

Library Media Curriculum SECOND GRADE

| Standards | Learning Targets |
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| <p>AASL:</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.4.4 Seek appropriate help when needed.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.1.5 Connect ideas to own interests and previous knowledge and experience.</p> <p>4.1.8 Use creative and artistic formats to express personal learning.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p> | <p>Love of Reading</p> <ul style="list-style-type: none"> • Chooses books according to interest and reading level • Shares reasons for selecting a particular book (Five Finger Rule, topic, author and/or illustrations) • Finds fiction and nonfiction books within the library • Participates in shared research project • Participates in collaborative conversations • Recalls information from experience or gathers information from provided sources to answer a question <p>Information Literacy</p> <ul style="list-style-type: none"> • Follows process to check out and return books • Locates publisher, place of publication and copyright date • Locates a book using the call number • Recognizes the purpose of the GPPL's online catalog • Understands that an Internet site address is unique and specific to each website and where it is located on the computer screen • Uses information gained from the illustrations and words in a print or digital text to demonstrate understanding (fiction and nonfiction) • Compares and contrasts two or more versions of the same story by different authors or from different cultures. • Practices note taking skills • Shares research in paragraphs constructed with topic and concluding sentences • Demonstrates understanding of characters, setting or plot • Describes the structure of a story (beginning, middle, end) • Asks and answers questions to demonstrate understanding of key details in an informational text or narrative text • Identifies the main topic of an informational text and the focus of individual paragraphs within the text • Knows and uses various text features • Compares and contrasts the most important points presented by two informational texts on the same topic • Recounts or describes key details or ideas from a read aloud or information presented orally or through other media |

METS:

PK-2.CC.1 Work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project

PK-2.CC.2 Use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others

PK-2.RI.2 Use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners

PK-2.CT.2 Use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners

PK-2.DC.2 Know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)

PK-2.DC.3 Identify personal information that should not be shared on the Internet (e.g. name, address, phone)

PK-2.DC.4 Know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with him/her or asking for personal information

PK-2.TC.3 Recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)

PK-2.TC.5 Use developmentally appropriate and accurate terminology when talking about technology

PK-2.TC.6 Understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment

PK-2.TC.7 Understand how to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)

COMMON CORE:***Key Ideas and Details***

2.R.L.3 Describe how characters in a story respond to major events and challenges.

2.R.I.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in an informational text.

2.R.I.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text.

Comprehension and Collaboration

2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Digital Citizenship

- States reasons why not to use first and last names when online
 - Asks for help when needed
 - Discusses the difference between personal and private information
 - Explains the difference between appropriate and inappropriate actions when using the Internet and being online
 - Describes situations/concerning content while online that should be shown to an adult
 - Uses technology to explore personal interests
 - Explains how technology tools can assist in student learning
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- Understands the three rules to staying safe online: Keep Safe, Keep Away, Keep Telling

Media Technology

- Understands function of a mouse/trackpad when demonstrated and used by teacher librarian
- Understands function of a keyboard when demonstrated and used by teacher librarian
- Recognizes that different icons represent different programs using teacher librarian selected Internet games and activities
- Recognizes and uses hyperlinks
- Discusses appropriate and inappropriate ways to handle hardware and equipment
- Understands need to save work in organized fashion before closing applications
- Understands use of basic input and output devices (keyboard, mouse, microphone, speakers, etc.)
- Recognizes when an application or device is not working properly
- Differentiates between hardware, software, and web-based applications
- Utilizes presentation application and Web 2.0 tools to share information
- With guidance and support from adults, use a variety of digital tools to produce and publish writing in collaboration with peers

2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Craft and Structure

2.R.L.4 Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

2.R.L.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

2.R.I.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.

2.R.I.6 Identify the main purpose of an informational text, including what the author wants to answer, explain, or describe.

Fluency

2.R.F.4 Select reading material that supports development of Foundational Skills of reading accuracy, fluency, and comprehension.

Integration of Knowledge and Ideas

2.R.L.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.R.I.9 Compare and contrast the most important points presented by two informational texts on the same topic.

Presentation of Knowledge and Ideas

2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Production and Distribution of Writing

2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

2.W.7 Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report).

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

Vocabulary Acquisition and Use

2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies including context and glossaries/dictionaries.

| Vocabulary | | | Sample Resources and Assessments |
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| <ul style="list-style-type: none"> • Alphabetical Order (ABC Order) • Apps • Author • Author Search • Beginning Chapter Books • Bibliography • Biography • Biography Book Arrangement • Bookmark • Book Care • Brainstorm List • Browse • Caldecott Award • Call Number • Caption • Chapters • Chapter Books • Character(s) • Charts • Compare • Comprehend • Connections • Contrast • Copyright Date • Cover • Demonstrate • Determine • Describe • Descriptive Words • Details • Develop • Dewey Decimal System (Intro) • Dictionary • Diagram • Digital Product • Digital Resource | <ul style="list-style-type: none"> • Digital Story • Distinguish • Document Camera • Draw • Explain • Fact • Fiction • Fiction Book Arrangement (Various fiction sections of library) • Final Draft • Five Finger Rule • Genres • Glossary • Graphic Organizer • Identify • Illustrator • Index • Internet • iPad • Just Right Book • Keyboard • Keyword Search • Legend • Library Sections/ Neighborhoods • Multimedia • Narrator • Nonfiction • Fiction Book Arrangement (DDC System) • Note Taking • Numeric Order • OPAC (Intro to Online Public Access Catalog) • Page Transition • Panning | <ul style="list-style-type: none"> • Parts of a Nonfiction Book • Locate • Maps • Mouse • Monitor • Parts of Speech • Place of Publication • Plot • Predict • Presentation • Print Product • Print Resource • Problem • Projector • Publisher • Reading Level • Readers Theatre • Renew • Research • Retell • Rough Draft • Setting • Shelf Marker • Shelf Reading • Signage • SmartBoard • Solution • Spine • Story Variations • Suggest • Support • Table of Contents • Text • Title • Title Page • Title Search • Trustworthy • WorldBook Encyclopedia Online • Zooming | <p>Resources</p> <ul style="list-style-type: none"> • “Sections of Library” Presentation • “Five Finger Rule” Poster and Bookmark” • “Fiction Arrangement” Presentation • “Nonfiction” Presentation • “Nonfiction Numbers and Shelf Reading” Presentation • “Nonfiction Relay Race” • “Informational Books Intro” Presentation • “Biography Intro” Presentation • “Biography Fact Finding” Interactive • “Old Black Fly: Parts of Speech” Interactive • Michigan Cyber Safety Initiative Internet Safety Education Program Presentation from MI State Attorney General’s Office <p>Assessments</p> <ul style="list-style-type: none"> • “Library Map” • “Just Right Book” Poster • “Fiction Arrangement” Worksheet • “Nonfiction Numbers” Worksheet • “Nonfiction Shelf Reading” Worksheet • “Nonfiction Relay Race” • “Biography Organization” Worksheet • “Amelia Earhart” Biography Worksheet • “Old Black Fly: Parts of Speech Graphic Organizer” Interactive • “Old Black Fly Class Book” sample |