

Crest Memorial School Curriculum and Pacing Guide	
Grade: 2	Subject Area: Library
Adoption Date:	Revision Date: February 16, 2024

Mission and Vision Statements

Mission: The CMS Elementary Library is committed to fostering a love of reading, learning, and creativity in all students. Our mission is to provide a welcoming space where students can explore diverse books and resources that inspire curiosity, imagination, and critical thinking. We aim to support academic growth, empower lifelong learners, and cultivate respect for diverse perspectives, while encouraging the joy of discovery in a safe, nurturing environment. Through collaboration with teachers and families, we strive to enrich every student's educational journey.

Vision: The CMS Elementary Library envisions a vibrant and inclusive learning hub where all students are empowered to explore, create, and grow. We aspire to be a cornerstone of our school community, fostering a culture of reading, digital literacy, and critical thinking. Our goal is to inspire curiosity, cultivate a lifelong love of learning, and ensure that every student has equitable access to resources that support their academic, personal, and social development. Through innovative programs and a commitment to collaboration, we seek to shape future-ready learners who are confident, compassionate, and engaged citizens.

Integration of Technology

9.4.2.TL.2

21st Century Skills

9.4.2.CT.3

Career Education

9.1.2.CAP.1

Interdisciplinary Connection

9.4.2.CI.1

Accommodations and Modifications

Special Education	IEP accommodations Create visual word wall with labels Highlight important key words Ask yes/no questions Shorten assignments
English Language Learners	Create visual word wall with labels Highlight and define important vocabulary Ask yes/no questions Create a word map Offer book choices in native language
Students At-Risk of Failure	Allow verbalization before writing Use audio materials when necessary Restate, reword, clarify directions Provide educational “breaks” as necessary Chunking content into “digestible bites” Assessment Modification Based on Individual Student Needs
Gifted and Talented	Student Choice Assessment Modification Based on Individual Student Needs Ask students higher level questions Give students opportunities to mentor other students Offer students opportunities to present their understanding of a topic in different ways
Students with 504 Plans	Allow verbalization before writing Use audio materials when necessary

	Restate, reword, clarify directions Provide educational “breaks” as necessary Shorten assignments
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Assessments	
Formative	Classroom discussion Think-Pair-Share Teacher Observation
Summative	Story retelling or recall Book handling skills Sorting activities Story sequencing (picture cards) Book talk and participation (oral communication)
Benchmark	Independent use of library resources Phonemic awareness Print awareness (tracking, recognizing parts of a book, understanding concept of reading from left to right)
Alternative	Performance Tasks (library scavenger hunt) Alphabet and letter recognition Digital literacy

Pacing Guide	
Unit 1: Library Introduction / Book Care	2 Weeks - 2 Days
Unit 2: Parts of a Book / Word Wall Vocabulary	2 Weeks / 2 Days
Unit 3: Book Selection: “Just Right” Book / Library Organization / Checkout	3 Weeks / 3 Days
Unit 4: Story Elements / Retelling	4 Weeks / 4 Days
Unit 5: Making Connections	3 Weeks / 3 Days
Unit 6: Wondering : Fiction	4 Weeks / 4 Daus

Unit 7: Wordless Books / Illustrations	4 Weeks / 4 Days
Unit 8: Nonfiction	4 Weeks / 4 Days
Unit 9: Exploring Genre: Nonfiction Narrative / Biography	4 Weeks / 4 Days
Unit 10: Digital Literacy Basics	3 Weeks / 3 Days

Unit Learning Goals

Unit 1: Library Introduction/Book Care

Students will be able to work and participate responsibly as they learn the procedures of the library/media center.

Students will understand the rules and basic purpose of the library.

Core Instructional Materials	Supplemental Materials
Selected engaging picture books	Music & Movement activities

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> Day 1: Introduce the library/ its purpose and the rules/procedures. 	SL.PE.2.1	<ul style="list-style-type: none"> Explain in simple terms that the library is a special place where we can find lots of books, learn new things, and go on adventures. Explain key parts of the library Do short read aloud that explores the value of reading and libraries.
<ul style="list-style-type: none"> Day 2: Students will review basic book care. 	SL.PE.2.1	<ul style="list-style-type: none"> Review/recall library procedures/rules Interactive read aloud: <i>The Book That Jake Borrowed</i> by Kralovansky. Model basic book care (turning pages, holding books with clean hands etc.) Exploration/browse time

Inclusive concepts

Inclusivity is fostered by introducing students to diverse cultures, voices, and perspectives through books and activities.

