

2nd Quarter - RESOURCES TOOLS	2nd Grade	SCS Library Curriculum
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Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
<ol style="list-style-type: none"> 1. Arrange words in alphabetical order to the second letter 2. Recognize that nonfiction and informational texts are sources of information 3. Utilize a print and/or digital dictionary to: <ul style="list-style-type: none"> • Understand a dictionary explains unknown words • Understand a dictionary is organized in alphabetical order 4. Understand a print and/or digital thesaurus is a book of synonyms and is organized like a dictionary 5. Utilize a print and/or digital encyclopedia to answer questions on a topic 6. Utilize a print and/or digital atlas to locate geographical information 7. Compare information found on the internet to the information found in print 8. Compare reference sources and digital reference sources 9. Realize the internet is a source of information but must be used carefully when looking for information 10. Understand that one function of the Internet is as a source of information that must be used carefully with appropriate supervision 	<p>How do you organize words in the order of the alphabet?</p> <ul style="list-style-type: none"> • I can arrange words in alphabetical order. <p>How is alphabetical order used in library organization?</p> <ul style="list-style-type: none"> • I can explain how alphabetical order is used to organize a library. <p>What is a dictionary?</p> <ul style="list-style-type: none"> • I can explain what a dictionary is. <p>How is a dictionary organized?</p> <ul style="list-style-type: none"> • I can use a dictionary for a variety of tasks: to locate and define unfamiliar words, find correct spelling of words, understand and use guide words. <p>What is an encyclopedia?</p> <ul style="list-style-type: none"> • I can explain what an encyclopedia is. <p>How is an encyclopedia organized?</p> <ul style="list-style-type: none"> • I can explain how print encyclopedias are used and organized. <p>What is the difference between print and digital encyclopedias?</p> <ul style="list-style-type: none"> • I can use an encyclopedia in both print and digital formats. <p>What information is best suited for encyclopedia research?</p> <ul style="list-style-type: none"> • I can explain what encyclopedias are used for. <p>What is an atlas?</p> <ul style="list-style-type: none"> • I can explain what an atlas is. <p>How do you read a map?</p> <ul style="list-style-type: none"> • I can read maps to locate geographical information. 	<p><u>PRINT RESOURCES</u></p> <p>Trade Books</p> <ul style="list-style-type: none"> • <i>The Scrambled States of America Paperback</i> by Laurie Keller • <i>There's a Map on My Lap!: All About Maps (Cat in the Hat's Learning Library)</i> by Tish Rabe • <i>Chicken Clicking Paperback</i> by Jeanne Willis • <i>Once Upon a Time... Online: Happily, Ever After Is Only a Click Away!</i> by David Bedford • <i>Bully</i> by Patricia Polacco <p>Professional Books</p> <ul style="list-style-type: none"> • <i>Stretchy Library Lessons: Research Skills</i> by Pat Miller • <i>Stretchy Library Lessons: More Library Skills</i> by Pat Miller • <i>Complete Library Skills, Grades K-2</i> by Sara Bierling (Editor) <p><u>DIGITAL RESOURCES</u></p> <p>EL Second Grade Modules- https://curriculum.education.org/curriculum/ela/grade-2</p> <p>Alphabet Order- http://www.abcya.com/alphabet.htm</p> <p>Alphabetical Order- https://www.spellingcity.com/games/alphabetize.html</p> <p>Alphabetical Order- https://www.roythezebra.com/reading-games.html</p> <p>Dictionary Skills- www.Dictionary.com</p> <p>Dictionary Skills Video- https://www.youtube.com/watch?v=Fo2cSioY6wI</p>	<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.D.1 Continually seeking knowledge • I.D.3 Enacting new understanding through real-world connections <p><u>II - INCLUDE</u></p> <ul style="list-style-type: none"> • II.C.1 Engaging in informed conversation and active debate • 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.B.1 Using a variety of communication tools and resources • III.B.2 Establishing connections with other learners to build on their own prior knowledge and create new knowledge • III.D.1 Actively contributing to group discussions 	<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.IK1.7 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.IK1.7 Identify and explain how illustrations and words contribute to and clarify a text. <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 information from provided sources to answer a question.

