

EASTERN LEBANON COUNTY SCHOOL DISTRICT  
STUDENT LEARNING MAP

Course/Subject: Library  
Topic: Author and Illustrator Study

Days:  
Grade Level: 2nd

**Key Learning**  
The author and illustrator play several roles in the production of a book.



**Unit Essential Question**  
How is the author vital to a book? How is the illustrator vital to a book?

<b>Concept</b> Author's points	<b>Concept</b> Illustrators techniques	<b>Concept</b>
<b>Standards:</b> CC 1.2.H	<b>Standards:</b> CC 1.2.H	<b>Standards:</b>
↓	↓	↓
<b>Lesson Essential Question</b> Why do author's use certain details to support points in a text?	<b>Lesson Essential Question</b> How does the medium an illustrator use affect the book?	<b>Lesson Essential Question</b>
↓	↓	↓
<b>Vocabulary</b> Detail Ideas Imagination Research Newbery	<b>Vocabulary</b> Medium Water color Caldecott Design	<b>Vocabulary</b>

<b>Concept</b>	<b>Concept</b>	<b>Concept</b>
<b>Standards:</b>	<b>Standards:</b>	<b>Standards:</b>
↓	↓	↓
<b>Lesson Essential Question</b>	<b>Lesson Essential Question</b>	<b>Lesson Essential Question</b>
↓	↓	↓
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>

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<b><u>Additional Information/Resources:</u></b>
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EASTERN LEBANON COUNTY SCHOOL DISTRICT  
STUDENT LEARNING MAP

Course/Subject: Library  
Topic: Author's points in text/research

Days:  
Grade Level: 2nd

**Key Learning**

Authors use details to support points in text. Research can be completed by recalling details from the written text.



**Unit Essential Question**

Why do authors use detail to support their points in text?

<b>Concept</b> Points in text	<b>Concept</b> Research via gathering text information	<b>Concept</b> Recalling information
<b>Standards:</b> CC 1.2.H	<b>Standards:</b> CC 1.4.V	<b>Standards</b> CC.1.4.W
↓	↓	↓
<b>Lesson Essential Question</b> How does an author's detail support the text?	<b>Lesson Essential Question</b> What steps are needed to gather information?	<b>Lesson Essential Question</b> How can recalling information from past experiences be helpful in answering questions?
↓	↓	↓
<b>Vocabulary</b> Details	<b>Vocabulary</b> Key Words Research Notes	<b>Vocabulary</b> Past experiences Information Recalling detail

<b>Concept</b>	<b>Concept</b>	<b>Concept</b>
<b>Standards:</b>	<b>Standards:</b>	<b>Standards:</b>
↓	↓	↓
<b>Lesson Essential Question</b>	<b>Lesson Essential Question</b>	<b>Lesson Essential Question</b>
↓	↓	↓
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>

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<b><u>Additional Information/Resources:</u></b>
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EASTERN LEBANON COUNTY SCHOOL DISTRICT  
STUDENT LEARNING MAP

Course/Subject: Library  
Topic: Fact and Opinion

Days:  
Grade Level: 2nd

**Key Learning**  
Informational text requires facts based on research.






**Unit Essential Question**  
What is the difference between facts and opinion based text?  
How can I use factual information to produce a researched product?

<b><u>Concept</u></b> Opinion/Facts	<b><u>Concept</u></b> Key Ideas/details	<b><u>Concept</u></b> Using the factual information to share research
<b><u>Standards:</u></b> CC1.4.I	<b><u>Standards:</u></b> CC 1.5.B	<b><u>Standards:</u></b> CC 1.4.V
↓	↓	↓
<b><u>Lesson Essential Question</u></b> How do opinions affect a writers' text?	<b><u>Lesson Essential Question</u></b> How do key details in text answer questions?	<b><u>Lesson Essential Question</u></b> How can I use the factual information to share my researched topic?
↓	↓	↓
<b><u>Vocabulary</u></b> Opinion Research Facts	<b><u>Vocabulary</u></b> Details Text	<b><u>Vocabulary</u></b> Research Factual

