



# **LIBRARY – GRADE 2**

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: DECEMBER 14, 2023

## COURSE OVERVIEW

<b>Title:</b>	Elementary Library
<b>Grade Level:</b>	Grade 2
<b>Level:</b>	N/A
<b>Length:</b>	45 minutes
<b>Duration:</b>	29 cycles
<b>Frequency:</b>	Once every 6-day cycle
<b>Pre-Requisites:</b>	None
<b>Credit:</b>	N/A
<b>Description:</b>	Second grade library classes continue to use many different types of literature for instruction. Second grade students are introduced to the online catalog to find materials of personal interest. Students also learn basic research skills and practice conducting research for projects.

## COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Library Citizenship	<ul style="list-style-type: none"> <li>• Book care</li> <li>• Check-out procedures</li> <li>• Library expectations</li> </ul>	3 Days
2	Location and Access	<ul style="list-style-type: none"> <li>• Sections of the library</li> <li>• Book arrangement</li> <li>• Choosing a “just-right” book</li> </ul>	7 Days
3	Effective Reading and Listening	<ul style="list-style-type: none"> <li>• Text connections</li> <li>• Main characters and events</li> </ul>	3 Days
4	Information Sources	<ul style="list-style-type: none"> <li>• Book parts</li> <li>• Online catalog</li> </ul>	6 Days
5	Digital Citizenship	<ul style="list-style-type: none"> <li>• Internet safety</li> </ul>	1 Day
6	Research Process	<ul style="list-style-type: none"> <li>• Steps of the research process</li> <li>• Research application</li> </ul>	4 Days
7	Literature Appreciation	<ul style="list-style-type: none"> <li>• Author appreciation</li> <li>• Literary awards</li> </ul>	5 Days

## DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY SKILLS/PRACTICE	DESCRIPTION
Inquire	Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for solving problems.
Include	Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
Explore	Learners work effectively with others to broaden perspectives and work toward common goals.
Collaborate	Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance.
Curate	Learners read, discover, and innovate with a growth mindset developed through experience and reflection.
Engage	Learners demonstrate safe, legal, and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

## UNIT 1

<b>Unit Title</b>	Library Citizenship		
<b>Unit Description</b>	Students will understand the expectations and procedures of using a library, and participate ethically and productively as members of a library community.		
<b>Unit Assessment</b>	Common Unit Assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do I select and borrow library materials?  <b>2 Days</b>	<input type="checkbox"/> Select nonfiction and fiction texts.	<b>Vocabulary:</b> circulation desk, renew	AASL V.A Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.
How do I care for library materials?  <b>1 Day</b>	<input type="checkbox"/> Behave as a responsible library citizen. <input type="checkbox"/> Practice safe, ethical behavior.	<b>Content:</b> -prevent book damage and demonstrate responsibility for materials	AASL III.D.2 Learners actively participate with others in learning situations by recognizing learning as a social responsibility.

## UNIT 2

<b>Unit Title</b>	Location and Access		
<b>Unit Description</b>	Students will apply skills to locate and access library materials.		
<b>Unit Assessment</b>	Common Unit Assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>What are the sections of the library, and where are they in my library?</p> <p><b>2 Days</b></p>	<input type="checkbox"/> Identify sections of the library and their location.	<p><b>Content:</b> -sections of the library: Biography, Everyone/Easy Fiction, Everyone/Easy Nonfiction, Fiction, Magazines, Nonfiction, Reference</p>	<p>AASL V.A Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> <li>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>2. Reflecting and questioning assumptions and possible misconceptions.</li> <li>3. Engaging in inquiry-based processes for personal growth.</li> </ol>
<p>How do I find a fiction book on the library shelves?</p> <p><b>1 Day</b></p>	<input type="checkbox"/> Locate and understand the call number on a book. <input type="checkbox"/> Arrange books in alphabetical order according to their call number.	<p><b>Content:</b> -books are arranged in alphabetical order by call number; the call number is located on the spine of the book</p> <p><b>Vocabulary:</b> call number</p>	<p>AASL IV.B.4 Learners gather information appropriate to the task by organizing information by priority, topic, or other systematic scheme.</p>

<p>How can I tell the difference between fiction and nonfiction?</p> <p><b>1 Day</b></p>	<input type="checkbox"/> Identify differences between fiction and nonfiction texts.	<p><b>Vocabulary:</b> fiction, nonfiction</p>	<p>AASL I.A.2 Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.</p>
<p>How do I pick a book that is right for me?</p> <p><b>2 Days</b></p>	<input type="checkbox"/> Use literacy strategies to determine readability.	<p><b>Vocabulary:</b> Five Finger Rule</p>	<p>AASL V.C.1 Learners engage with the learning community by expressing curiosity about a topic of personal interest or curricular relevance.</p>
<p>What are biographies?</p> <p><b>1 Day</b></p>	<input type="checkbox"/> Identify and locate biographies in the library.	<p><b>Vocabulary:</b> biography</p>	<p>AASL IV.A.2 Learners act on an information need by identifying possible sources of information.</p>

