



PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Library & Information Literacy

Curriculum Writing Committee:

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Grade Level: 2

Date of Board Approval: June 2026

Curriculum Map

Overview:

Our school libraries create inviting, dynamic, 21st century learning environments and services that support information literacy and life-long learning. Students should experience the power and variety of collective resources to become critical thinkers, enthusiastic readers, skillful researchers and ethical users and creators of ideas and information. Our goal is to provide instruction in competent information usage while promoting an interest in and understanding of various resources, ethical usage of ideas and information literacy skills.

Goals:

Marking Period 1 (9 class periods)

1. Marking Period One -Overview with time range in days:

- Library Orientation/Behaviors & Expectations - 1 day
 - Personalizing lifelong learning
 - Developing self-awareness and self-management
- Caldecott Award - 3 days
 - Selecting and reading literary fiction, nonfiction and informational texts
- Folktales, Fairy Tales & Tall Tales - 3 days
 - Selecting and reading literary fiction, nonfiction and informational texts
- Poetry - 2 days
 - Selecting and reading literary fiction, nonfiction and informational texts

2. Marking Period Two -Overview with time range in days:

- Online Safety/Digital Citizenship - 4 days
 - Online privacy, cyberbullying, media balance and digital ethics
- Library Skills - 5 days
 - Fiction/nonfiction
 - Call numbers
 - Introduction to Destiny (library catalog)

Big Ideas:

UNIT: Learners Explore

Big Idea # 1: Learners read, discover and innovate with a growth mindset developed through experience and reflection.

Essential Questions:

- How do learners develop and satisfy personal curiosity?
- How do learners read widely and deeply in multiple formats and create for a variety of purposes?
- How do learners persevere to solve problems through inquiry, implementation and reflection?

- How do learners organize and synthesize information from various sources?

Concepts:

- Selecting and reading literary fiction, nonfiction and informational texts
- Using and presenting information in different media formats
- Personalizing lifelong learning
- Developing self-awareness and self-management

Competencies:

- Select and read independently grade-level appropriate literature in a variety of genres and formats.
- Explain how graphic representations contribute to and clarify the meaning of a text.
- Define and describe the importance of lifelong learning.
- Identify one's own strengths, needs and preferences.

UNIT: Learners Engage

Big Idea # 1: Learners demonstrate safe, legal and ethical creation and sharing of knowledge while engaging in a community and an interconnected world.

Essential Questions:

- How do learners follow ethical, responsible, safe and legal guidelines for gathering, creating and sharing information, technology and media?
- How do learners use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?
- How do learners personalize their use of information and information technologies?
- How do learners engage with information to extend their personal learning?

Concepts:

- Developing digital skills
- Demonstrating etiquette in using technology
- Using information and technology safely and responsibly

Competencies:

- Use digital tools to produce and publish writing, with guidance and support.
- Demonstrate proper care of technology and equipment.
- Answer questions about the importance of safe, legal and responsible use of technology, with prompting and support.

UNIT: Learners Inquire

Learners build new knowledge by inquiring, reading, thinking critically, identifying problems and developing strategies for solving problems.

Essential Questions:

- How do learners display curiosity and initiative?
- How do learners engage with and create meaning from information and text?
- How do learners participate in an inquiry-based process?

Concepts:

- Identifying and Using Text Features

- Applying Strategies to Create Meaning from Literary Fiction
- Summarizing Main Idea & Details
- Identifying Elements of a Story

Competencies:

- Use various text features and search tools to locate key facts or information in text efficiently in print and digital sources.
- Apply strategies to create meaning from literature by questioning, reflecting, responding and evaluating.
- Describe key ideas from text read aloud or presented orally or presented in another media format.
- Identify and explain characters, plot and settings in a story told either in text or digital form and understand their impact on a story by using information from illustrations and words in text.

Textbook and Supplemental Resources:

- **Supplemental Resources:**

Unit: Learners Explore - Access to library collection (Caldecott Award winners, Folktales, Fairy Tales & Tall Tales, Poetry anthologies)

Unit: Learners Engage - Faux Paw Slideshow (videos included): [Internet Safety with Faux Paw](#); NetSmartz Kids: [NetSmartzKids.org](#);

Common Sense Education Gr. 2 Curriculum: <https://www.commonsense.org/education/digital-citizenship?grades=2>

Unit: Learners Inquire - Access to library collection (grade-appropriate fiction and nonfiction titles); books to help teach story elements: <https://www.getepic.com/collection/580757/realistic-fictionliterary-elements-unit> ; story elements video - [Story Elements Song | Character, Setting, Problem, Resolution | Reading Mini-Lesson](#)

Nonfiction text features video - [Nonfiction Text Features](#), example call number cards, Destiny (library catalog)

Curriculum Plan

Unit : Learners Explore

Time Range in Days: 9 class periods

Standards:

PA Academic Standards - English Language Arts

AASL Standards for Learners

ISTE Standards for Students

Standards Addressed:

PA CC ELA-

1.3.2.K - Read and comprehend literature on grade-level, reading independently and proficiently.

