SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT

Committed to Excellence

Course Name: Library/Media	Grade Level(s): 2
BOE Adoption Date: September, 2014	Revised: September 2015

ABSTRACT

In earlier grades, students learned the basics of information literacy by asking and answering questions that connected to a topic. They identified types of everyday print and digital materials such as storybooks, poems, newspapers, and signs. They learned where the library is located in a school, and they checked out materials.

As second grade students' reading skills improve they read increasingly complex material and a wide representation of grade level appropriate test, including classics and contemporary literature, magazines, newspapers, online information and informational text. Second-grade students become familiar with types of everyday print and non-print materials and identify these materials using academic vocabulary. Students can identify parts of a book, such as the table of contents, index, glossary, and dedication.

Second-grade students recognize the need for information by identifying a simple problem or question. They develop questions that define the scope of the investigation and connect to the topic. Students organize prior knowledge of a subject, problem, or question and identify other sources that may provide an answer. In second grade, students understand the concept of key words and perform a simple key-word search using an approved search engine or database. Students know that the purpose of advertisements, including Internet pop-ups, is to sell something. Second-grade students are familiar with the procedures for borrowing materials from the school library and caring for library resources, including technology devices. Students locate age-appropriate fiction and nonfiction materials in the library.

In second grade, students identify trusted places in the community where they may seek information, such as at home, school, or in the library, and trusted people to ask for assistance, such as family members, their classroom teacher, or a teacher librarian. Students know about the school's acceptable-use policy and adhere to privacy and safety guidelines when using the Internet at school and at home.

In second grade, students draw meaning from illustrations, photographs, diagrams, charts, graphs, maps, and captions. They identify and use nonfiction text structures, such as main idea and supporting details, cause and effect, compare and contrast, and sequencing. They identify the main ideas of a text, review facts and details to organize ideas for note taking, and share the source from which the information was obtained. Students begin to recognize how media affects the telling of a story and transmission of information.

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Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum and Instruction Goals

Goal(s):
1. To ensure students are college and career ready upon graduation

2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level

3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards

4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the NJ Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each

learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement.   Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.

2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. http://www.udlcenter.org/aboutudl

3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document. http://www.ascd.org

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document. http://www.ascd.org

5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.

6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)

7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson. http://www.marzanocenter.com

8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLS (New Jersey Student Learning Standards).

9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately. http://www.marzanoresearch.com

10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.

11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the NJSLS (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.

12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.

13. **Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).

14. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. http://www.state.nj.us/njded/NJ SLS/

    o **State:** The New Jersey Student Learning Standards (NJ SLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*

15. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

16. **21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum. http://www.p21.org/our-work/p21-framework

Second Grade Library/Media Standards	
Trimester	**American Association of School Librarians (AASL) Standard** **New Jersey Student Learning Standards; English Language Arts (NJ SLS ELA)**
Trimester 1	AASL Standard 1, AASL Standard 2, AASL Standard 3, AASL Standard 4 NJ SLS RL.2.1, NJ SLS RL.2.2
Trimester 2	AASL Standard 1, AASL Standard 2, AASL Standard 3, AASL Standard 4 NJ SLS RL.2.3, NJ SLS RL.2.5, NJ SLS R.F.2.4.a, NJ SLS SL.2.2, NJ SLS RL.2.9, NJ SLS RF.2.4.a, NJ SLS RI.2.7
Trimester 3	AASL Standard 1, AASL Standard 2, AASL Standard 3, AASL Standard 4 NJ SLS RL.2.6, NJ SLS RL.2.9, NJ SLS W.2.7

Trimester I

American Association of School Librarian Standards (AASL)
AASL.1 Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.
I. Library Infrastructure
    •   Function of the school library
    •   Awareness of school library rules and procedures
    •   Familiarity with school library layout and organization
    •   Awareness of various types of materials in the school library.
 	
AASL.2: Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
II. Literature
    •   Literature ad library resources
    •   Read Alouds, Book Talks. Book Discussions
    •   Identify parts and types of books
    •   Develop competencies and self-motivation as a beginning reader
    •   Develop main idea and sequence of a story
    •   Recognize award winning books
 	
AASL 3: Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.
III. Ethics
    •   Ethical behaviors with regards to library space and materials.
    •   Demonstrates appropriate behavior and care of school library resources.
 	
AASL 4: Learners use skills, resources, and tools to pursue personal and aesthetic growth.
IV. Technology
    •   Introduce/review parts of the computer
    •   Introduce/review computer lab procedures and terminology
    •   Use technology terminology (start up, Login, mouse, keyboard, click, double click, etc.)

- Introduction t o developmentally appropriate software programs/web sites (e.g. Raz-Kids, Starfall)
- Introduction to online card catalog system.