Unit Learning Goals

Unit 2: Parts of a Book / Library Word Wall

Students will be able to recognize and name the basic parts of a book (front cover, back cover, spine, pages, title etc).

Students will be able to understand the purpose of each part.

Students will learn basic library terms (author, illustrator, librarian etc.).

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none">Colorful/engaging picture books	<ul style="list-style-type: none">Labels/sticky notes/flashcardsVisual Aids/propsBook bins

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will learn the basic parts of a book.	RL.2.1	<ul style="list-style-type: none">Book "Show-and-Tell" identifying basic parts of a bookExplain the different parts that help us enjoy and understand a storyUse sticky notes to label and mark the book parts
Day 2: students will learn common library terms (checkout, return, shelf, circulation etc.)	RL.2.1	<ul style="list-style-type: none">Briefly review the parts of a bookUse visual aids or props to introduce new wordsDemonstrate circulation procedureWorking in pairs, allow students the opportunity to label book parts

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Unit Learning Goals

Unit 3: “Just Right Books” / Check Out Procedures

Students will be able to browse and select age level appropriate books

Students will be able to browse and select reading level appropriate books

Students will be able to follow directions/behavior for book checkout Various levels of reading material

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Various levels of reading material ● Fiction and nonfiction selections 	<ul style="list-style-type: none"> ● Book bins ● “Goldilocks” / Five Finger Anchor Chart ● Chart paper

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will understand how to choose a “just right” book.	RL.2.1	<ul style="list-style-type: none"> ● Class discussion “Why do we read? What are some of the things we like to read about?” ● Introduce the “Goldilocks” five finger rule for book selection (anchor chart) ● Model the five finger rule with several books ● Allow students to practice
Day 2: Students will share personal preferences and interests.	RL.2.1	<ul style="list-style-type: none"> ● Working in groups, students will locate books that reflect their preferences and interests.
Day 3: Students will select an appropriate library book to borrow and checkout	RL.2.1	<ul style="list-style-type: none"> ● Visually demonstrate and role play checkout out procedures ● Students will check out books

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Unit Learning Goals
Unit 4: Story Elements/Retelling Students will identify story elements Students will understand story structure (beginning, middle end)

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> Selected picture books 	<ul style="list-style-type: none"> Graphic Organizers Story Maps

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will be able to identify the 5 key story elements (characters, setting, plot, problem, solution). (Group Activity)	RL.2.10	<ul style="list-style-type: none"> Interactive read aloud: Mentor text that highlights story elements Pause to discuss and identify story elements
Day 2: Students will identify the characters and setting in a selected mentor text	RL.2.5	<ul style="list-style-type: none"> Working with a partner and a graphic organizer, students will identify the characters and setting in the story. Students can use drawings or text responses Students will share their graphic organizers
Day 3: Students will explore the plot and	RL.2.5	<ul style="list-style-type: none"> Working with a partner and a graphic

problem of a story using a mentor text.		<p>organizer, students will identify the plot and problem in the story.</p> <ul style="list-style-type: none"> • Students can use drawings or text responses • Students will share their graphic organizers
Day 4: Students will understand how a problem is solved and practice retelling a story.	RL.2.2	<ul style="list-style-type: none"> • Working with their partner, students will complete their graphic organizer • Allow a few groups to share their story by retelling the events that they charted.

