

## **2nd Grade Library Media Curriculum**

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# Orientation

Stage 1- Desired Results	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>■ Why are policies and procedures important?</li> <li>■ How do these policies and procedures assist me while utilizing the school library?</li> <li>■ How do I apply these policies and skills to other libraries, i.e. public library?</li> <li>■ How will these policies and procedures assist me when utilizing libraries in the future?</li> </ul>	<b>Enduring Understandings</b> <i>Students understand that...</i> <ul style="list-style-type: none"> <li>■ that there are policies and procedures in the Library Media Center.</li> </ul>
<b>Standards and Performance Indicators:</b> <b>COMMON CORE LEARNING STANDARDS (CCLS)</b> <b>INFORMATION FLUENCY CONTINUUM (IFC)</b> <b>Information Fluency Continuum, Grade 2, Demonstrating Social Responsibility</b> Importance of Information to a Democratic Society <ul style="list-style-type: none"> <li>■ Returns materials when they are due so that others have access.</li> </ul> <b>AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL)</b>	
<b>Knowledge</b> <i>Students know that..</i> <ul style="list-style-type: none"> <li>■ the school library media center has a specific layout, library procedures, library rules and safety procedures (fire drill, high wind drill, lock down procedure).</li> <li>■ Book care and being a responsible library user are important.</li> </ul>	<b>Skills</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>■ state library rules and procedures</li> <li>■ demonstrate proper book care</li> <li>■ locate and select appropriate books for their level</li> <li>■ check out library materials</li> <li>■ identify sections appropriate to their grade level</li> <li>■ demonstrate emergency procedures for the library</li> </ul>
Stage 2- Assessment Evidence	
<b>Assessments</b> <ul style="list-style-type: none"> <li>■ Informal observation</li> <li>■ Makes appropriate book selections with minimal assistance</li> <li>■ Check outs out appropriate library materials</li> <li>■ Informal questioning</li> <li>■ Follows directions</li> <li>■ Understands the concept of borrowing a library book</li> </ul>	
Stage 3- Learning Activities	
<b>Activities</b> <ul style="list-style-type: none"> <li>■ Practice using shelf markers to select a book.</li> <li>■ Be introduced to the specific sections at the appropriate time.</li> <li>■ Include a variety of learning styles within the lessons to support the diverse needs of students.</li> <li>■ Provide a variety of activities that allow the students to chose an activity that best matches their learning styles and needs that both supports and provides enrichment.</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>■ Library Media Center</li> <li>■ Library signage</li> <li>■ Books about libraries</li> <li>■ Class list with student ID numbers</li> <li>■ Student Library Cards</li> </ul>

# Vocabulary

Stage 1- Desired Results	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>What library vocabulary are essential to the library environment?</li> <li>How does the knowledge of these terms enable one to function in the library media environment?</li> </ul>	<b>Enduring Understandings</b> <i>Students understand that...</i> <ul style="list-style-type: none"> <li>There is specific library vocabulary.</li> </ul>
<b>Standards and Performance Indicators:</b> <b>COMMON CORE LEARNING STANDARDS (CCLS)</b> <b>INFORMATION FLUENCY CONTINUUM (IFC)</b> <b>Using Inquiry to Build Understanding and Create New Knowledge</b> <b>Connect</b> Recognizes that questions can be answered by finding information. <b>Express</b> Presents information in a variety of ways (e.g., art, music, poetry, movement, verbally, and/or written language). <b>AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL)</b>	
<b>Knowledge</b> <i>Students know that..</i> <ul style="list-style-type: none"> <li>there is specific library vocabulary/terminology.</li> <li>they should also have an understanding of the terms they learned from a previous grade level.</li> <li>they will continue to develop an understanding/knowledge of library vocabulary</li> <li><u>NRCSD Library Vocabulary</u></li> </ul>	<b>Skills</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>identify grade level library vocabulary.</li> </ul>
Stage 2- Assessment Evidence	
<b>Assessments</b> <ul style="list-style-type: none"> <li>Uses library terminology correctly and appropriately in a library media setting.</li> <li>Students can recite definitions for the library vocabulary at their level</li> </ul>	
Stage 3- Learning Activities	
<b>Activities</b> <ul style="list-style-type: none"> <li>Embedded library vocabulary usage throughout the lessons</li> <li>Smart board lessons that focus on the library vocabulary</li> <li>Library vocabulary games i.e., crossword puzzles, Quizlet</li> <li>Provide a variety of activities that allow the students to chose an activity that best matches their learning styles and needs that both supports and provides enrichment</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Library Media Center</li> <li>Displays and other signage</li> <li>Smartboard and other hands-on activities</li> <li><u>NRCSD Library Vocabulary</u></li> </ul>