New Jersey Student Learning Standards for Language Arts
NJ SLS RL.2.1: Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

NJ SLS RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Trimester II

AASL.1 Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.
I. Library Infrastructure
- Function of the school library
- Awareness of school library rules and procedures
- Familiarity with school library layout and organization
- Awareness of various types of materials in the school library.

AASL.2: Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
II. Literature
- Literature ad library resources
- Read Alouds, Book Talks. Book Discussions
- Identify parts and types of books
- Develop competencies and self-motivation as a beginning reader
- Develop main idea and sequence of a story
- Recognize award winning books

AASL 3: Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.
III. Ethics
- Ethical behaviors with regards to library space and materials.
- Demonstrates appropriate behavior and care of school library resources.
- Ethical use of information from various resources

AASL 4: Learners use skills, resources, and tools to pursue personal and aesthetic growth.
IV. Technology
- Application of basic computer operations (i.e. startup, shut down)
- Application of basic keyboarding skills
- Application of basic website navigation skills

- Application of online card catalog organization system

V. Research
- Sources of information
- Develop a search strategy
- Listen to oral readers and guest speakers
- Organize information into sentences or illustrations

New Jersey Student Learning Standards for Language Arts
NJ SLS SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

NJ SLS RL.2.3: Describe how characters in a story respond to major events and challenges.

NJ SLS R.F.2.4.a: Read grade-level text with purpose and understanding

NJ SLS RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

NJ SLS RI.2.7: Explain how a specific image (e.g. a diagram showing how a machine works) contributes to and clarify text.

NJ SLS RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Trimester III

AASL.1 Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.

I. Library Infrastructure
- Function of the school library
- Awareness of school library rules and procedures
- Familiarity with school library layout and organization
- Awareness of various types of materials in the school library.

AASL.2: Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

II. Literature
- Explore literature ad library resources
- Read Alouds, Book Talks. Book Discussions
- Identify parts and types of books
- Develop competencies and self-motivation as a beginning reader
- Develop main idea and sequence of a story
- Recognize award winning books

AASL 3: Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.

III. Ethics
- Ethical behaviors with regards to library space and materials.
- Demonstrates appropriate behavior and care of school library resources.
- Ethical use of information from various resources

AASL 4: Learners use skills, resources, and tools to pursue personal and aesthetic growth.

IV. Technology
- Application of basic computer operations (i.e. startup, shut down)
- Application of basic keyboarding skills
- Application of basic website navigation skills

- Application of online card catalog organization system

V. Research
- Sources of information
- Develop a search strategy
- Listen to oral readers and guest speakers
- Organize information into sentences or illustrations
- Cite materials used for information gathering

New Jersey Student Learning Standards for Language Arts
NJ SLS SL.2.1.b: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
NJ SLS RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
NJ SLS RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures
NJ SLS W.2.7 Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).

Trimester I Library/Media		
ESTABLISHED GOALS: **American Association of School Librarian Standards:** AASL Standard 1 AASL Standard 2 AASL Standard 3 AASL Standard 4 **New Jersey Student Learning Standards for English/Language Arts:** NJ SLS RL.2.1 NJ SLS RL.2.2	**Desired Results**	
	ENDURING UNDERSTANDINGS	*ESSENTIAL QUESTIONS*
	• Using the "5 Finger Rule" can help to determine whether a book is a "Just Right Book" • Good listeners exhibit appropriate listening behaviors (eye contact, posture and respectful attention). • Good listeners respond appropriately during the story	• What is the importance of the Library/Media Center? • What is the first step in deciding upon a book? • How does understanding the parts of a book help me?
	Learning Goals & Objectives	
	Student will understand…	*Students will be able to…*
	• Using the "5 Finger Rule" can help to determine whether a book is a "Just Right Book" • Good listeners exhibit appropriate listening behaviors (eye contact, posture and attention).	• Use the 5 finger rule • Identify the main parts of a book. • Identifying the works of an author/illustrator. • Employ the techniques of a good listener.

Pacing Guide		
Standards	**Learning Goals**	**Learning Objectives** *Students will know or be able to…*
AASL.1 Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.	**SLO 1:** **AASL.1.1.4**: Find, evaluate and select appropriate sources to answer questions.	**SKILLS** Students will understand that the library has an organizational scheme. Students will be able to identify and describe the sections of the library (Easy/Everybody; Early Chapter; Fiction; Nonfiction)
	AASL.1.1.8: Demonstrate mastery of technology tools for accessing information and pursuing inquiry.	Students will be able to describe the purpose of the OPAC to locate materials
	AASL 1.1.3: Develop and refine a range of questions to frame the search for new understanding.	Students will be able to listen to a story read aloud and formulate questions.
	AASL.1.1.9: Collaborate with others to broaden and deepen understanding. **NJ SLS SL.2.1.b**: Build on others' talk in conversations by linking their comments to the remarks of others.	Students will be able to share knowledge and ideas through discussion and listening to others.
AASL 2: Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.	**SLO 2:** **AASL.2.1.2** Organize knowledge so that it is useful.	**SKILLS** Students will be able to recall and describe the library's organization and categorization

