Important Book</i> by Margaret Wise Brown ● <i>Joe Bright and the Seven Genre Dudes</i> by Jackie Mims Hopkins ● <i>Stretchy Library Lessons: Research Skills</i> by Pat Miller ● <i>Library Sparks Library Lessons</i> by Diane Findlay ● <i>The Shelf Elf Helps Out</i> by Jackie Mims <p>Professional Books</p> <ul style="list-style-type: none"> ● <i>Introduction to Nonfiction</i> by Liza Charlesworth ● <i>Teaching Story Elements with Favorite Books (1-3)</i> by Ellen Tarlow ● <i>Teaching Literary Elements with Picture Books</i> by Susan Van Zile 	<p><u>I - INQUIRE</u></p> <ul style="list-style-type: none"> ● 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.B.2 Devising and implementing a plan to fill knowledge gaps ● I.B.3 Generating products that illustrate learning ● I.C.1 Interacting with content presented by others ● I.C.2 Providing constructive feedback ● I.C.3 Acting on feedback to improve ● I.C.4 Sharing products with an authentic audience ● I.D.1 Continually seeking knowledge ● I.D.2 Engaging in sustained inquiry ● I.D.3 Enacting new understanding through real-world connections ● I.D.4 Using reflection to guide informed decisions <p><u>II - INCLUDE</u></p> <ul style="list-style-type: none"> ● II.A.1 Articulating an awareness of the contributions of a range of learners ● II.A.3 Describing their understanding of cultural relevancy and placement within the global learning community ● II.B.1 Interacting with learners who reflect a range of perspectives ● II.C.1 Engaging in informed conversation and active debate 	<p><u>READING LITERACY</u></p> <ul style="list-style-type: none"> ● 2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action ● 2.RL.CS.6 Determine when characters have different points of view. ● 2.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed ● 2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● 2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. ● 2.RL.KID.3 Describe how characters in a story respond to major events and challenges. ● 2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <p><u>READING INFORMATION</u></p> <ul style="list-style-type: none"> ● 2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently. ● 2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.

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<p>7. Identify and explain parts of a book and their roles/purposes*</p> <ul style="list-style-type: none"> ● Book Cover ● Spine ● Call Number ● Title Page <ul style="list-style-type: none"> ✓ Title ✓ Author ✓ Illustrator ● Publisher ● Copyright Page ● Table of Contents ● Glossary ● Index <p>8. Identify and use the ten classes of the Dewey Decimal System organization scheme in order to locate nonfiction books in the library</p> <p>9. Identify and use text features to find information*</p> <ul style="list-style-type: none"> ● Photos ● Illustrations ● Captions ● Graphs/Diagrams ● Tables/Charts ● Bold/ Italics print ● Text Size ● Timelines ● Bullets ● Headings/Subheadings ● Index ● Glossary ● Table of Contents <p>10. Listen to text to retell information and/or identify story elements (character, setting, plot)</p>	<p>How does a shelf marker help keep the library organized? How do I use a shelf maker? How can I find a book that is “Just Right” for me? How many books may I check out?</p> <ul style="list-style-type: none"> ● I can help keep the library organized by using a shelf marker. ● I can preview/select library books appropriately from shelf. ● I can select, read, listen and view literature to meet my personal/informational needs. <p>What is the purpose of the Dewey Decimal Classification System and how can it be used to be to classify non-fiction materials?</p> <ul style="list-style-type: none"> ● I can identify the ten classes of the Dewey decimal system. ● I can explain the purpose of the Dewey Decimal Classification System. ● I can use the ten classes of the Dewey Decimal System organization scheme in order to locate/organize nonfiction materials in the library. <p>What are the parts of a nonfiction text and how do I use text features to meet my needs?</p> <ul style="list-style-type: none"> ● I can identify and explain the text features of nonfiction text. <p>What are story elements? (characters, setting, plot)</p> <ul style="list-style-type: none"> ● I can identify and explain the main idea, supporting detail, problem/outcome and order of events in a story 	<p><u>DIGITAL RESOURCES</u></p> <p>EL Second Grade Modules- https://curriculum.eleducation.org/curriculum/ela/grade-2</p> <p><u>Book care video:</u> https://www.youtube.com/watch?v=2YRAAjYcnZI</p> <p><u>Library vocabulary flashcards quiz:</u> https://quizlet.com/22667/library-terms-elementary-flash-cards/</p> <p><u>Library vocabulary flashcards quiz:</u> https://www.propofcs.com/flashcards/story.php?title=library-train-elementary</p> <p><u>Author vs Illustrator video:</u> https://www.youtube.com/watch?v=un5c1zS2fqs</p> <p><u>We Are All Authors lesson:</u> https://www.scholastic.com/teachers/lesson-plans/teaching-content/we-are-all-authors/</p> <p><u>We’re the Illustrators lesson:</u> https://www.scholastic.com/teachers/lesson-plans/teaching-content/were-illustrators/</p> <p><u>Helping students find a “good fit” book:</u> http://www.scholastic.com/parents/blogs/scholastic-parents-raise-reader/help-kids-to-pick-right-books</p> <p><u>Finding just right books:</u> http://www.readingrockets.org/article/selecting-books-your-child-finding-just-right-books</p> <p><u>Choosing the right book:</u> http://www.readwritethink.org/classroom-resources/lesson-plans/choosing-right-book-strategies-916.html</p>	<ul style="list-style-type: none"> ● II.C.2 Involving diverse perspectives in their own inquiry processes ● II.D.1 Actively contributing to group discussions <p><u>III - COLLABORATE</u></p> <ul style="list-style-type: none"> ● III.A.1 Demonstrating their desire to broaden and deepen understandings ● III.A.2 Developing new understandings through engagement in a learning group ● III.A.3 Deciding to solve problems informed by group interaction ● III.B.2 Establishing connections with other learners to build on their own prior knowledge and create new knowledge ● III.C.1 Soliciting and responding to feedback from others ● III.C.2 Involving diverse perspectives in their own inquiry processes ● III.D.1 Actively contributing to group discussions ● III.D.2 Recognizing learning as a social responsibility <p><u>IV - CURATE</u></p> <ul style="list-style-type: none"> ● IV.A.2 Identify possible sources of information ● IV.A.3 Making critical choices about information sources to use ● IV.B.1 Seeking a variety of sources ● IV.B.4 Organizing information by priority, topic, or other systematic scheme ● IV.D.1 Continually seeking knowledge 	<ul style="list-style-type: none"> ● 2.RI. RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed. ● 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text. ● 2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. ● 2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text. <p><u>SPEAKING & LISTENING</u></p> <ul style="list-style-type: none"> ● 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts. ● 2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media <p><u>WRITING</u></p> <ul style="list-style-type: none"> ● 2.W. RBPK.7 Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report. ● 2.W. RBPK.8 Recall information from experiences or gather

