

Mount Pleasant Central School District

2nd Grade, Library Media



We believe students should have a rich, well-balanced technology environment to maximize their learning. Our vision is to provide students with real-world opportunities in technology. We are committed to developing creative thinkers, effective communicators, collaborators, problem solvers and students who can critically evaluate information and media.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Library Navigation and Organization	September	-Students will demonstrate independence in locating fiction books by the author's last name and be introduced to the simplified areas of the Dewey Decimal System for nonfiction. Review and practice advanced book care and proper circulation procedures, emphasizing responsibility to the collective resource.	<ul style="list-style-type: none"> • Fiction • Nonfiction • Author's last name • Spine label • Dewey Decimal System • Check-out • Overdue 	AASL Standards for the 21st Century Learner 1.1.4, 1.1.6; 1.1.8, 1.3.4; 1.4.2; 2.1.5, 3.1.6, 4.1.4, 4.1.7	Demonstrate independent use of the library's organizational system to find and return materials. Recall prior knowledge about book care and library behavior to maintain the collection.	A well-organized library is a shared space that enables independent learning and requires responsibility from every user to maintain its accessibility and usefulness.	Successfully locate and shelve three books in the correct section (fiction by author, nonfiction by subject area)
Nonfiction text features	October	Students will analyze and use nonfiction	<ul style="list-style-type: none"> • Table of Contents 	AASL IV. CURATE (B. CREATE 4). ESIFC: Organizing Information (recognizing	Use the Table of Contents and Index to	Nonfiction texts have special tools	Given a nonfiction book and a specific

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		text features—specifically the Table of Contents, Index, Glossary, Headings, and Captions to efficiently locate and gather information. Distinguishing between reading for enjoyment and reading for information.	<ul style="list-style-type: none"> • Index • Glossary • Heading • Caption • Fact • Information • Purpose 	structure of non-fiction)	quickly locate specific information within a nonfiction book. Identify text features and explain how each one helps a reader learn about the content.	embedded within them that serve as navigational aids for faster, more effective research and learning.	question, students will use the Table of Contents or Index to find the relevant page number and report the answer.
Information Seeking: Search Strategy	November	Students will practice generating and using effective keywords in the library's online catalog, moving beyond simple	<ul style="list-style-type: none"> • Keyword • Search • Term • Online catalog • Database • Search results 	AASL I. INQUIRE (B. CREATE 1; D. GROW 4). ESIFC: Retrieving Information (using advanced keywords).	Formulate 2-3 keywords to conduct a successful search for information on a given topic. Analyze initial search results	Effective information seeking is a thoughtful process that involves careful selection of search terms and an iterative approach to	Complete a search task using the online catalog, documenting the initial keyword and the refined keyword that led to the desired

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		title/author searches. Students will learn to refine a search by modifying keywords based on initial results.	<ul style="list-style-type: none"> ● Relevant ● Irrelevant ● Refine 		and modify keywords to improve the relevance of the outcome.	achieve the best results.	resource.
Literature Study: Genres and Themes Individual Literacy-Awareness/Interaction with Literature	December	Identify and describe major literature genres beyond fiction/nonfiction. Analyze the elements of a story and compare/contrast them across different texts. - Understand benefits of reading, select different formats/genres,	<ul style="list-style-type: none"> ● Genre ● Biography ● Fairy Tale ● Poetry ● Character ● Setting ● Theme ● Plot ● Author ● Illustrator ● Genre ● point-of-view, ● visualizing, 	AASL V. EXPLORE (A. THINK 1). ESIFC: Literary Appreciation (identifying literary elements and genres). AASL Standards for the 21st Century Learner 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, 4.3.3, 4.4.1, 4.4.6	Select literature from a variety of genres based on self-identified personal interest and reading level. Discuss and articulate the main theme or lesson of a story, using character actions as evidence. - Listen to and discuss (or otherwise respond	Reading widely expands our understanding of human experiences, fosters empathy, and strengthens critical thought about the diverse world we inhabit. Promote the appreciation of literature and its impact on an	Create a book review or recommendation using a visual or written format that correctly identifies the book's genre and discusses its main theme. Performance Based- Students will practice good reading behaviors, i.e. reading/listening to