## UNIT 3

<b>Unit Title</b>	Effective Reading and Listening		
<b>Unit Description</b>	Students will develop and utilize effective reading and listening strategies.		
<b>Unit Assessment</b>	Students will evaluate texts based on story elements.		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do I describe the characters and settings in the story?  <b>1 Day</b>	<input type="checkbox"/> Identify characters and settings in the story and understand their impact.	<b>Vocabulary:</b> characters, setting	AASL I.B.1 Learners engage with new knowledge by following a process that includes using evidence to investigate questions.
What connections can I make to the story?  <b>1 Day</b>	<input type="checkbox"/> Recall information from past experiences or information provided to answer questions.	<b>Content:</b> -text to self, text to world, text to text	AASL I.C.1 Learners adapt, communicate, and exchange learning products with others in a cycle that includes interacting with content presented by others.
What are the most important events of the story?  <b>1 Day</b>	<input type="checkbox"/> Describe key ideas from text. <input type="checkbox"/> Identify events that occur in the beginning, middle, and end of a story.		AASL I.B.1 Learners engage with new knowledge by following a process that include using evidence to investigate questions.



## UNIT 4

<b>Unit Title</b>	Information Sources		
<b>Unit Description</b>	Students will use text features and search tools to locate and interpret information in print and digital sources.		
<b>Unit Assessment</b>	Common Unit Assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do I use the online catalog to find a book?  <b>4 Days</b>	<input type="checkbox"/> Search the catalog by title, author, and subject. <input type="checkbox"/> Locate the call number in the catalog.	<b>Content</b> -structure of the online public access catalog  <b>Vocabulary:</b> OPAC (Online Public Access Catalog)	AASL I.B.2 Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.
What are nonfiction text features, and how are they helpful to readers?  <b>2 Days</b>	<input type="checkbox"/> Identify various text features within print and electronic resources.	<b>Content:</b> -Explain how text features are used in print and electronic resources.  <b>Vocabulary:</b> table of contents, index, headings, glossary, bold text, captions, photographs, graphs	AASL I.B.2 Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.

## UNIT 5

<b>Unit Title</b>	Digital Citizenship		
<b>Unit Description</b>	Students will practice positive digital citizenship by making responsible, safe and respectful choices.		
<b>Unit Assessment</b>	Common Unit Assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
What are ways I can stay safe online?  <b>1 Day</b>	<input type="checkbox"/> Demonstrate online etiquette and safety.	<b>Content:</b> -Identify kind and safe online behavior (i.e., not talking to strangers, balancing time online and offline, being polite).	AASL VI.A.2 Learners follow ethical and legal guidelines for gathering and using information by understanding the ethical use of information, technology, and media.

## UNIT 6

<b>Unit Title</b>	Research Process		
<b>Unit Description</b>	Students will learn and practice the basic steps to the research process, which can be applied across the elementary curriculum. Students will formulate a question, gather the necessary information, create their written product, and evaluate their work.		
<b>Unit Assessment</b>	Common Unit Assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
How do I gather information?  <b>3 Days</b>	<input type="checkbox"/> Choose a topic to research. <input type="checkbox"/> Gather information using text features and search tools from various print and digital sources. <input type="checkbox"/> Organize information by sorting it into provided categories. <input type="checkbox"/> Develop a research topic and apply note-taking strategies.	<b>Vocabulary:</b> Super 3  <b>Content:</b> Plan: how to select a topic and resources to use, Do: note-taking strategies and creating a product, Review: presentation of information and self-reflection	AASL I.A.1 Learners display curiosity and initiative by formulating questions about a personal interest or a curricular topic.
How do I share information?  <b>1 Day</b>	<input type="checkbox"/> With support, produce and present a written research product. <input type="checkbox"/> Use proper terminology when presenting research findings.		AASL I.B.3 Learners engage with new knowledge by following a process that includes generating products that illustrate learning.

## UNIT 7

<b>Unit Title</b>	Literature Appreciation		
<b>Unit Description</b>	Students pursue personal growth and enjoyment of reading.		
<b>Unit Assessment</b>			
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
Who are some popular authors?  <b>1 Day (ongoing)</b>	<input type="checkbox"/> Know popular authors, illustrators, and books. <input type="checkbox"/> Evaluate books based on interest.	<b>Content:</b> -Introduce authors who are well known and respected in their field, i.e., Robert Munsch.	AASL V.A Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.
What is the Caldecott Medal?  <b>2 Days</b>	<input type="checkbox"/> Know award-winning illustrators and books.	<b>Vocabulary:</b> Caldecott Medal	AASL V.A Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.

<p>What is the Pennsylvania Young Reader's Choice Award?</p> <p><b>1 Day (ongoing)</b></p>	<p><input type="checkbox"/> Know award-winning authors, illustrators, and books.</p>	<p><b>Vocabulary:</b> PA Young Reader's Choice Award</p>	<p>AASL V.A Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> <li>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>2. Reflecting and questioning assumptions and possible misconceptions.</li> <li>3. Engaging in inquiry-based processes for personal growth.</li> </ol>
<p>How do I grow as a reader over the summer?</p> <p><b>1 Day</b></p>	<p><input type="checkbox"/> Know how to access and check out books over the summer.</p>		<p>AASL V.A Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> <li>1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>2. Reflecting and questioning assumptions and possible misconceptions.</li> <li>3. Engaging in inquiry-based processes for personal growth.</li> </ol>

## **ACCOMMODATIONS AND MODIFICATIONS**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print and/or audio materials
- Outlines and/or study sheets
- Manipulative learning materials
- Alternatives to writing (voice to text/calculator)