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11. Recognize and discuss main idea/theme and supporting details 12. Answer complex text based questions about a text 13. Define and explore genres: <ul style="list-style-type: none"> • Fiction/Nonfiction • Realistic Fiction 14. Use OPAC to locate desired materials in the library	<p>How can I determine the main idea of the text and the details that supports it?</p> <ul style="list-style-type: none"> • I can retell the main idea of a story and give supporting details. • I can answer complex text based questions about a text. <p>What are the story genres – Fiction, Nonfiction and Realistic Fiction?</p> <ul style="list-style-type: none"> • I can identify and explain the differences/Characteristics in the two genres – Fiction, Nonfiction and Realistic Fiction. <p>How does the OPAC system help me to locate library materials that I need in every day learning.</p> <ul style="list-style-type: none"> • How do I get to my school's OPAC? • How do I search in the OPAC to locate materials in the library? 	<p><u>Goldilocks' Rules for just right books:</u> http://www.ourclassweb.com/center_activities/readers_workshop/rw_poster_goldilocks_rules.pdf</p> <p><u>Learning to read nonfiction and its text features : lesson plan</u> https://www.scholastic.com/teachers/lesson-plans/teaching-content/learning-read-nonfiction-and-its-text-features/</p> <p><u>Teaching nonfiction text structures: lesson plan</u> https://www.scholastic.com/teachers/lesson-plans/teaching-content/teaching-nonfiction-text-structures/</p> <p><u>Teaching to Inspire (suggested stories):</u> https://teachingtoinspire.com/2017/09/read-alouds-story-elements-mentor-texts.html</p> <p><u>Great Picture Books to Teach Theme:</u> https://pernillesripp.com/2015/10/03/great-picture-books-to-teach-theme/</p> <p><u>More Picture Books to Teach Theme:</u> https://pernillesripp.com/2016/03/06/more-picture-books-to-teach-theme/</p> <p><u>Identify Main Idea and Supporting Details (video):</u> https://www.youtube.com/watch?v=42SJTk2XSi4</p> <p><u>Main Idea and Details (video):</u> https://www.youtube.com/watch?v=mjYRI3QCTs</p> <p><u>The Genre Game:</u> https://www.quia.com/rr/111225.html</p> <p><u>Genre Study: A Collaborative Approach (lesson):</u> http://www.readwritethink.org/resources/resource-print.html?id=270</p>	<ul style="list-style-type: none"> • IV.D.2 Integrating and depicting in a conceptual knowledge network their understanding gained from resources • IV.D.3 Openly communicating curation processes for others to use, interpret, and validate. <p><u>V - EXPLORE</u></p> <ul style="list-style-type: none"> • V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes • V.A.2 Reflecting and questioning assumptions and possible misconceptions • V.A.3 Engaging in inquiry-based processes for personal growth • V.B.1 Problem solving through cycles of design, implementation, and reflection • V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance <p><u>VI - ENGAGE</u></p> <ul style="list-style-type: none"> • VI.A.1 Demonstrating their desire to broaden and deepen understandings • VI.D.1 Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources 	<p>information from provided sources to answer a question</p> <p><u>FOUNDATIONAL</u></p> <ul style="list-style-type: none"> • 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly <ul style="list-style-type: none"> ○ e. Consult reference materials, including beginning dictionaries, to check and correct spelling. ○ f. Print legibly in manuscript • 2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> ○ v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. • 2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ○ a. Read grade-level text with purpose and understanding.

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		<p><u>Genres, Genres Everywhere (lesson):</u> https://www.scholastic.com/teachers/lesson-plans/teaching-content/genres-genres-everywhere/</p> <p>OPAC Scavenger Hunt: https://elementarylibrarian.com/wp-content/uploads/2013/09/OPAC-Scavenger-Hunt.pdf</p> <p><u>Asking questions to improve learning:</u> http://teachingcenter.wustl.edu/resources/teaching-methods/participation/asking-questions-to-improve-learning/</p> <p><u>Depend on the text (lesson):</u> http://www.readwritethink.org/professional-development/strategy-guides/depend-text-create-text-31024.html</p> <p><u>Introduction for asking questions:</u> https://readingrecovery.clemson.edu/introduction-asking-questions/</p> <p><u>The importance of asking questions:</u> http://thepicturebookteachersedition.blogspot.com/2012/09/the-importance-of-asking-questions.html</p> <p><u>LITERARY EVENTS</u></p> <ul style="list-style-type: none"> • Hispanic Heritage Month (Sept.-Oct.) • Library Card Sign-up Month (Sept.) • Banned Book Week (Sept.) 		

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