# Library Organization

Stage 1- Desired Results	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>How is the library media center organized?</li> <li>How can I locate sections and materials in the library?</li> <li>How can the organization of the library assist me in locating materials in other libraries?</li> <li>How does structure and organization of the library aid me in locating materials in the future?</li> </ul>	<b>Enduring Understandings</b> <i>Students understand that...</i> <ul style="list-style-type: none"> <li>there is a structure and organization to the school library media center.</li> </ul>
<b>Standards and Performance Indicators:</b> <b>COMMON CORE LEARNING STANDARDS (CCLS)</b> <b>INFORMATION FLUENCY CONTINUUM (IFC)</b> Information Fluency Continuum, Grade 2, Using Inquiry to Build Understanding and Create New Knowledge <b>Investigate</b> <ul style="list-style-type: none"> <li>uses ABC arrangement of fiction books to locate materials</li> </ul> <b>AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL)</b> <b>AASL Standards for the 21st Century Learner, K-12 , Personal &amp; Aesthetic Growth</b> Learners use skills, resources and tools to pursue personal and aesthetic growth. 4.1 Skills <ul style="list-style-type: none"> <li>4.1.1 Read, view, and listen for pleasure and personal growth.</li> <li>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</li> <li>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> <li>4.1.4 Seek information for personal learning in a variety of formats and genres.</li> </ul>	
<b>Knowledge</b> <i>Students know that..</i> <ul style="list-style-type: none"> <li>there is a difference between fiction and non-fiction.</li> <li>fiction is arranged alphabetically by author's last name</li> <li>there are various genres in the fiction and non-fiction sections of the library</li> <li>there are different sections in the library</li> </ul>	<b>Skills</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>identify a variety of print and non-print materials for information and enjoyment</li> <li>recognize the organization of the easy fiction and easy non-fiction</li> <li>locate books utilizing alphabetical order</li> <li>locate materials from the appropriate section(s) of the library</li> <li>go to the circulation desk for circulation of materials</li> <li>demonstrate the appropriate procedure for selecting materials, specifically maintaining the order of books on shelf</li> </ul>
Stage 2- Assessment Evidence	
Students show an understanding of the different sections of the library.	
Stage 3- Learning Activities	
<b>Activities</b> <ul style="list-style-type: none"> <li>Read alouds of fiction and non-fiction to understand the difference in the genres.</li> <li>Smart board lesson activities.</li> <li>Provide a variety of activities that allow the students to chose an activity that best matches their learning styles and needs that both supports and provides enrichment.</li> <li>DVDs and other videos on library organization</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Library Media Center</li> <li>Library materials</li> <li>Library signage</li> <li>Library staff</li> <li>Library Cards</li> <li>Library Books</li> </ul>

# Literature Appreciation

Stage 1- Desired Results	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>■ Why read?</li> <li>■ How does a knowledge of literary genre affect my reading selections?</li> <li>■ How does what I read influence my decision-making?</li> <li>■ How will reading enrich my life?</li> </ul>	<b>Enduring Understandings</b> <i>Students understand that...</i> <ul style="list-style-type: none"> <li>■ are different genres and text types (introduction to biographies, fairy tales, fables)</li> </ul>
<b>Standards and Performance Indicators:</b> <b>COMMON CORE LEARNING STANDARDS (CCLS)</b> <b>CCLS:ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects PreK-5, 2nd Grade , Reading: Literature</b> Key Ideas and Details <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.               <ul style="list-style-type: none"> <li>■ 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> </ul> </li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.               <ul style="list-style-type: none"> <li>■ 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> </ul> </li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.               <ul style="list-style-type: none"> <li>■ 3. Describe how characters in a story respond to major events and challenges.</li> </ul> </li> <li>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.               <ul style="list-style-type: none"> <li>■ 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> </ul> </li> </ol> <b>INFORMATION FLUENCY CONTINUUM (IFC)</b> <b>AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL)</b> <b>AASL Standards for the 21st Century Learner, K-12 , Personal &amp; Aesthetic Growth</b> Learners use skills, resources and tools to pursue personal and aesthetic growth. <ol style="list-style-type: none"> <li>4.1 Skills               <ul style="list-style-type: none"> <li>■ 4.1.1 Read, view, and listen for pleasure and personal growth.</li> <li>■ 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</li> <li>■ 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</li> <li>■ 4.1.4 Seek information for personal learning in a variety of formats and genres.</li> </ul> </li> </ol>	
<b>Knowledge</b> <i>Students know that.</i> <ul style="list-style-type: none"> <li>■ There are many different reasons to read.</li> <li>■ It is important to read.</li> <li>■ Reading enriches one's life.</li> <li>■ Reading can influence decision-making.</li> </ul>	<b>Skills</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>■ listen and respond to oral reading</li> <li>■ check out library materials for personal interest</li> <li>■ identify fiction versus non-fiction</li> <li>■ identify fairy tales, fables and biographies</li> <li>■ identify poetry and rhymed literature</li> <li>■ make connections with literature to curriculum content</li> <li>■ make connections to self and world</li> <li>■ check out library materials for personal interests</li> </ul>
Stage 2- Assessment Evidence	
<ul style="list-style-type: none"> <li>■ Informal Observation</li> <li>■ Exhibits and interest in reading a variety of genres.</li> <li>■ Participates in the discussion of read literature.</li> <li>■ Checks out and utilizes library materials.</li> <li>■ Participates in read alouds. Students answer questions about the book and/or make self and real world connections.</li> <li>■ Complete book writing tasks, such as storyboards, graphic organizers, story elements, etc.</li> </ul>	
Stage 3- Learning Activities	