AASL 3: Learners use skills, resources and tools to share knowledge and participate ethically and productively as members of our democratic society.	**SLO :** **AASL.3.1.2** Participate and collaborate as members of a social and intellectual network of learners. **AASL. 3.1.6** Use information and technology ethically and responsibly.	**SKILLS** Students will be able to demonstrate knowledge of the rules and procedures of the library. Students will be able to demonstrate proper care of technology and equipment Students will be able to follow the school's rules for use of technology.
AASL 4 Learners use skills, resources, and tools to pursue personal and aesthetic growth.	**SLO :** **AASL.4.1.5:** Connect ideas to own interests and previous knowledge and experience.	**SKILLS:** Students will be able to independently, find and read books that match interests and comprehension levels.
NJ SLS RL.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	**NJ SLS RL.2.1** Students will be able to identify, answer and show the key ideas in fiction and non-fiction texts according to who, what, where, when, why, and how.	**NJ SLS RL.2.1** Answer questions such as who, what where, when, and how about key details in a text.
NJ SLS RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**NJ SLS RL.2.2** Students will be able to retell stories to others, including fables and folktales from cultures other than their own. Students will be able to determine the central	**NJ SLS RL.2.2** Recall and describe the central message, lesson, or moral of a story including fables and folktales from diverse cultures.

	message, lesson or moral of a story, fable or folktale.	

Resources

SMART Board; OPAC (Destiny); Shelf markers; Videos; Variety of related books; Teacher created materials

Instructional Methods

Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5)	• Modeling, KWL, academic games, • Shared Reading to develop reading skills • Dramatize stories • Read Aloud • Model think aloud comprehension strategies

21st Century Skills

Interdisciplinary Connections	Integration of Technology	21st Century Themes	21st Century Skills
Interdisciplinary Connections (Applicable Standards): • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration	**Integration of Technology:** See Suggested Resources	**21st Century Themes:** • Global Awareness • Health Literacy • Civic Literacy • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy	**21st Century Skills:** • Creativity & Innovation • Media Literacy • *Information & Communication • Technologies Literacy • Communication & Collaboration

Assessments	
Assessment Types	NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, *it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.* • Depending upon individual student needs and/or the developmental level of the grade/class, alternative assessments may be given to assess student growth. These may include, but are not limited to items such as: ○ one to one conferencing and anecdotal notes ○ Whole class and small group discussions ○ Rubrics • **Learning assignments** that measure individual student progress on a learning goal are to be used throughout a unit when appropriate to extend and assess student learning. • A variety of **formative, summative, and performance-based** (or alternative) assessments are to be used throughout each unit to assess student knowledge and student growth as well as increase and student achievement. **Project Based Performance Assessment** ..\Library rubrics\Library Rubric SBRC Grade 2.docx
Assessment Modules	**NOTE**: The assessment models provided in this document, unless otherwise indicated, are locally developed. • Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge • Benchmark assessment 1 (sample)

Task Proficiency Description	1 Not meeting grade level expectations	2 Approaching grade level expectations	3 Meets grade level expectations	E Exceeds grade level expectations
Student can evaluate the information available on	Student has not demonstrated any behaviors or	With support demonstrates some behaviors and	Consistently demonstrates behaviors associated with	Independently demonstrates behaviors and understanding

the internet for validity	understanding associated with successfully evaluating, internet sources	understanding associated with successfully evaluating, internet sources	successfully, evaluating internet sources	associated with successfully evaluating, internet sources
Student can identify information necessary for citing sources	Student has not demonstrated the ability to **identify information necessary for citing sources**	With support student identifies **information necessary for citing sources**	Consistently identifies **information necessary for citing sources**	Independently applies the ability to **identify information necessary for citing sources**
Student can locate information needed for citation	Student has not shown the ability **locate information needed for citation**	With support will **locate information needed for citation**	Consistently **locates information needed for citation**	Independently **locates information needed for citation**
Student can complete a "cloze" form citation	Student has not shown the ability to **complete a "cloze" form citation**	With support can **complete a "cloze" form citation**	Consistently **complete a "cloze" form citation**	Independently can **complete a "cloze" form citation**
Student can define plagiarism	Student has not **demonstrated the ability to define plagiarism** which the school library is	With support will can define **plagiarism**	Consistently **can define plagiarism**	Independently **defines plagiarism**

	organized			

Possible Assessment Modifications /Accommodations/Differentiation:

Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
• Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests	• Provide word banks • Test key concepts or main ideas • Avoid test questions asking for discrete information • Make a simplified language version of the test	• Have a designated reader • Hear instructions orally • Record a lesson, instead of taking notes	• Provide independent project • **Multilevel Learning Stations** • Vertical enrichment

Possible Instructional Modifications /Accommodations:

Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
• Read class materials orally • Provide small group instruction	• Physical demonstration (paint, gesture, act out,	• Give responses in a form (oral or written) that's easier for him	• Allow student to take charge of their learning

Possible Instructional Modifications /Accommodations:			
• Provide study outlines/guides • Prior notice of tests • Test study guide	thumbs up/down, nod yes/no) • KWL Charts using pictures or native language	• Dictate answers to a scribe	• Honor interests and allow for exploration

Suggested Resources

- School Library/Media center
- Library computers
- New Jersey Student Learning Standards for English Language Arts

Literacy
Suggested Literature:
Children Book award winners: e.g. Caldecott, Newberry, ALA book award winners.

Links:

- http://www.Raz-Kids.com: Online guided reading program with interactive e-books, downloadable books and reading quizzes.
- http://www.StarFall.com Free site to teach the basics of reading. Features interactive books and phonics games.
- http://www.readingrockets.org
- en.childrenslibrary.org: International digital library with free access to high-quality digital boos form around the world
- ABC's of Using the Internet in Grades PreK-3: An alphabetical list of 40 Internet starting points to use with younger elementary students.
- ABC's and the WWW from Scholastic provides links to many online interactive alphabet games for K-2 students.
- Animal Myths and Legends, an interesting compilation of stories revolving around this theme
- Between the Lions: a wonderful companion website to the PBS television program backed with lots of research about good literacy instruction; see sitemap for this week's activities
- Billy Bear's Playground includes many, many fun activities for beginning readers and writers.
- Dositey's Language Arts Links has some unique online phonics and alphabet games, word finds and writing opportunities.
- Early Childhood Technology Literacy Project includes project ideas, training resources, student samples, literacy lesson plans, assessment ideas.
- Enchanted Learning will keep you busy through the entire year with craft ideas, tons of background information and pictures for students and well developed thematic units on many school topics
- Kiddyhouse Resource Center for Parents and Teachers has lots of activities and literature based resources designed just for young children.
- Mightybook.com features read-aloud picture books, sing-along songs, video song books, poetry, story-writing and illustrating contests and learning games designed for children ages 2-12.
- Spelling from Harcourt School Publishers includes grade level quizzes and word finds.

- [Primary Games in Reading](#) as well as Math, Social Studies, Science and Writing

[Using Search Engines with Young Children](#) by Julie Coiro has links and searching tips for young children and their teachers.

Trimester II Library/Media		
ESTABLISHED GOALS:	**Desired Results**	
American Association of school Librarian Standards: ASL Standard 1 ASL Standard 2 ASL Standard 3 ASL Standard 4 **New Jersey Student Learning Standards for English/Language Arts:** NJ SLS RL.2.3 NJ SLS RL.2.5 NJ SLS R.F.2.4.a NJ SLS SL.2.2 NJ SLS RL.2.9 NJ SLS RF.2.4.a NJ SLS RI.2.7	*ENDURING UNDERSTANDINGS*	*ESSENTIAL QUESTIONS*
	• Understand concepts of fiction and nonfiction. • Students will understand and be able to use a search engine.	• What are the Library/Media Center rules? • When may I/may I not borrow a book? • How do I check out my library book? • What is a call number? • What/ Where are the main sections of the school library? • How are materials within these sections organized?
	Learning Goals & Objectives	
	Student will understand…	*Students will be able to…*
	• Always use a shelf marker card while choosing a library book. • Renew a book by bringing it back to the library and letting the librarian know that you would like to renew it. • If your book is overdue, you may not be able to borrow a new book. • Wait until your table is called to find a book.	• Listen attentively to and actively participation in story time activities • Locate materials to checkout of the library • Return library materials in a timely fashion

	• There are a variety of resources available in the library (books, magazines, audio books, etc.) • Bring your shelf marker to the shelf and always use it while looking for a book to borrow. • Bring the book you have selected to the circulation desk for checkout with the online library management system (i.e., Destiny). • A call number is the address for a library book. • The main sections of the school library are Picture Books, Chapter Books, and Non Fiction. Each section has its own organization system. • Nonfiction books are arranged numerically according to the Dewey Decimal System. • Fiction books are arranged alphabetically by author's last name.	

