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|------------------|-----------------|
| Teacher: CORE    |                 |
| Library2         | Year: 2017-2018 |
|                  | Month: All      |
| Course: Library2 | Months          |

S Orientation

| Essential Questions                  | Content                       | Knowledge and Skills                | Vocabulary  | Assessments                     | Lessons | Resources   | Standards  |
|--------------------------------------|-------------------------------|-------------------------------------|---|---------------------------------|---------|---|--|
|                                      |                               |                                     |   | Book Selection<br>Skills Rubric |         |   | 3.1.2-SKILLS ~ Participate and collaborate as members of a social and intellectual network of learners.  |
| How do I use the library?            | Orientation                   | Follow libray rules and procedures. | Check out<br><br>Check in   |                                 |         | The Shelf Elf   | 4.1.4-SKILLS ~ Seek information for personal learning in a variety of formats and genres.<br><br>RL.2.10-By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| How do I select a "just right book"? | Selecting a "just right" book | Select a "just right" book          | Renew<br><br>Hold<br><br>Circulation desk<br><br>Five Finger Rule<br><br>Just Right Book<br><br>Digital Resource<br><br>eBook |                                 |         | What Happened to Marion's Book<br><br>Goldie Socks<br><br>Choosing a Just Right Book gr 2<br>Orientation gr 2 |  |

Locating Materials  
in the Library

| Essential Questions           | Content          | Knowledge and Skills                 | Vocabulary    | Assessments                    | Lessons | Resources                       | Standards  |
|-------------------------------|------------------|--------------------------------------|---------------|--------------------------------|---------|---------------------------------|--|
| How do I find a fiction book? | Locating fiction | Locate various fiction sections      | Guide letters | Locating Fiction Skills Rubric |         | Easy Section Guide Letters gr 2 | 1.1.4-SKILLS ~ Find, evaluate, and select appropriate sources to answer questions. |
|                               |                  | Use guide letters                    | Fiction       |                                |         |                                 |  |
|                               |                  | Locate fiction call numbers on shelf | Call number   |                                |         |                                 |  |
|                               |                  | Locate wanted title                  |               |                                |         |                                 |  |

O Locating Materials  
in the Library

| Essential Questions                   | Content          | Knowledge and Skills        | Vocabulary    | Assessments                    | Lessons | Resources                  | Standards  |
|---------------------------------------|------------------|-----------------------------|---------------|--------------------------------|---------|----------------------------|--|
| How do I find fiction in the library? | Locating fiction | Locate fiction section      | Guide letters | Locating Fiction Skills Rubric |         | Junior Reader Section gr 2 | 1.1.4-SKILLS ~ Find, evaluate, and select appropriate sources to answer questions. |
|                                       |                  | Use guide letters           | Fiction       |                                |         |                            |  |
|                                       |                  | Locate fiction call numbers | Call numbers  |                                |         |                            |  |
|                                       |                  | Locate title wanted         |               |                                |         |                            |  |

Literature

| Essential Questions                      | Content | Knowledge and Skills            | Vocabulary | Assessments  | Lessons | Resources              | Standards  |
|--|---------|---------------------------------|------------|--------------|---------|------------------------|--|
| What are some common features of fables? | Fables  | Identify the elements of fables |            | Fable Rubric |         | Fables gr 2            | 4.1.4-SKILLS ~ Seek information for personal learning in a variety of formats and genres.  |
|  |         |                                 | Moral      |              |         |                        | RL.2.2-Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|  |         |                                 |            |              |         | City Dog, Country Frog |  |