<b><u>Concept</u></b> Recalling information	<b><u>Concept</u></b>	<b><u>Concept</u></b>
<b><u>Standards:</u></b> CC 1.4.W	<b><u>Standards:</u></b>	<b><u>Standards:</u></b>
↓	↓	↓
<b><u>Lesson Essential Question</u></b> How does recalling information assist in the research process?	<b><u>Lesson Essential Question</u></b>	<b><u>Lesson Essential Question</u></b>

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<b><u>Vocabulary</u></b> Recall Past experiences Information Research	<b><u>Vocabulary</u></b>	<b><u>Vocabulary</u></b>

**Additional Information/Resources:**

EASTERN LEBANON COUNTY SCHOOL DISTRICT  
STUDENT LEARNING MAP

Course/Subject: Library  
Topic: Fiction

Days:  
Grade Level: 2nd

**Key Learning**

Fiction books are books for pleasure reading. Non Fiction books are books for gathering information on a factual topic.




**Unit Essential Question**

What types of books are used to read for pleasure and to gather factual information on a topic?

<b><u>Concept</u></b> Fiction / Non fiction books	<b><u>Concept</u></b> Characters and setting in the story	<b><u>Concept</u></b> Strategies to create meaning from literature
<b><u>Standards:</u></b> CC 1.3.E	<b><u>Standards:</u></b> CC 1.3.G CC 1.3.H	<b><u>Standards:</u></b> CC.1.3.K
↓	↓	↓
<b><u>Lesson Essential Question</u></b> What are the difference between fiction and non fiction?	<b><u>Lesson Essential Question</u></b> How can I identify characters, settings, and events in the story based on illustrations and details?	<b><u>Lesson Essential Question</u></b> How can you create meaning from text?
↓	↓	↓
<b><u>Vocabulary</u></b> Compare Contrast Research	<b><u>Vocabulary</u></b> Illustrations Characters Settings Events Detail	<b><u>Vocabulary</u></b> Questioning Reflecting Responding Evaluating

<b><u>Concept</u></b> Literature in many formats can be used to gain meaning	<b><u>Concept</u></b> Story plot	<b><u>Concept</u></b>
<b><u>Standards:</u></b> CC .1.3.K	<b><u>Standards:</u></b> CC 1.3.G	<b><u>Standards:</u></b>
↓	↓	↓

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<p><b><u>Lesson Essential Question</u></b> How can I obtain information from various formats to gain information?</p>	<p><b><u>Lesson Essential Question</u></b> How can the plot be explained using the illustrations and the words in the text?</p>	<p><b><u>Lesson Essential Question</u></b></p>
		
<p><b><u>Vocabulary</u></b> Questioning Reflecting Responding Evaluating</p>	<p><b><u>Vocabulary</u></b> Plot</p>	<p><b><u>Vocabulary</u></b></p>

<p><b><u>Additional Information/Resources:</u></b></p>
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EASTERN LEBANON COUNTY SCHOOL DISTRICT  
STUDENT LEARNING MAP

Course/Subject: Library  
Topic: Internet Safety

Days:  
Grade Level: 2nd

**Key Learning** Students can go exciting places online, but they need to follow certain rules to remain safe.



**Unit Essential Question** How do I go places safely on the computer?

<b>Concept</b> Internet Safety	<b>Concept</b> Cyber Bullying	<b>Concept</b> Ownership of my work
<b>Standards:</b> BCIU 15.3 T	<b>Standards:</b> BCIT 15.3 T	<b>Standards:</b> BCIT 15.3 T
↓	↓	↓
<b>Lesson Essential Question</b> How can I travel safely on the internet?	<b>Lesson Essential Question</b> Who should you contact if you experience cyber bullying?	<b>Lesson Essential Question</b> How do I give proper credit for your own work?
↓	↓	↓
<b>Vocabulary</b> Internet Safe Caution Online	<b>Vocabulary</b> Online Cyber Bullying Trusted Adult	<b>Vocabulary</b> Credit Original Publish Appropriatae