Pacing Guide		
Standards	**Learning Goals**	**Learning Objectives** *Students will know or be able to…*
AASL 1 Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.	**SLO:** **AASL.1.1.6:** Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather information. **NJ SLS RF.2.4.a** Read grade-level text with purpose and understanding. **NJ SLS SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**SKILLS:** Students will be able to summarize the main idea of a story through writing, drawing, or oral presentation.
AASL 3 & 4 **3** Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members of our democratic society. **4** Learners use skills, resources, and tools to pursue personal and aesthetic growth. .	**SLO :** **AASL.4.1.2** Read widely and fluently to make connections with self, the world and previous reading. **NJ SLS RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**SKILLS:** Students will be able to compare and contrast two or more versions of the same stories written by different authors. Students will be able to predict what will happen next in a story. Students will be able to identify plot, characters, times and places in a story.
	AASL 3.1.3 Use writing and speaking skills to communicate new understandings effectively.	Students will be able to recall and communicate what happens at the beginning, middle, and end of a story through writing,

	AASL 3.1.4 Use word processing and drawing tools to organize and communicate ideas. AASL 4.1.3; Respond to the literature and creative expressions of ideas in various formats and genres.	speaking, drama, or the use of various media.
AASL 1.1.4: Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.	**SLO:** **AASL 1.1.4:** Find, evaluate and select appropriate sources to answer questions. **AASL 1.1.6:** Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. **NJ SLS RF.2.4.a** Read grade-level text with purpose and understanding.	**SKILLS** Students will be able to distinguish between fiction and nonfiction books. Students will be able to identify characteristics of nonfiction books. Students will be able to locate and select nonfiction and informational texts on grade level.
	AASL 1.1.6: Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning. **NJ SLS RI.2.7** Explain how a specific image (e.g. a diagram showing how a machine works) contributes to and clarify text.	Students will be able to listen to an informational text read aloud. Students will be able to explain how graphic representations contribute to and clarify meaning of text.
AASL 2 Learners use skills, resources and tools to draw conclusions, make informed decisions,	**SLO:** **AASL.2.1.2** Organize information so that it is useful.	**SKILLS** Students will be able to recall that nonfiction is categorized and organized by subject and

apply knowledge to new situations, and create new knowledge.		assigned a number.
AASL 3 Learners use skills, resources, and tools to share knowledge and participate ethically and productively as members of our democratic society.	**SLO:** **AASL 3.1.2** Participate and collaborate as members of a social and intellectual network of learners.	**SKILLS** Students will be able to participate in group discussions and listen respectfully to others.
NJ SLS RL.2.3 Describe how characters in a story respond to major events and challenges.	**NJ SLS RL.2.3** Students will be able to retell stories to others, including fables and folktales from cultures other than their own. Students will be able to determine the central message, lesson, or moral of a story, fable or folktale.	**NJ SLS RL.2.3** Describe how characters respond to major story events and challenges.
NJ SLS RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**NJ SLS RL.2.5** Students will be able to recognize that a story has a beginning, middle and end and describe how the characters, setting, and action are introduced in a story. Students will be able to describe how the events at the end of a story let me know what happened to the characters.	**NJ SLS RL.2.5** Describe the structure of a story including a description of the introduction and closing action.

Resources			
Resources: SMART Board; OPAC (Destiny); BrainPop Jr., Teacher created materials; **Related** books (print & digital); Tumblebooks; Zoobooks			

Instructional Methods			
Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5)	• Modeling, KWL, academic games, • Shared Reading to develop reading skills • Dramatize stories • Read Aloud • Model think aloud comprehension strategies		

21st Century Skills			
Interdisciplinary Connections	**Integration of Technology**	**21st Century Themes**	**21st Century Skills**
Interdisciplinary Connections (Applicable Standards): • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration	**Integration of Technology:** See Suggested Resources	**21st Century Themes:** • Global Awareness • Health Literacy • Civic Literacy • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy	**21st Century Skills:** • Creativity & Innovation • Media Literacy • *Information & Communication • Technologies Literacy • Communication & Collaboration

Assessments	

Assessment Types	NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, *it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.*
	
	• Depending upon individual student needs and/or the developmental level of the grade/class, alternative assessments may be given to assess student growth. These may include, but are not limited to items such as:
	   o one to one conferencing and anecdotal notes
	   o Whole class and small group discussions
	   o Rubrics
	• **Learning assignments** that measure individual student progress on a learning goal are to be used throughout a unit when appropriate to extend and assess student learning.
	• A variety of **formative, summative, and performance-based** (or alternative) assessments are to be used throughout each unit to assess student knowledge and student growth as well as increase and student achievement.
	Project Based Performance Assessment
	..\Library rubrics\Library Rubric SBRC Grade 2.docx

Assessment Modules	**NOTE**: The assessment models provided in this document, unless otherwise indicated, are locally developed. • Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge • Benchmark assessment 2 (sample)