- This curriculum is flexible based on the needs and schedules of each school.

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<p>11. Evaluate a website for reliability and validity</p> <p>12. Define and explore genres; compare and contrast texts to distinguish between genres:</p> <ul style="list-style-type: none"> ● Fairy Tales ● Tall Tales ● Folk Tales 	<p>What other information is found in an atlas?</p> <ul style="list-style-type: none"> ● I can explain what atlases are used for. <p>What are print and digital sources of information?</p> <ul style="list-style-type: none"> ● I can understand and explain the purpose and best use for the following reference tools: dictionary, encyclopedia, thesaurus, atlas, and Internet. <p>What is the difference between digital and print resources?</p> <ul style="list-style-type: none"> ● I can describe the difference between digital and print resources. <p>How do I check for reliability?</p> <ul style="list-style-type: none"> ● I can check my sources of information for reliability. <p>What is the internet?</p> <ul style="list-style-type: none"> ● I can understand what the internet is. <p>How can you tell if a website is reliable or valid?</p> <ul style="list-style-type: none"> ● I can use the internet to safely locate information. <p>What is cyberbullying?</p> <ul style="list-style-type: none"> ● I can explain what cyberbullying is. <p>How do I identify, define, and differentiate different types of literature?</p> <ul style="list-style-type: none"> ● I can identify and explain the differences between Fairy Tales, Folk, Tall Tales, and Folk Tales. ● I can retell and answer text-based questions about the stories heard and read Fairy Tales, Folk Tales, and Tall Tales 	<p>Encyclopedia Skills- www.Encyclopedia.com</p> <p>World Book Student- http://www.worldbookonline.com/student/home</p> <p>Geography Games- http://www.sheppardsoftware.com/Geography.htm (pair with an atlas)</p> <p>TN Electronic Library Kids Page- http://www.tel4u.org/</p> <p>Reference Books: Dictionary, Thesaurus, Encyclopedia, Atlas, Almanac- http://www.tntel.tnsos.org/ https://www.merriam-webster.com/ https://www.worldatlas.com/ https://www.almanac.com/ https://digitalcollections.nypl.org/</p> <p>LITERARY EVENTS</p> <ul style="list-style-type: none"> ● Read for the Record (October) ● Picture Book Month(November) ● Native American Heritage Month (November) ● National Family Literacy Day (November) ● International Games Week (November) 	<p>IV - CURATE</p> <ul style="list-style-type: none"> ● IV.A.1 Determine the need to gather information ● IV.A.2 Identify possible sources of information ● IV.A.3 Making critical choices about information about information sources to use ● IV.B.1 Seeking a variety of sources ● IV.B.2 Devising and implementing a plan to fill knowledge gaps ● IV.B.3 Systematically questioning and assessing the validity and accuracy of information ● IV.B.4 Organizing information by priority, topic, or other systematic scheme ● IV.C.1 Assessing and evaluating collaboratively constructed information sites ● IV.D.1 Continually seeking knowledge <p>V - EXPLORE</p> <ul style="list-style-type: none"> ● V.A.2 Reflecting and questioning assumptions and possible misconceptions ● V.A.3 Engaging in inquiry-based processes for personal growth ● V.C.1 Expressing curiosity about a topic of personal interest or curricular relevance <p>VI - ENGAGE</p> <ul style="list-style-type: none"> ● VI.A.1 Demonstrating their desire to broaden and deepen understandings ● VI.A.2 Developing new understandings through engagement in a learning group ● VI.A.3 Making critical choices about information sources to use ● IV.D.1 Continually seeking knowledge 	<p>FOUNDATIONAL</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"> ○ i. Use sentence-level context as a clue to the meaning of a word or phrase.

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