<b>Concept</b>	<b>Concept</b>	<b>Concept</b>
<b>Standards:</b>	<b>Standards:</b>	<b>Standards:</b>
↓	↓	↓
<b>Lesson Essential Question</b>	<b>Lesson Essential Question</b>	<b>Lesson Essential Question</b>
↓	↓	↓

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<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
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**Additional Information/Resources:**

EASTERN LEBANON COUNTY SCHOOL DISTRICT  
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Course/Subject: Library  
Topic: Non Fiction

Days:  
Grade Level: 2nd

**Key Learning**

Text features help identify and understand non fiction information



**Unit Essential Question** How do text features help me understand non-fiction texts?

<b><u>Concept</u></b> Text features: table of content & glossary	<b><u>Concept</u></b> Text features: charts, diagrams, graphs	<b><u>Concept</u></b> Text features: illustrations and photographs
<b><u>Standards:</u></b> CC 1.2.E	<b><u>Standards:</u></b> CC 1.2.E	<b><u>Standards:</u></b> CC 1.2.E <i>CCI.2.G</i>
↓	↓	↓
<b><u>Lesson Essential Question</u></b> How do the table of contents and glossary help me to understand the information found in non-fiction book?	<b><u>Lesson Essential Question</u></b> How do charts, diagrams and graphs help to clarify text?	<b><u>Lesson Essential Question</u></b> How do illustrations and photographs help you to understand non-fiction text?
↓	↓	↓
<b><u>Vocabulary</u></b> Chapter, glossary, alphabetical order, bold print	<b><u>Vocabulary</u></b> Pie, bar and black graphs and charts	<b><u>Vocabulary</u></b> Captions, bold print

<b><u>Concept</u></b> Text Features: index	<b><u>Concept</u></b> Locate non fiction text on grade level	<b><u>Concept</u></b>
<b><u>Standards:</u></b> CC1.2.E	<b><u>Standards:</u></b> CC 1.2.L	<b><u>Standards:</u></b>
↓	↓	↓
<b><u>Lesson Essential Question</u></b> Why is the index an important tool in a non-fiction book?	<b><u>Lesson Essential Question</u></b> How can I select non-fiction books to obtain information?	<b><u>Lesson Essential Question</u></b>
↓	↓	↓
<b><u>Vocabulary</u></b> index,	<b><u>Vocabulary</u></b>	<b><u>Vocabulary</u></b>

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alphabetical order, pages		
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Course/Subject: Library  
Topic: Text features

Days:  
Grade Level: 2nd

**Key Learning** Text features and search tools are used to locate key facts and information



**Unit Essential Question** How do text features assist in the learning process?

<u>Concept</u> Index	<u>Concept</u> Glossary	<u>Concept</u> Captions
<b>Standards:</b> CC 1.2.E	<b>Standards:</b> CC 1.2.E	<b>Standards:</b> CC 1.2.E
↓	↓	↓
<b>Lesson Essential Question</b> How does an index help to find information in a book?	<b>Lesson Essential Question</b> How does a glossary help to find information in a book?	<b>Lesson Essential Question</b> How are captions useful in gathering information?
↓	↓	↓
<b>Vocabulary</b> Index Alphabetical order Bold print	<b>Vocabulary</b> Glossary Dictionary	<b>Vocabulary</b> Captions

<u>Concept</u>	<u>Concept</u>	<u>Concept</u>
<b>Standards:</b>	<b>Standards:</b>	<b>Standards:</b>
↓	↓	↓
<b>Lesson Essential Question</b>	<b>Lesson Essential Question</b>	<b>Lesson Essential Question</b>
↓	↓	↓
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>

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