Task Proficiency Description	1 Not meeting grade level expectations	2 Approaching grade level expectations	3 Meets grade level expectations	E Exceeds grade level expectations

	Student can execute computer start up and close down	Student has not demonstrated the ability to **execute computer start up and close down**	With support can **execute computer start up and close down**	Consistently **execute scomputer start up and close down**	Independently **executes computer start up and close down**
	Student can properly use a mouse	Student has not shown the ability to use a mouse properly	With support **can properly use a mouse**	Consistently **uses a mouse properly**	Independently **uses a mouse properly**
	Student can identify icons for several different programs commonly used at South Harrison (Google Chrome, Destiny)	Student has not shown the ability identify commonly used icons	With support will identify commonly used icons	Consistently identify commonly used icons	Independently uses identify commonly used icons
	Student can execute a basic search using the online catalog system	Student has not shown the ability to **execute a basic search using the online catalog system**	With support can **execute a basic search using the online catalog system**	Consistently **execute a basic search using the online catalog system**	Independently **executes basic searches using the online catalog system**
	Student can access earphone port and properly connect	Student has not shown an ability to **access earphone port**	With support will demonstrate the ability to	Consistently demonstrates ability to **access earphone port**	Independently **accesses earphone port and properly**

	and remove personal earphones	and properly connect and remove personal earphones	access earphone port and properly connect and remove personal earphones	and properly connect and remove personal earphones	connects and removes personal earphones
	Student can demonstrate how to use a PC	Student has not shown the ability to **use a PC**	With support can **use a PC**	Consistently **use a PC correctly**	Independently demonstrates the ability to **use a PC**
	Student understands and demonstrates appropriate computer related behaviors in accordance with district acceptable use policy	Student has not shown an understanding of the **appropriate computer related behaviors in accordance with district acceptable use policy**	With support shows an understanding of the **appropriate computer related behaviors in accordance with district acceptable use policy**.	Consistently shows an understanding of the **appropriate computer related behaviors in accordance with district acceptable use policy**	Independently demonstrates **appropriate computer related behaviors in accordance with district acceptable use policy**

Possible Assessment Modifications /Accommodations/Differentiation:			
Special Education Students	**English Language Learners**	**At-Risk Learners**	**Advanced Learners**
• Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests	• Provide word banks • Test key concepts or main ideas • Avoid test questions asking for discrete information • Make a simplified language version of the test	• Have a designated reader • Hear instructions orally • Record a lesson, instead of taking notes	• Provide independent project • **Multilevel Learning Stations** • Vertical enrichment

Possible Instructional Modifications /Accommodations:			
Special Education Students	**English Language Learners**	**At-Risk Learners**	**Advanced Learners**
• Read class materials orally • Provide small group instruction • Provide study outlines/guides • Prior notice of tests • Test study guide	• Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no) • KWL Charts using pictures or native language	• Give responses in a form (oral or written) that's easier for him • Dictate answers to a scribe	• Allow student to take charge of their learning • Honor interests and allow for exploration

Suggested Resources

- School Library/Media center
- Library computers
- New Jersey Student Learning Standards for English Language Arts

Literacy
Suggested Literature:
Children Book award winners: e.g. Caldecott, Newberry, ALA book award winners.

Links:
- http://www.Raz-Kids.com: Online guided reading program with interactive e-books, downloadable books and reading quizzes.
- http://www.StarFall.com Free site to teach the basics of reading. Features interactive books and phonics games.
- http://www.readingrockets.org
- en.childrenslibrary.org: International digital library with free access to high-quality digital boos form around the world
- ABC's of Using the Internet in Grades PreK-3: An alphabetical list of 40 Internet starting points to use with younger elementary students.
- ABC's and the WWW from Scholastic provides links to many online interactive alphabet games for K-2 students.
- Animal Myths and Legends, an interesting compilation of stories revolving around this theme
- Between the Lions: a wonderful companion website to the PBS television program backed with lots of research about good literacy instruction; see sitemap for this week's activities
- Billy Bear's Playground includes many, many fun activities for beginning readers and writers.
- Dositey's Language Arts Links has some unique online phonics and alphabet games, word finds and writing opportunities.
- Early Childhood Technology Literacy Project includes project ideas, training resources, student samples, literacy lesson plans, assessment ideas.
- Enchanted Learning will keep you busy through the entire year with craft ideas, tons of background information and pictures for students and well developed thematic units on many school topics
- Kiddyhouse Resource Center for Parents and Teachers has lots of activities and literature based resources designed just for young children.
- Mightybook.com features read-aloud picture books, sing-along songs, video song books, poetry, story-writing and illustrating contests

and learning games designed for children ages 2-12.
- [Spelling from Harcourt School Publishers](#) includes grade level quizzes and word finds.
- [Primary Games in Reading](#) as well as Math, Social Studies, Science and Writing

[Using Search Engines with Young Children](#) by Julie Coiro has links and searching tips for young children and their teachers.

