

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*Baker, Roberts & South Valley  
Library Media*

*Library/Media Curriculum  
Grade 2*

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## [Course Description and Fundamental Concepts](#)

The Moorestown Library Curriculum supports the emphasis of each elementary school. Our mission is to provide library curriculum that fosters the intellectual, moral, and social learning of each student. Three strands, library as a place of learning, awareness of literature for aesthetic and personal growth, and information as a means to identify, locate, and evaluate digital and print sources, form the basis of the curriculum. Development of these strands may involve the collaborative efforts of certified librarians/library media specialists, administrators, classroom teachers, technology coordinators, computer teachers, and students as active partners in the educational process, thus reinforcing the value of literacy and lifelong learning.

The media curriculum in grade 2 is comprehensive, built on core skills, and will prepare learners for the 21st century . According to the AASL standards, students living in a global community will use skills, resources and tools to

- Inquire, think critically, and gain knowledge.
- Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
- Share knowledge and participate ethically and productively as members of our democratic society.
- Pursue personal and aesthetic growth

## [New Jersey Student Learning Standards \(NJSLs\)](#)

### **Subject/Content Standards**

*Include grade appropriate subject/content standards that will be addressed*

## New Jersey Student Learning Standards for English Language Arts

### Grade 2

#### Anchor Standards: Reading

#### **Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **Range of Reading and Level of Text Complexity**

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

#### **Note on range and content of student reading**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content

knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

## Grade 2

### Progress Indicators Reading Literature Texts

#### **Key Ideas and Details**

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

#### **Craft and Structure**

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### **Integration of Knowledge and Ideas**

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

#### **Range of Reading and Level of Text Complexity**

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

## Grade 2

### Progress Indicators for Reading Informational Text

#### **Key Ideas and Details**

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

#### **Craft and Structure**

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### **Integration of Knowledge and Ideas**

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

## Grade 2

### Progress Indicators for Reading Foundational Skills

#### Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.

#### Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

By Grade 2		
Unit Addressed	Core Idea	Standard / Description
3, 4	<b>Creativity and Innovation:</b> Brainstorming can create new, innovative ideas.	<i>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</i> <i>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</i>
3	<b>Critical Thinking and Problem-solving:</b> Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	<i>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2)</i> <i>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</i> <i>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</i>
1-4	<b>Digital Citizenship:</b> Digital artifacts can be owned by individuals or organizations.	<i>9.4.2.DC.1: Explain differences between ownership and sharing of information.</i>

		<i>9.4.2.DC.2: Explain the importance of respecting digital content of others.</i>
1-4	<b>Digital Citizenship:</b> Individuals should practice safe behaviors when using the Internet.	<i>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).</i> <i>9.4.2.DC.4: Compare information that should be kept private to information that might be made public</i>
	<b>Digital Citizenship:</b> An individual’s digital footprint reflects the various actions an individual makes online, both positive and negative.	<i>9.4.2.DC.5: Explain what a digital footprint is and how it is created.</i>
1-4	<b>Digital Citizenship:</b> Digital communities allow for social interactions that can result in positive or negative outcomes.	<i>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</i>
	<b>Digital Citizenship:</b> Young people can have a positive impact on the natural world in the fight against climate change.	<i>9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).</i>
	<b>Global and Cultural Awareness:</b> Individuals from different cultures may have different points of view and experiences.	<i>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</i>
1-4	<b>Information and Media Literacy:</b> Digital tools and media resources provide access to vast stores of information that can be searched	<i>9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource</i>
	<b>Information and Media Literacy:</b> Digital tools can be used to display data in various ways.	<i>9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).</i>
	<b>Information and Media Literacy:</b> A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.	<i>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).</i>



	<b>Information and Media Literacy:</b> Information is shared or conveyed in a variety of formats and sources.	<i>9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).</i>
1-4	<b>Technology Literacy:</b> Digital tools have a purpose.	<i>9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).</i> <i>9.4.2.TL.2: Create a document using a word processing application.</i> <i>9.4.2.TL.3: Enter information into a spreadsheet and sort the information.</i> <i>9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.</i> <i>9.4.2.TL.5: Describe the difference between real and virtual experiences.</i> <i>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</i>
1-4	<b>Technology Literacy:</b> Collaboration can simplify the work an individual has to do and sometimes produce a better product	<i>9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).</i>

### Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

### Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1-4	<b>Creating</b>	<i>Anchor Standard 1: Generating and conceptualizing ideas.</i> <i>Anchor Standard 2: Organizing and developing ideas.</i> <i>Anchor Standard 3: Refining and completing products.</i>
4	<b>Connecting</b>	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>

3,4	<b>Performing/ Presenting/ Producing</b>	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
3, 4	<b>Responding</b>	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

### Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

### Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.4) may be addressed

Unit Addressed	Standard #	Standard Description
4	<b>Standard 1.1</b>	<b>The Creative Process:</b> <i>All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and/or visual art.</i>
2, 3	<b>Standard 1.2</b>	<b>History of the Arts and Culture:</b> <i>All students will understand the role, development, and influence of the arts throughout history and across cultures.</i>
3, 4	<b>Standard 1.3</b>	<b>Performing/Presenting/Producing:</b> <i>All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and/or visual art.</i>
2, 3	<b>Standard 1.4</b>	<b>Aesthetic Responses &amp; Critique Methodologies:</b> <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and/or visual art.</i>

### Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
2, 3  Media Center Resource links	<b>Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12)</b>	Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas

		<p>of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.</p> <p>The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</p>
<b>Media Center Resource links</b>	<b>Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12)</b>	Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
<b>Media Center Resource links</b>	<b>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12)</b>	Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

<b>Media Center Resource links</b>	<b>Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44 (Grades K-12)</b>	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.
<b>Media Center Resource links</b>	<b>Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35</b>	Understand the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.
<b>1, 2, 3</b>	<b>SS/6.1.4.A.1</b>	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
<b>3</b>	<b>SS/6.3.8.D.1</b>	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

[Pacing Guide](#)

<b>Unit/ Topic</b>	<b>Month</b> (w/Approx number of Teaching Days)
<b>Unit 1</b> <b>Procedures/Book Selection</b>	<b>September</b> (~4 days)
<b>Unit 1</b> <b>Procedures/Book Selection</b>	<b>October</b> (~4 days)
<b>Unit 2</b> <b>Fiction/Author Study</b>	<b>November</b> (~4 days)
<b>Unit 2</b> <b>Fiction/Author Study</b>	<b>December</b> (~4 days)
<b>Unit 2</b> <b>Fiction/Author Study</b>	<b>January</b> (~5 days)
<b>Unit 3</b> <b>Informational Text/Research</b>	<b>February</b> (~4 days)
<b>Unit 3</b> <b>Informational Text/Research</b>	<b>March</b> (~5 days)
<b>Unit 3</b> <b>Informational Text/Research</b>	<b>April</b> (~4 days)
<b>Unit 4</b> <b>Your Reading Life/Summer Reading</b>	<b>May</b> (~4 days)
<b>Unit 4</b> <b>Your Reading Life/Summer Reading</b>	<b>June</b> (~4 days)

## [Units](#)

Please contact the Content Supervisor for unit details.