Animal characters

Town Mouse,  
Country Mouse

N Locating Materials in the Library

| o | Essential Questions                      | Content             | Knowledge and Skills           | Vocabulary                          | Assessments                       | Lessons | Resources  | Standards  |
|---|--|---------------------|--------------------------------|-------------------------------------|-----------------------------------|---------|--|--|
| v | How do I find nonfiction in the library? | Locating nonfiction |                                |                                     | Locating Nonfiction Skills Rubric |         | How is the Library Organized - Nonfiction gr 2<br>Using Guide Numbers gr 2 | 1.1.4-SKILLS ~ Find, evaluate, and select appropriate sources to answer questions. |
| e |  |                     | Locate nonfiction section      | Guide numbers                       |                                   |         |  |  |
| m |  |                     | Use guide numbers              | Nonfiction                          |                                   |         |  |  |
| b |  |                     | Locate nonfiction call numbers | Melvil Dewey                        |                                   |         |  |  |
| e |  |                     | Locate title wanted            | Dewey Decimal Classification System |                                   |         |  |  |
| r |  |                     |                                | Dewey numbers                       |                                   |         |  |  |

Literature

| o | Essential Questions                           | Content     | Knowledge and Skills                 | Vocabulary                    | Assessments         | Lessons | Resources                      | Standards  |
|---|---|-------------|--------------------------------------|-------------------------------|---------------------|---------|--------------------------------|--|
|   | What are some common features of fairy tales> | Fairy Tales | Identify the elements of fairy tales | Fantasy                       | Teacher Observation |         | Common Elements of Fairy Tales | 4.1.4-SKILLS ~ Seek information for personal learning in a variety of formats and genres.  |
|   |   |             |                                      | Hero                          |                     |         |                                | RL.2.2-Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|   |   |             |                                      | Heroine<br>Villain<br>Culture |                     |         |                                |  |

D Nonfiction

| e Essential |   |  |   |                             |         |                          |   |
|-------------|---|--|---|-----------------------------|---------|--------------------------|---|
| Questions   | Content   | Knowledge and Skills                         | Vocabulary  | Assessments                 | Lessons | Resources                | Standards   |
| c           | Parts of a Book/Text  | Identify text features in a nonfiction book. |   | Text Features Skills Rubric |         | Nonfiction Text Features | 1.1.4-SKILLS ~ Find, evaluate, and select appropriate sources to answer questions.  |
| e           | What are the parts of a nonfiction book?                        |  | Table of Contents                                     |                             |         |                          | RI.2.5-Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| m           |   |  | Chapter Titles  |                             |         |                          |   |
| b           | How do nonfiction text features help us understand information? |  | Headings<br>Captions                                  |                             |         |                          |   |
| r           |   |  | Labels<br>Diagrams<br>Bold Words<br>Glossary<br>Index |                             |         |                          |   |

Literature

| e Essential         |              |   |            |                              |         |           |  |
|---------------------|--------------|---|------------|------------------------------|---------|-----------|--|
| Questions           | Content      | Knowledge and Skills                                  | Vocabulary | Assessments                  | Lessons | Resources | Standards  |
| What should I read? | Book Sharing | Participate in book talks and book discussion groups. |            | Book Selection Skills Rubric |         | I PICK    | 3.1.2-SKILLS ~ Participate and collaborate as members of a social and intellectual network of learners.<br>4.1.1-SKILLS ~ Read, view, and listen for pleasure and personal growth.<br>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. |

J Reference

| a Essential |   |  |            |                          |         |                 |  |
|-------------|---|--|------------|--------------------------|---------|-----------------|--|
| Questions   | Content                                 | Knowledge and Skills   | Vocabulary | Assessments              | Lessons | Resources       | Standards  |
| n           | How do we find information about words? | Locate words in the dictionary and recognize the parts of the entry. |            | Dictionary Skills Rubric |         | Dictionary gr 2 | 1.1.4-SKILLS ~ Find, evaluate, and select appropriate sources to answer questions. |