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		<p>cultivate a personal reading identity, read to understand perspectives outside of one's own.</p> <p>Participate in discussions of literature to share opinions and consider other perspectives.</p>	<ul style="list-style-type: none"> • text-to-text/text-to-self/text-to-world connections • fiction, • nonfiction, • biography, • poetry, • just-right books • 		<p>to) read-aloud selections</p> <p>Select a variety of literature based on interest, need, and appropriateness</p> <p>Understand that fiction and nonfiction may be used for recreational reading, class assignments, and research</p> <p>Understand that all libraries provide a diverse collection of information presenting many viewpoints</p> <p>Practice</p>	<p>individual for a foundation of lifelong learning, development of empathy, appreciation for the diverse world that we live in today.</p>	<p>stories from a wide range of genres, formats, topics, pursue personal and aesthetic growth, become self motivated readers who select resources based on interest/needs.</p>

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					metacognitive strategies when reading, listening, and discussing. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.		
The Responsible Digital Citizen	January	Define and differentiate between private information and public information. Introduce the concept of intellectual	<ul style="list-style-type: none"> Private Information Public Information Intellectual Property Credit 	AASL VI. ENGAGE (A. THINK 1; B. CREATE 2). ESIFC: Digital Citizenship (responsible digital interaction and ethics) AASL I.A.2, I.C.1, I.D.1, I.D.3, I.D.4, V.C.1	Identify and articulate examples of private information that should never be shared online. Explain, in simple terms, the ethical	Good digital citizenship is built on protecting one's personal information, respecting the creative work of others, and understanding how	Complete a digital citizenship checklist or participate in a scenario based discussion, correctly identifying appropriate online

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		<p>property and the importance of giving credit for others' work and ideas. Continue exploring media balance and screen time habits.</p> <p>-determine what information is considered private, identify reasons for protecting personal and private information, demonstrate care for technology, behave responsibly and respectfully online in regards to oneself and</p>	<ul style="list-style-type: none"> • Online Safety • Screen Time <p>- Media Balance, Digital Citizenship, Online, Offline, Privacy, Protect, Respect, Responsible, Safety, Search</p>		<p>reasons for acknowledging the creators of content.</p> <p>- Use digital resources appropriately, act responsibly in a digital environment</p>	<p>one's actions impact the interconnected world.</p> <p>Understand what it means to be safe/secure online. Understand how to be respectful and responsible towards others online. Understand privacy online and what a search engine is for. Understand what it means to be a good digital citizen, understand the impact of an online presence to yourself</p>	<p>behaviors.</p> <p>Students will be able to navigate the online library catalog, school approved databases such as PebbleGo and be able to articulate why it's important to have a balance of online/offline activities as well as how to stay safe and responsible to oneself and others online.</p>

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		others.				and others.	
Inquiry and Research: Note-Taking	February	Formalize the inquiry process: asking a focused question, planning source selection, and implementing a plan to gather information. Begin developing basic note-taking skills by focusing on writing main ideas in their own words.	<ul style="list-style-type: none"> ● Focused question ● Source ● Print source ● Digital source ● Fact ● Note-taking ● Paraphrase ● Own words 	AASL I. INQUIRE (B. CREATE 2). ESIFC: Processing Information (selecting and synthesizing relevant data).	Select relevant facts from a text to answer a focused research question. Record information in brief, legible notes, ensuring they are recorded in their own words and not copied verbatim.	Research requires more than finding information; it demands processing, evaluating, and recording new knowledge in a manageable and ethical way.	Complete a simple research task, using at least two different source types, and record 3-5 key facts in their own words.
Evaluating Messages: Author's Purpose	March	Analyze an author's purpose in various texts and media. Locate and identify	<ul style="list-style-type: none"> ● Persuade ● Inform ● Entertain ● Author's 	AASL II. INCLUDE (A. THINK 2). ESIFC: Evaluating Information (identifying purpose and evidence).	Identify the author's primary purpose for writing a text or creating a piece of	Every form of media is crafted with an intent; understanding the author's purpose helps	After reading a selection, students will identify the author's primary purpose and