1.2.2.G - Explain how graphic representations contribute to and clarify a text.

AASL -

V.A.1 - Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

I.D.3 - Learners participate in an ongoing inquiry-based process by enacting new understanding through real-world connections.

ISTE -

3d Students build knowledge by exploring real-world issues and gain experience in applying their learning in authentic settings.

1a Students take an active role in setting their own learning goals, developing strategies to achieve them and reflecting on the process.

Objectives:

1. Students will be able to demonstrate expected behaviors in the library (proper use of materials, checkout/check-in procedures, etc.) (DOK 1)
2. Students will become familiar with the Caldecott Award (its history, notable winners, etc.) and select/read them independently. (DOK 1 & 2)
3. Students will become familiar with Folktales, Fairy Tales and Tall Tales genres, their characteristics, and select/read them independently. (DOK 1 & 2)
4. Students will become familiar with several grade-level appropriate poems and poets. (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction/review of library procedures, behaviors and expectations. Focus on book care, using shelf markers, checking in/out, library organization/layout, etc.
2. Teacher-led discussion on the Caldecott Award and its history. The librarian will discuss the selection process for the award and give examples of current and past Caldecott Award winners.

3. Direct instruction on the origins and characteristics of folktales, fairytales and tall tales that include: traditions, cultures, locations, characteristics, and various versions. Create anchor charts to illustrate the following:

- Folktales: traditional stories passed down orally that often explain customs, teach lessons, or explain natural events; characters are ordinary people or animals; setting can be local or unspecified.
- Fairy tales: feature magical elements, royalty or enchanted beings, and clear problem–solution structures; often begin with phrases like “Once upon a time.”
- Tall tales: exaggerated, larger-than-life characters and events told for humor or to show character strength; details are overstated beyond belief (e.g., extremely large, impossible feats).

4. Share various texts or digitally formatted versions of fairytales, folktales, and tall tales.

5. Share various texts or digitally formatted versions of children’s poems and some background information about the authors (poets). Examples include Shel Silverstein, Jack Prelutsky, Kenn Nesbitt, Bruce Lansky and Aileen Fisher. Students can join in a choral reading of selected poems.

Assessments:

Diagnostic: Teacher assessment of students’ prior knowledge of lesson topics

Formative: exit slips, think-pair-share; story maps of selected Caldecott winners and/or folktales, fairy tales and tall tales; students can act out poems or illustrate them

Summative: Librarian observation of student checkouts based upon use of online catalogs, checkout of Caldecott Award winners; increased circulation of folktales, fairy tales and tall tales & poetry

Extensions:

1. Students will search for higher level books for their reading program (i.e. Accelerated Reader) to further their classroom requirements.
2. Have students design a book jacket for a book they have read to show the details needed for a Caldecott Award book.
3. Have students write a brief folktale, tall tale, and fairytale to check their understanding of each.
4. Conduct a "Mock Caldecott" where students read and discuss potential nominees, and then vote for their favorite book.
5. Librarian-created reading incentive, such as "Caldecott Bingo" or "Folktale, Fairy Tale & Tall Tale Bingo" - requiring students to read 5 titles to earn Bingo.
6. Shared folktales, fairy tales and tall tales can be presented in Reader’s Theatre format for group reading.
7. Students can be “Poetry Detectives” and record sounds, imagery, repetition in selected poems.

Correctives:

1. Have Caldecott Award winning books on display for book checkout. Have students present a favorite illustration from an award winning book.
2. Have folktale, fairytale, and tall tales books on display for book checkout.
3. Have poetry books on display for checkout.

Curriculum Plan

Unit: Learners Engage

Time Range in Days: 4 days

Standard(s):

PA Common Core Standards for English Language Arts

AASL Standards for Learners

ISTE Standards for Students

Standards Addressed:

PA CC ELA -

1.4.2.U - With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

AASL -

I.C.4 - Learners adapt, communicate, and exchange learning products with others in a cycle that includes sharing products with an authentic audience.

III.B.1 - Learners participate in personal, social and intellectual networks by using a variety of communication tools and resources.

VI.D.1 - Learners engage with information to extend personal learning by personalizing their use of information and information technologies.

VI.A.1 - Learners follow ethical and legal guidelines for gathering and using information by responsibly applying information, technology and media to learning.

VI.C.2 - Learners responsibly, ethically and legally share new information with a global community by sharing information resources in accordance with modification, reuse and remix policies.

VI.D.3 - Learners engage with information to extend personal learning by inspiring others to engage in safe, responsible, ethical and legal information behaviors.

VI.A.2 - Learners follow ethical and legal guidelines for gathering and using information by understanding the ethical use of information, technology and media.

ISTE -

6a - Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6d - Students publish or present content that customizes the message and medium for their intended audiences.