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Unit Learning Goals

Unit 5: Making Connections
Students will be able to identify and share:

- **Text to self connections**
- **Text to text connections**
- **Text to world connections**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Selected picture books • Selected nonfiction books 	Chart paper/Markers Connection sentence stems (This reminds me of when...) Venn Diagram World map

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will make text-to-self	RF.2.4	<ul style="list-style-type: none"> • Explain self to text connection

connections by identifying similarities between the events, characters, and themes in a book and their own personal experiences.		<ul style="list-style-type: none"> • Interactive read aloud of a relatable book (<i>The Kissing Hand</i>/Penn or <i>The Snowy Day</i> /Keats) • Chart a few connections • Think Pair Share additional connections
Day 2: Students will make text to text connections using two related mentor texts.	RF.2.4	<ul style="list-style-type: none"> • Explain text to text connection • Interactive read aloud of two related stories (e.g. <i>The Three Little Pigs</i> and <i>The Three Little Wolves and the Big Bad Pig</i>) • Guide the students in identifying connections (Venn Diagram)
Day 3: Students will make text to work connections using informational texts.	RF.2.4	<ul style="list-style-type: none"> • Explain text to world connections • Share a nonfiction text on a relatable topic (e.g. animals) • Show illustrations of animals and discuss who has any experiences with these particular animals and places where these animals live. Discuss • Locate some of the habitats on a map

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Unit Learning Goals

Unit 6: Fiction

Students will be able to understand the basics of fiction.

Students will be able to distinguish from nonfiction.

Students will explore the various genres within the fiction realm (tall tale, fable, legend, mystery)

Core Instructional Materials

Supplemental Materials

- Selected literature

- Chart paper/markers
- Graphic organizer

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will understand what makes a story fictional.	RL.CR.2.1	<ul style="list-style-type: none"> • Define fiction as a story made up from the author's imagination • Interactive read aloud - fictional picture book. (e.g. Seuss story) • Chart the elements that prove the story is fiction • Draw favorite part of story
Day 2: Students will identify the key elements of a fictional story	RL.CR.2.1	<ul style="list-style-type: none"> • Mentor Text: The Very Hungry Caterpillar • Students will complete a graphic organizer story map. Share
Day 3: Students will identify the characteristics that make each type of fiction unique: tall tales and fables	RL.CR.2.1	<ul style="list-style-type: none"> • Define the characteristics of tall tales and fables • Interactive read aloud of a tall tale and a fable • Chart the events of the stories that help to identify them as tall tales or fables
Day 4: Students will identify the characteristics that make each type of fiction unique: legends and mystery.	RL.CR.2.1	<ul style="list-style-type: none"> • Define the characteristics of a mystery and a legend story • Interactive read aloud of a mystery and a legend fiction story • Chart the events of the stories that help to identify them as a mystery or legend story

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Unit Learning Goals

Unit 7: Wordless Books / Illustrations

**Students will interpret visual cues, such as facial expressions, body language, and setting details, to infer meaning.
Students will recognize how illustrations contribute to storytelling.**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Selection of wordless books 	<ul style="list-style-type: none"> • Graphic Organizers • Speech Bubbles • Story Maps • Selection of illustrator biographies

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will be able to identify key story elements of a selected wordless book. Students will be able to predict story events in a wordless selection.	RL.2.7	<ul style="list-style-type: none"> • Ask students to "read" the pictures and identify the sequence of events. • Have them retell the story orally or by arranging picture cards you create from the book
Day 2: Students will discuss the visual elements of a wordless book - roll of color, medium, facial expressions	RL.2.7	<ul style="list-style-type: none"> • Ask students to select one page or spread from the book and write a short explanation describing what they think is happening. • Focus on details like character emotions, setting, and actions. • Discuss varying mediums that the illustrators used and the use of color.
Day 3: Students will add speech bubbles to a	RL.2.1	<ul style="list-style-type: none"> • Divide students into small groups and

wordless story.		<p>assign each group a few pages of a wordless book.</p> <ul style="list-style-type: none"> ● Each group creates a narrative for their assigned pages. ● Combine their stories as a class, reading the book aloud with their new dialogue or captions.
Day 4: Students will compare/contrast a wordless and a text version of the same story.	RL.2.9	<ul style="list-style-type: none"> ● Share both the text and wordless version of <i>The Lion and The Mouse</i> (Pinkey) ● Working in groups, the students will compare/contrast the two formats of the same story.

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Unit Learning Goals

Unit 8: Nonfiction

Students will be able to identify nonfiction texts.