## **GRADE 2**

<b><u>Activities</u></b>	<b><u>Resources</u></b>
<ul style="list-style-type: none"><li>■ identify story elements</li><li>■ biography unit</li><li>■ fairy tales/fables unit</li><li>■ locate and select books from the series and fiction section</li><li>■ Provide a variety of activities that allow the students to chose an activity that best matches their learning styles and needs that both supports and provides enrichment.</li></ul>	<ul style="list-style-type: none"><li>■ Books</li><li>■ Electronic books<ul style="list-style-type: none"><li>■ Series section</li><li>■ Fiction section</li><li>■ Biography section</li></ul></li><li>■ Signage and library displays</li></ul>

# Book Elements

Stage 1- Desired Results	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>■ What are the elements of a book?</li> <li>■ How do I utilize the elements of a book?</li> <li>■ How do the elements of a book help me to locate information outside of school?</li> <li>■ How will the elements of a book assist me in locating information in other formats?</li> </ul>	<b>Enduring Understandings</b> <i>Students understand that...</i> <ul style="list-style-type: none"> <li>■ there are specific parts of a book</li> </ul>
<b>Standards and Performance Indicators:</b> <b>COMMON CORE LEARNING STANDARDS (CCLS)</b> <b>INFORMATION FLUENCY CONTINUUM (IFC)</b> Information Fluency Continuum, Grade 2, Using Inquiry to Build Understanding and Create New Knowledge Connect <ul style="list-style-type: none"> <li>■ Recognizes that questions can be answered by finding information.</li> </ul> Information Fluency Continuum, Grade 2, Pursuing Personal and Aesthetic Growth Motivated, Independent Learning <ul style="list-style-type: none"> <li>■ Begins to recognize that different genres require different reading strategies.</li> </ul> Information Fluency Continuum, Grade 2, Demonstrating Social Responsibility Ethical Behavior in the Use of Information <ul style="list-style-type: none"> <li>■ Credits sources by citing author and title.</li> </ul> <b>AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS (AASL)</b> AASL Standards for the 21st Century Learner, K-12 , Personal & Aesthetic Growth 4.3 Responsibilities <ul style="list-style-type: none"> <li>■ 4.3.2 Recognize that resources are created for a variety of purposes.</li> </ul>	
<b>Knowledge</b> <i>Students know that..</i> <ul style="list-style-type: none"> <li>■ Various book elements (parts of a book) have a name and purpose.</li> </ul>	<b>Skills</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>■ identify the title of a book, author, illustrator, title page, copyright date</li> <li>■ identify front and back cover of the book and the library barcode</li> <li>■ identify the spine, spine label, call number</li> <li>■ identify the *dedication page and *verso</li> <li>■ identify fiction and non-fiction books</li> <li>■ identify table of contents, glossary, headings</li> </ul>
Stage 2- Assessment Evidence	
<ul style="list-style-type: none"> <li>■ Students can pinpoint the various elements of a book.</li> <li>■ Students know and understand the book elements that are part of the library song.</li> </ul>	
Stage 3- Learning Activities	
<b>Activities</b> <ul style="list-style-type: none"> <li>■ Read alouds</li> <li>■ Songs</li> <li>■ Provide a variety of activities that allow the students to chose an activity that best matches their learning styles and needs that both supports and provides enrichment.</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>■ Books</li> </ul>

# Research (New Edition - May 2024)

Stage 1- Desired Results	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>■ What are research skills?</li> <li>■ Why does one research?</li> <li>■ How will I utilize research skills?</li> <li>■ How are research skills utilized outside the library media center?</li> <li>■ How will research skills assist me in the future?</li> </ul>	<b>Enduring Understandings</b> <i>Students understand that...</i> <ul style="list-style-type: none"> <li>■</li> </ul>
<b>Standards and Performance Indicators:</b> <ul style="list-style-type: none"> <li>■</li> </ul>	
<b>Knowledge</b> <i>Students know that..</i> <ul style="list-style-type: none"> <li>■</li> </ul>	<b>Skills</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>■</li> </ul>
Stage 2- Assessment Evidence	
<ul style="list-style-type: none"> <li>■</li> </ul>	
Stage 3- Learning Activities	
<u><b>Activities</b></u> <ul style="list-style-type: none"> <li>■</li> </ul>	<u><b>Resources</b></u> <ul style="list-style-type: none"> <li>■</li> </ul>