7c - Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

2b - Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

1. Students will be able to explain how they can protect their personal information online. (DOK 1)
2. Students will be able to recognize situations when they need to alert a trusted adult. (DOK 2)
3. Students will be able to recognize and avoid risky interactions with strangers on the internet. (DOK 2)
4. Students will use respectful behavior online. (DOK 1)
5. Students will be able to discuss healthy habits in using technology versus real-world activities. (DO 2)

Core Activities and Corresponding Instructional Methods:

1. Librarian will utilize/present online safety and digital citizenship using books/videos from the “Faux Paw” series (www.ikeepsafe.org). Librarian will lead group discussions of online scenarios and appropriate responses regarding online privacy, cyberbullying and media balance.
2. Librarian will supplement this instruction using other resources, such as NetSmartz Kids (Into the Cloud) and Common Sense Education’s digital citizenship curriculum.

Assessments:

Diagnostic: Teacher assessment of students’ prior knowledge of lesson topics

Formative: Teacher observation of various skills, exit slips

Summative: Online safety/digital citizenship “quiz”; role play assessment (online scenarios); digital citizenship poster or drawing

Extensions:

1. Students can write/type a paragraph to help younger students understand some online dangers and how to handle them.
2. Students can view Season 1 of “Into the Cloud” (NetSmartz Kids).
3. Students can create an internet safety superhero whose job is to keep kids safe online- create a name, costume and 2-3 “powers” (asks a grownup, doesn’t share personal information, etc.) and write a short story featuring their superhero.
4. Students can work collaboratively to create a class internet safety pledge.

Correctives:

1. Students can reinforce key concepts by re-reading the “Faux Paw” stories outside of class.
2. Students can play a “Safe or Unsafe” sorting game.
3. Students can read a scenario and use an “internet safety traffic light” to identify choices (red = stop and tell an adult, yellow = be careful, green = safe)
4. Students can draw pictures of safe choices and students who are following online safety rules.

Curriculum Plan

Unit: Learners Inquire

Time Range in Days: 5 days

Standard(s):

PA Common Core Standards for English Language Arts

AASL Standards for Learners

ISTE Standards for Students

Standards Addressed:

PA CC ELA -

1.2.2.E - Use various text features and search tools to locate key facts or information in a text efficiently.

1.3.2.K - Read and comprehend literature on grade-level, reading independently and proficiently.

1.5.2.B - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

1.3.2.G - Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

AASL -

I.B.2 - Learners engage with new knowledge by following a process that includes devising and implementing a plan to fill knowledge gaps.

IV.A.2 - Learners act on an information need by identifying possible sources of information.

IV.B.1 - Learners gather information appropriate to the task by seeking a variety of sources.

I.A.2 - Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.

I.C.1 - Learners adapt, communicate and exchange learning products with others in a cycle that includes interacting with content presented by others.

I.B.1 -Learners engage with new knowledge by following a process that includes using evidence to investigate questions.

V.A.1 - Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

ISTE -

3a - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Objectives:

1. Students will be able to distinguish between fiction and nonfiction. (DOK 2)
2. Students will be able to identify and discuss important literary elements (setting, characters, plot, problem/solution) of fiction. (DOK 2)

3. Students will be able to identify important features of nonfiction books (table of contents, heading, index, etc.) (DOK 1)
3. Students will be able to identify types of call numbers (Fiction/Nonfiction) and demonstrate an understanding of how the library is organized. (DOK 1)

Core Activities and Corresponding Instructional Methods:

1. Direct instruction on how to correctly identify/distinguish between fiction and nonfiction. Librarian can demonstrate a sorting activity - read a paragraph of a fiction book about dogs and a nonfiction book about dogs. Students help decide which is which.
2. Direct instruction of fiction (story) elements. Students can be “story detectives” to help identify and chart the setting, character, problem/solution, etc.
3. Direct instruction on call numbers (fiction and nonfiction) and how titles are organized. Students can participate in a “Find the Book” Scavenger Hunt, given a book’s call number.

Assessments:

Diagnostic: Assess prior knowledge with whole class

Formative: Observation and discussion with whole class; exit slips

Summative: “quiz” to see if students can correctly order call numbers; “Story Detective” worksheet to assess comprehension of fiction elements; library scavenger hunts

Extensions:

1. Students can compare and contrast two texts on the same topic (Venn diagram).
2. Students can design their own mini library - draw a floor plan and label locations/types of books; then list 3-5 books that would be shelved in each area.
3. Librarian can demonstrate basic use of the library search catalog (Destiny) and important features (especially call numbers).

Correctives:

1. Students can think-pair-share with a partner using sentence starters: “This book is fiction because...” or “This book is nonfiction because...”
2. Real or Pretend? Guided sorting activity to help students distinguish between fiction and nonfiction.
3. Review fiction story elements using a very well-known story (Goldilocks, The Three Little Pigs, etc.)