Students will be able to identify and use basic nonfiction text features to locate specific information.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Selection of nonfiction books on various topics ● Selection of fiction books 	<ul style="list-style-type: none"> ● Posters/Charts displaying nonfiction text features ● Venn diagram ● Fact vs. opinion game ● Book bins for sorting ● BookFlix: Pairing fiction books with nonfiction books

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Students will be able to identify the difference between fiction and nonfiction books.	RI.2.1	<ul style="list-style-type: none"> ● Show examples of both and genres and discuss key features ● Compare/contrast fiction vs. nonfiction books ● Sorting activity
Day 2: Students will recognize and use basic nonfiction text features (headings, captions, bold words, index, table of contents).	RI.2.5	<ul style="list-style-type: none"> ● Use a nonfiction book to guide a scavenger hunt for text features.
Day 3: Students will practice locating information using nonfiction text features.	RI.2.5	<ul style="list-style-type: none"> ● Give students a question and have them use a nonfiction book to find the answer using these tools. ● Fact vs. Opinion Game: Present statements from nonfiction books and ask students to decide if they are facts or opinions.
Day 4: Students will relate nonfiction topics to their own lives or other learning areas.	RI.2.6	<ul style="list-style-type: none"> ● Have students choose a nonfiction book and share one new fact they learned and why it's interesting to them or important to them. ● BookFlox browse

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Unit Learning Goals

Unit 9: Exploring Genre: Nonfiction narrative and biography
Students will be able to recognize and identify elements of nonfiction narrative and biography.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Selection of age appropriate nonfiction narratives • Selection of age appropriate biographies 	<ul style="list-style-type: none"> • Anchor charts • PebbleGo • Sticky notes • Video clips explaining the key elements of the specified genres

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Students will identify key elements of a nonfiction narrative (e.g., characters, setting, problem, events, and resolution) and how these elements differ from or are similar to fictional stories.</p>	RL.2.1	<ul style="list-style-type: none"> • Read a nonfiction narrative aloud (e.g., a biography or an animal adventure story) and discuss the real-life aspects that make it nonfiction. • Mentor texts: <i>Snowflake Bentley</i> and <i>The Man Who Walked Between The Towers</i>.
<p>Day 2: Students will practice distinguishing factual information from descriptive details or author’s commentary in a nonfiction narrative.</p>	RL.2.1	<ul style="list-style-type: none"> • Use sticky notes to mark facts and descriptive details in a short nonfiction text, then sort them into "Fact" and "Detail" categories.
<p>Day 3: Students will recognize the characteristics of a biography.</p>	RL.2.1	<ul style="list-style-type: none"> • Students will identify key features of a biography (e.g., it tells the story of a real person's life, includes important events, achievements, and challenges, and is written in chronological order).
<p>Day 4: Students will distinguish a biography from a fiction or nonfiction.</p>	RL.2.1	<ul style="list-style-type: none"> • Students will compare and contrast biographies with other genres, explaining how biographies are nonfiction but focus on individual life stories, unlike general nonfiction or fictional stories.

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Unit Learning Goals

Unit 10: Digital Literacy Basics

Students will understand how to use digital tools safely and responsibly by learning to navigate age-appropriate websites, identify trusted sources of information, and demonstrate basic keyboarding and search skills.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none">• Chromebooks	<ul style="list-style-type: none">• Online safety video clips• Video clips displaying digital tools• Graphic organizers

Daily Targets	NJSLS Performance Expectations	Instructional Activities
Day 1: Students will recognize and use digital tools.	8.1.2.A.1	<ul style="list-style-type: none">• Students will identify common digital tools (e.g., search bars, icons, hyperlinks) and practice basic functions such as typing, clicking, and navigating a simple website or educational app.
Day 2: Students will understand online safety basics.	8.1.2.A.1	<ul style="list-style-type: none">• Students will learn and demonstrate how to stay safe online, including recognizing trusted websites, keeping personal information private, and knowing who to ask for help when unsure.
Day 3: Students will develop basic search skills	8.1.2.A.1	<ul style="list-style-type: none">• Students will practice using kid-friendly search engines to locate information, focusing on selecting appropriate keywords to refine searches and find relevant results.• Using a graphic organizer, students will record information on their selected

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