Trimester III E/LA: THEMES:		

ESTABLISHED GOALS:	Desired Results	
American Association of school Librarian Standards: ASL Standard 1 ASL Standard 2 **New Jersey Student Learning Standards for English/Language Arts:** NJ SLS RL.2.6 NJ SLS RL.2.9: NJ SLS SL.2.1.b NJ SLS W.2.7		
	ENDURING UNDERSTANDINGS	*ESSENTIAL QUESTIONS*
	• Using the "5 Finger Rule" can help to determine whether a book is a "Just Right Book" • Good listeners exhibit appropriate listening behaviors (eye contact, posture and respectful attention). • Good listeners respond appropriately during the story.	• What is comprehension? • What is the first step in deciding upon a book? • How does understanding the parts of a book help me?
	Learning Goals & Objectives	
	Student will understand…	*Students will be able to…*
	• That authors and illustrators are real people who were once school children just like they are now. • That there are different kinds of stories, or *genres,* to choose from. • That the more they read the more skilled they will be at reading.	• Employing the "5 Finger Rule" Identifying the main parts of a book. Identifying the works of an author/illustrator. • Employing the techniques of a good listener.

Pacing Guide		
Standards	**Learning Goals**	**Learning Objectives** *Students will know or be able to…*
AASL 1: Learners use skills, resources, and tools to inquire, think critically, and gain knowledge.	**SLO:** **AASL.1.1.3** Develop and refine a range of questions to frame the search for new understanding. **AASL. 1.1.4** Find, evaluate, and select appropriate sources to answer questions. **AASL.1.1.5** Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, for needs, importance, and social and cultural context. **AASL.1.1.8**: Demonstrate mastery of technology tools for accessing information and pursuing inquiry.	**SKILLS:** With guidance, students will be able to select a topic, question, or problem for research. With guidance, students will be able to develop questions about a topic, question, or problem. Students will be able to use an online encyclopedia with guidance. Students will be able to locate information on a selected topic.
AASL 2 Learners use skills, resources and tools to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.	**SLO:** **AASL 2.1.5** Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. **NJ SLS W.2.7** Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).	**SKILLS:** Students will be able to work in groups to share, organize and present researched information. Students, individually or within a group, will be able to create a written or visual presentation to communicate gathered information.

	AASL 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings	
NJ SLS SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups	**NJ SLS SL.2.1** Students will be able to participate in conversations with many different people, including adults. Students will be able to identify and follow agreed upon rules for discussion. Students will be able to make connections between the comments of others. Students will be able to ask questions when they do not understand.	**NJ SLS SL.2.1** Take turns responding to grade two topics and texts in small (or larger) group discussions, and when appropriate respond to comments provided by peers and build on comments provided.
NJ SLS RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**NJ SLS RL.2.6** Students will be able to recognize that different characters have different points of view and different voices. Students will be able to show different points of view by changing their voice when they read dialogue for each character aloud.	**NJ SLS RL.2.6** Read with expression, a change in voice tone and demeanor to acknowledge differences in characters' points of view.
NJ SLS RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures	**NJ SLS RL.2.9** Students will be able to compare and contrast two or more versions of the same story by different authors and cultures.	**NJ SLS RL.2.9** Outline the similarities and differences between two versions of the same story (e.g., Cinderella stories) written from the perspective of two

		different cultures or authors.

Resources		
Resources: World Book Online (Early Learning); selected nonfiction books; iPads;		

Instructional Methods		
Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5)	• Modeling, KWL, academic games, • Shared Reading to develop reading skills • Dramatize stories • Read Aloud • Model think aloud comprehension strategies	

21st Century Skills

Interdisciplinary Connections	Integration of Technology	21st Century Themes	21st Century Skills
Interdisciplinary Connections (Applicable Standards): • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration	**Integration of Technology:** See Suggested Resources	**21st Century Themes:** • Global Awareness • Health Literacy • Civic Literacy • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy	**21st Century Skills:** • Creativity & Innovation • Media Literacy • *Information & Communication • Technologies Literacy • Communication & Collaboration