|   |   |              |  |                        |                            |  |   |   |
|---|---|--------------|--|------------------------|----------------------------|--|---|---|
| u |   |              |  | Guide Words            |                            |  |   | L.2.4e-Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.   |
| a |   |              |  | Entry                  |                            |  |   |   |
| r |   |              |  | Pronunciation          |                            |  |   |   |
| y |   |              |  | Definition             |                            |  |   |   |
|   | How do we find synonyms to help improve our communications?           | Thesaurus    | Locate words in the thesaurus and choose the best synonym for communication. | Synonym                | Thesaurus Skills Rubric    |  | Thesaurus gr 2                          | 1.1.4-SKILLS ~ Find, evaluate, and select appropriate sources to answer questions.  |
|   | How do we use an encyclopedia to get background knowledge on a topic? | Encyclopedia | Locate information on a topic.   |                        | Encyclopedia Skills Rubric |  | Encyclopedia gr 2                       | L.2.5-Demonstrate understanding of word relationships and nuances in word meanings.   |
|   |   |              |  | Article Title          |                            |  | World Book<br>Discovery<br>Encyclopedia | 1.1.4-SKILLS ~ Find, evaluate, and select appropriate sources to answer questions.  |
|   |   |              |  | Headings<br>Fact Boxes |                            |  |   | RI.2.5-Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |

F Reference

|   |                     |         |                      |            |             |         |           |           |
|---|---------------------|---------|----------------------|------------|-------------|---------|-----------|-----------|
| e | Essential Questions | Content | Knowledge and Skills | Vocabulary | Assessments | Lessons | Resources | Standards |
|---|---------------------|---------|----------------------|------------|-------------|---------|-----------|-----------|

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|---|-------------------------|-------|--------------------------|--------|---------------------|--|------------|---|
| b |                         | Atlas |                          |        | Atlas Skills Rubric |  | Atlas gr 2 | 1.1.4-SKILLS ~ Find, evaluate, and select appropriate sources to answer questions.  |
| r | How do we use an atlas? |       | Locate maps in an atlas. | Legend |                     |  |            | RI.2.5-Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |

|   |                      |  |  |              |  |  |  |  |
|---|----------------------|--|--|--------------|--|--|--|--|
| u |                      |  |  | Compass Rose |  |  |  |  |
| a | How do we read maps? |  | Use the legend to locate information on a map. | Scale        |  |  |  |  |

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| r | Literature          |         |                      |            |             |         |           |           |
| y | Essential Questions | Content | Knowledge and Skills | Vocabulary | Assessments | Lessons | Resources | Standards |

|  |  |                    |                                    |              |                                      |  |  |   |
|--|--|--------------------|------------------------------------|--------------|--------------------------------------|--|--|---|
|  | How does literature relate to other books, myself and the world? | Topical Literature |                                    |              | Literature Connections Skills Rubric |  | Text Connections Teaching with Picture Books | 4.1.3-SKILLS ~ Respond to literature and creative expressions of ideas in various formats and genres. |
|  |  |                    | Make connections to the literature | Text-to-text |                                      |  |  | 4.1.5-SKILLS ~ Connect ideas to own interests and previous knowledge and experience.                  |

Text-to-self

Making Connections  
When We Read

RL.2.10-By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Text-to-world

M Research ~

This unit will continue through May.

| a | Essential Questions                               | Content                            | Knowledge and Skills   | Vocabulary   | Assessments            | Lessons | Resources                      | Standards  |
|---|---|------------------------------------|--|--|------------------------|---------|--------------------------------|--|
| r | What is research?                                 | Selecting a topic                  | With guidance select a topic.  | Research   | Research Skills Rubric |         | Bibliography organizer gr 2    | 1.1.1-SKILLS ~ Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.   |
| c |   | Research questions                 | With guidance create a list of questions to guide research.  | Topic  |                        |         | KWL chart - insects            | 1.1.2-SKILLS ~ Use prior and background knowledge as context for new learning.   |
| h |   |                                    |  | Keyword  |                        |         | Insect Research Organizer gr 2 | 1.1.3-SKILLS ~ Develop and refine a range of questions to frame the search for new understanding.<br>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).  |
|   | How do we locate information to research a topic? | Selecting sources<br>Text features | Select appropriate sources for research<br>Use text features to begin answering research questions | Source<br>Index<br>Table of Contents<br>Captions<br>Headings | Research Skills Rubric |         | Insect Research Organizer gr 2 | 1.1.4-SKILLS ~ Find, evaluate, and select appropriate sources to answer questions.<br>W.2.8-Recall information from experiences or gather information from provided sources to answer a question.<br>RI.2.5-Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |

A Research ~ This unit will continue through May.

| Essential Questions                        | Content      | Knowledge and Skills                               | Vocabulary                      | Assessments               | Lessons | Resources                      | Standards  |
|--|--------------|--|---------------------------------|---------------------------|---------|--------------------------------|--|
| How do we gather and organize information? | Note taking  | Use various note taking strategies<br>Paraphrasing | Graphic organizer<br>Paraphrase | Note Taking Skills Rubric |         | Insect Research Organizer gr 2 | 1.1.4-SKILLS ~ Find, evaluate, and select appropriate sources to answer questions.<br>1.1.5-SKILLS ~ Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.<br><br>1.1.6-SKILLS ~ Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.<br>1.1.7-SKILLS ~ Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias<br>1.1.8-SKILLS ~ Demonstrate mastery of technology tools for accessing information and pursuing inquiry.<br>3.1.6-SKILLS ~ Use information and technology ethically and responsibly.<br>W.2.8-Recall information from experiences or gather information from provided sources to answer a question.<br>3.1.6-SKILLS ~ Use information and technology ethically and responsibly. |
| How do we cite sources?                    | Bibliography | Cite sources using a graphic organizer             | Bibliography                    | Works Cited Skills Rubric |         | Bibliography Organizer         |  |

M Research

| Essential Questions          | Content                | Knowledge and Skills       | Vocabulary                           | Assessments    | Lessons | Resources               | Standards  |
|------------------------------|------------------------|----------------------------|--------------------------------------|----------------|---------|-------------------------|--|
| How do we share information? | Presenting information | Share research with others | Respectful listening<br><br>Comments | Sharing Rubric |         | Inside- Outside circles | 3.1.1-SKILLS ~ Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.<br>3.1.2-SKILLS ~ Participate and collaborate as members of a social and intellectual network of learners. |

|                                  |            |                               |          |                   |  |                        |  |
|----------------------------------|------------|-------------------------------|----------|-------------------|--|------------------------|--|
| How do we evaluate our learning? | Evaluating | Evaluate the research project | Evaluate | Evaluation Rubric |  | Self evaluation rubric | 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).<br>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). |
|----------------------------------|------------|-------------------------------|----------|-------------------|--|------------------------|--|

Literature

| Essential Questions | Content | Knowledge and Skills | Vocabulary | Assessments | Lessons | Resources | Standards |
|---------------------|---------|----------------------|------------|-------------|---------|-----------|-----------|
|---------------------|---------|----------------------|------------|-------------|---------|-----------|-----------|

|  |                |   |          |                     |  |                           |  |
|--|----------------|---|----------|---------------------|--|---------------------------|--|
| What are some common features of pourquoi tales? | Pourquoi Tales | Identify the elements of pourquoi tales | Pourquoi | Teacher Observation |  | Variety of pourquoi tales | 4.1.4-SKILLS ~ Seek information for personal learning in a variety of formats and genres.<br><br>RL.2.10-By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|--|----------------|---|----------|---------------------|--|---------------------------|--|

J Summer Reading

| Essential Questions | Content | Knowledge and Skills | Vocabulary | Assessments | Lessons | Resources | Standards |
|---------------------|---------|----------------------|------------|-------------|---------|-----------|-----------|
|---------------------|---------|----------------------|------------|-------------|---------|-----------|-----------|

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|-----------------------------------|------------------------|---|--|--|--|----------------------------------|--|
| What will I read over the summer? | Summer Reading Program | Select both "just right" and challenging books on a regular basis |  |  |  | Summer Reading Packet Grades 2-5 | 4.1.4-SKILLS ~ Seek information for personal learning in a variety of formats and genres.<br><br>4.1.1-SKILLS ~ Read, view, and listen for pleasure and personal growth. |
|-----------------------------------|------------------------|---|--|--|--|----------------------------------|--|

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