



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Library Enrichment Grade Level(s): 2 Units of Credit: N/A Classification: Required	Length of Course: 30 cycles Periods Per Cycle: 1 Length of Period: 40 minutes Total Instructional Time: 20 hours
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Course Description

Library Enrichment strives to connect, extend, and reinforce classroom English Language Arts concepts and practices with library skills, materials, and lessons. In second grade, the focus continues on literary key ideas and details, parts of sentences and speech, and applying information from text to infer and predict outcomes. Grammar and writing skills/conventions such as homophones, punctuation, and summarizing are practiced and explored as found in library texts. In addition to fiction and nonfiction texts, students use online resources and materials to review and extend skills.

Instructional Strategies, Learning Practices, Activities, and Experiences

Anticipatory Sets	Paper and Pencil Activities	Wait-time
Bell Ringers	Objectives	Wait-time Extended
Class Discussions	Quizzes	Technology Integration
Closure	Research	Video Clips
Critical Thinking	Teacher Demonstrations	Interaction Sequence
Graphic Organizers	Teacher-made Tests	

Assessments

Oral Responses	Teacher-made Tests, Quizzes, Worksheets
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Materials/Resources

Library Books	Internet	Online Public Access Catalog (Visual Follett Destiny)
BookFlix Video Clips	Teacher-made Games and Resources	
Unitedstreaming Video Clips	Print and Online Encyclopedias	

Adopted: 5/16/2016

Revised:

1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Main Idea	CC.1.2.2.A - Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
Key Ideas and Details – Text Analysis	CC.1.2.2.B - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Craft and Structure – Text Structure	CC.1.2.2.C - Describe the connection between a series of events, concepts, or steps in a procedure within a text.
	CC.1.2.2.E - Use various text features and search tools to locate key facts or information in a text efficiently.
Craft and Structure – Vocabulary	CC.1.2.2.F - Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
Integration of Knowledge and Ideas – Diverse Media	CC.1.2.2.G - Explain how graphic representations contribute to and clarify a text.
	CC.1.2.2.H - Describe how reasons support specific points the author makes in a text.
	CC.1.2.2.I - Compare and contrast the most important points presented by two texts on the same topic.

1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Theme	CC.1.3.2.A - Recount stories and determine their central message, lesson, or moral.
Key Ideas and Details - Text Analysis	CC.1.3.2.B - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Key Ideas and Details – Literary Elements	CC.1.3.2.C - Describe how characters in a story respond to major events and challenges.
Craft and Structure – Point of View	CC.1.3.2.D - Acknowledge differences in the points of views of characters, including speaking in a different voice for each character when reading dialogue aloud.
Craft and Structure – Text Structure	CC.1.3.2.E - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Craft and Structure – Vocabulary	CC.1.3.2.F - Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
Integration of Knowledge and Ideas – Sources of Information	CC.1.3.2.G - Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
Integration of Knowledge and Ideas – Text Analysis	CC.1.3.2.H - Compare and contrast two or more versions of the same story by different authors or from different culture.
Vocabulary Acquisition and Use – Strategies	CC.1.3.2.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.
Vocabulary Acquisition and Use	CC.1.3.2.J - Acquire and use grade-appropriate conversational, general academic, and domain specific words and phrases.

1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Conducting Research	CC.1.4.2.V - Participate in individual or shared research and writing projects.
Credibility, Reliability, and Validity of Sources	CC.1.4.2.W - Recall information from experiences or gather information from provided sources to answer a question.

1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Comprehension and Collaboration / Collaborative Discussion	CC.1.5.2.A - Participate in collaborative conversations with peers and adults in small and larger groups.
Comprehension and Collaboration / Critical Listening	CC.1.5.2.B - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Comprehension and Collaboration / Evaluating Information	CC.1.5.2.C - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas / Purpose, Audience, and Task	CC.1.5.2.D - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Presentation of Knowledge and Ideas / Context	CC.1.5.2.E - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Integration of Knowledge and Ideas / Multimedia	CC.1.5.2.F - Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
Conventions of Standard English	CC.1.5.2.G - Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.

5.2 Rights and Responsibilities of Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Civil Rights and Responsibilities	5.2.4.A - Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.

2.A Science and Technology Reasoning and Analysis	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Technology	2.A.1.1.2 Identify examples of technology.
Technology Changes Over Time	2.A.1.1.3 Describe how technology can help people (e.g., home appliances, phones, computers, transportation).
Systems	2.A.3.1.1 Describe a system as being made of multiple parts that work together.