Assessments	

Assessment Types	NOTE: If a teacher, or grade level team, chooses to develop his/her own assessments using the model curriculum, *it must be of equal or better quality and at the same or higher cognitive levels as determined by the district.*
	• Depending upon individual student needs and/or the developmental level of the grade/class, alternative assessments may be given to assess student growth. These may include, but are not limited to items such as:
	  ○ one to one conferencing and anecdotal notes
	  ○ Whole class and small group discussions
	  ○ Rubrics
	• **Learning assignments** that measure individual student progress on a learning goal are to be used throughout a unit when appropriate to extend and assess student learning.
	• A variety of **formative, summative, and performance-based** (or alternative) assessments are to be used throughout each unit to assess student knowledge and student growth as well as increase and student achievement.
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Assessment Modules	**NOTE**: The assessment models provided in this document, unless otherwise indicated, are locally developed. • Teacher observation during practice activities and in class discussions • Project based rubric assessing skills and knowledge • Benchmark assessment 3 (sample)

Task Proficiency Description	1 Not meeting grade level expectations	2 Approaching grade level expectations	3 Meets grade level expectations	E Exceeds grade level expectations
Student attends to story read alouds	Student has not demonstrated any behaviors or understanding associated with	With support will demonstrates some behaviors and understanding	Consistently demonstrates all behaviors associated with attending to a	Independently demonstrates all behaviors and understanding associated with

		attending to a read aloud story	associated with attending to a read aloud story	read aloud story	attending to a read aloud story
	Student can identify and label the parts of a book	Student has not shown the ability to to identify and label the parts of a book	With support student identifies and labels the parts of a book	Consistently identifies and labels the parts of a book	Independently applies knowledge and labels given to parts of a book
	Student can list and describe the characteristics of different genres of writing	Student has not shown the ability to list and describe the characteristics of different genres of writing	With support will list and describe the characteristics of different genres of writing	Consistently lists sand describes the characteristics of different genres of writing	Independently demonstrates and uses knowledge associated with different genres of writing
	Student can identify and describe different types of award winning books	Student has not shown the ability to identify and describe different types of award winning books	With support will identify and describe different types of award winning books	Consistently identifies and describes different types of award winning books	Independently uses information about the different types of award winning books
	Student can choose a "just right" book for their reading level	Student has not shown an awareness of the manner in which the school library is organized	With support will demonstrate some awareness of the manner in which the school library is organized	Consistently demonstrates an awareness of the manner in which the school library is organized	Independently demonstrates and uses their awareness of the school libraries organization
	Student can identify the	Student has not shown the ability	With support can identify the	Consistently identifies the	Independently demonstrates

	works of a particular author/illustrator	to identify the works of a particular author/illustrator	works of a particular author/illustrator	works of a particular author/illustrator	and uses an awareness of the works of a particular author/illustrator
	Student understands the importance of self-motivated reading.	Student has not shown an understanding of the importance of self-motivated reading.	With support shows an understanding of the importance of self-motivated reading.	Consistently shows an understanding of the importance of self-motivated reading.	Independently demonstrates the importance of self-motivated reading.

Possible Assessment Modifications /Accommodations/Differentiation:			
Special Education Students • Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests	**English Language Learners** • Provide word banks • Test key concepts or main ideas • Avoid test questions asking for discrete information • Make a simplified language version of the test	**At-Risk Learners** • Have a designated reader • Hear instructions orally • Record a lesson, instead of taking notes	**Advanced Learners** • Provide independent project • **Multilevel Learning Stations** • Vertical enrichment

Possible Instructional Modifications /Accommodations:			
Special Education Students	**English Language Learners**	**At-Risk Learners**	**Advanced Learners**
• Read class materials orally • Provide small group instruction • Provide study outlines/guides • Prior notice of tests • Test study guide	• Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no) • KWL Charts using pictures or native language	• Give responses in a form (oral or written) that's easier for him • Dictate answers to a scribe	• Allow student to take charge of their learning • Honor interests and allow for exploration

Suggested Resources

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- Library computers
- New Jersey Student Learning Standards for English Language Arts

Literacy
Suggested Literature:
Children Book award winners: e.g. Caldecott, Newberry, ALA book award winners.

Links:

- http://www.Raz-Kids.com: Online guided reading program with interactive e-books, downloadable books and reading quizzes.
- http://www.StarFall.com Free site to teach the basics of reading. Features interactive books and phonics games.
- http://www.readingrockets.org
- en.childrenslibrary.org: International digital library with free access to high-quality digital boos form around the world
- ABC's of Using the Internet in Grades PreK-3: An alphabetical list of 40 Internet starting points to use with younger elementary students.
- ABC's and the WWW from Scholastic provides links to many online interactive alphabet games for K-2 students.
- Animal Myths and Legends, an interesting compilation of stories revolving around this theme
- Between the Lions: a wonderful companion website to the PBS television program backed with lots of research about good literacy instruction; see sitemap for this week's activities
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- [Primary Games in Reading](#) as well as Math, Social Studies, Science and Writing
- [Using Search Engines with Young Children](#) by Julie Coiro has links and searching tips for young children and their teachers.