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		explicit textual evidence to support a claim or opinion made about the content.	<ul style="list-style-type: none"> Purpose Evidence Support Claim Explicit 		media. Distinguish clearly between fact and opinion and use evidence from the text to justify their reasoning.	the reader think critically about the message and perspectives presented.	provide one piece of textual evidence to support their choice.
Curating and Connecting Ideas	April	Organize gathered notes and facts into a structure using a simple graphic organizer. Practice making text-to-self, text-to-text, and text-to-world connections to deepen understanding of the content.	<ul style="list-style-type: none"> Curate Organize Connect Text-to-self Text-to-text Text-to-world Graphic organizer Synthesize 	AASL IV. CURATE (D. GROW 2). ESIFC: Synthesis (making connections between multiple sources and self).	Systematically arrange gathered information in an organized visual format to see relationships between ideas. Articulate connections between library resources and personal experience, other texts, or the wider world.	Organizing information effectively, such as through curation, allows us to integrate and synthesize new knowledge, leading to a deeper understanding of complex ideas.	Complete a graphic organizer comparing and contrasting two sources on the same topic or two key characters in a story.

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Collaborative Creation and Sharing	May	Collaborate effectively with peers to create a knowledge product. Use appropriate communication tools and resources for group work, learning how to share information ethically and legally.	<ul style="list-style-type: none"> ● Collaboration ● Audience ● Feedback ● Presentation ● Draft ● Revise ● Edit ● Fair Use 	AASL III. COLLABORATE (C. SHARE 1). ESIFC: Communication (presenting information clearly and collaboratively).	Solicit and incorporate constructive feedback from peers to improve a group project or presentation. Present findings or creative work to an authentic audience.	Working productively with others, while actively soliciting and responding to feedback, broadens perspectives and strengthens the final creative outcome.	Participate in a group project, culminating in a presentation, submit a brief self-reflection on their contribution and use of peer feedback.
Reading Reflection and Future Growth	June	Reflect on reading goals, skill growth, and accomplishments throughout the school year. Students will select books for summer reading based on learned genre interests and	<ul style="list-style-type: none"> ● Reflect ● Goal ● Accomplishment ● Growth mindset ● Self-awareness ● Life-long learning 	AASL V. EXPLORE (D. GROW 2). ESIFC: Self-Assessment (planning for future learning and growth).	Open-mindedly accept feedback and use reflection to guide informed decisions about future learning. Set and articulate a specific summer reading goal based on genre preferences and	Reflection and self-assessment are essential for developing a growth mindset, recognizing capabilities, and becoming confident, continuous learner.	Complete a reflection journal entry or conference with the librarian to discuss reading growth and set 2-3 specific summer reading goals.

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		reading level, demonstrating self-awareness and independent choice.	<ul style="list-style-type: none"> Preference 		reading volume.		
Evaluating Sources and Author's Message- Media Literacy		- Understand the difference between fact and opinion. Understand who is telling the story. Understand the author's message/intent.	- Fact, opinion, create, intent, share, message, point of view, purpose	AASL STANDARDS FOR THE 21ST CENTURY LEARNER I.C.1, II.A.1, II.A.2, II.B.2, II.C.2, IV.C.3, V.A.2, VI.A.1,	- Analyze, evaluate, and communicate using a variety of sources--print, audio, visual, digital	What is a fact and what is an opinion? How are they different? How do you know if you see or hear is true? What is the author trying to tell me during this story? How does this story make me feel? To be able to consider the intention and	Performance Based- Present, perform or share information and ideas successfully and appropriately. Listen to audience feedback.

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						impact of shared media. To understand the author's intent/message and to understand/articulate the differences between fact/opinion.	
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