

ISAIL

Illinois Standards-Aligned Instruction for Libraries
2018

2nd Grade

Aligned with Illinois Common Core Standards,
Next Generation Science Standards,
AASL National School Library Standards for Learners, School Librarians, and School Libraries,
and ISTE Standards for Students



AISLE

Association of Illinois School
Library Educators

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Purpose

To empower, educate, and encourage school library information specialists to plan strategically with other teachers to incorporate information literacy skills in lessons and thereby provide college and career readiness for students.

Vision

The vision of the ISLMA Standards Committee is that this framework will be used to aid in demonstrating the cross-curricular value of school libraries. If used properly, this framework, along with collaboration with other classroom teachers, will provide the data many administrators use for making decisions.

History

Annually, the Alliance Library System consulting staff (now part of RAILS-Reaching Across Illinois Library System) conducted site visits at each of its member libraries. In 2007, the staff noticed a need for an information literacy or library skills curriculum aligned with the Illinois Learning Standards and the new American Association for School Librarians (AASL) standards. In January 2008, a focus group researched sample curricula and drafted the format of the final tool. In August 2008, the Alliance Library System staff, with the help of member librarians, published the first version in CD format and as an online wiki. In October 2008, the framework was presented to the Illinois School Library Media Association (ISLMA) for adoption as a statewide model. The 2011 revision occurred as a response to the adoption of the Illinois Common Core Standards in English and Math, and in 2015 another revision occurred in response to the Next Generation Science Standards. A 2018 revision updated both the ISTE and AASL standards after new versions were published. The I-SAIL document will continue to be revised as needed to maintain its currency and usefulness.

Abbreviation Key

Common Core State Standards:

English/Language Arts Strand Code: RL=Reading Literature; RI=Reading Informational Text; RF=Reading Foundational Skills; W=Writing; SL=Speaking and Listening; L=Language; RH=Reading in History/Social Studies; RST=Reading in Science and Technical Subjects; WHST=Writing in History/Social Studies, Science, and Technical Subjects; CC=Common Core

Math Standards Code: OA=Operations and Algebraic Thinking; NBT=Number and Operations in Base 10; MD=Measurements and Data; G=Geometry; NF=Number and Operations-Fractions; RP=Ratios and Proportional Relationships; NS=Number System; EE=Expressions and Equations; SP=Statistics and Probability; A=Algebra

AASL National School Library Standards for Learners, School Librarians, and School Libraries:

Shared Foundations and Key Commitments are denoted with Roman numerals, followed by an alphabetical indicator denoting the Domain and Competencies, followed by a number indicating the competency.

I-SAIL Standards

Standard 1: Access information efficiently and effectively to inquire, think critically, and gain knowledge

- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

Standard 2: Evaluate information critically and competently

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

Standard 3: Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society

- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Use problem-solving techniques to devise strategies for improving process or product
- Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

Standard 4: Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

Standard 5: Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

2ND GRADE

Standard 1 - Access information efficiently and effectively to inquire, think critically, and gain knowledge

- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

LIBRARY BENCHMARKS

- A. Locate parts of a book
- B. Understand basic organizational pattern of library

LIBRARY OBJECTIVES

1. Define difference between fiction and nonfiction
2. Recognize call number and begin to understand grouping of materials by call number
3. Locate and select chapter books and nonfiction

Common Core Standards

NGSS

AASL National School Library Standards for Learners

ISTE Standards for Students

Reading Literature

Key Ideas and Details

- CC.2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CC.2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- CC.2.RL.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

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

Integration of Knowledge and Ideas

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

- CC.2.RL.10 By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text

Physical Science

Matter and Its Interactions

- 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

Life Science

Matter and Its Interactions

- 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Earth Science

Earth's Place in the Universe

- 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Earth's Systems

- 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Engineering, Technology, and Applications of Science

Engineering Design

- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to

I. Inquire

Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. Think - Learners display curiosity and initiative by:

- I.A.1. Formulating questions about a personal interest or a curricular topic.
- I.A.2. Recalling prior and background knowledge as context for new meaning.

B. Create - Learners engage with new knowledge by following a process that includes:

- I.B.1. Using evidence to investigate questions.
- I.B.2. Devising and implementing a plan to fill knowledge gaps.

C. Share - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

- I.C.1. Interacting with content presented by others.

D. Grow - Learners participate in an ongoing inquiry-based process by:

- I.D.1. Continually seeking knowledge.

3. Knowledge Constructor
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Students:

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

7. Global Collaborator
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. **Students:**

- 7a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Key Ideas and Details

- CC.2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CC.2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- CC.2.RI.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

- CC.2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- CC.2.RI.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.
- CC.2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- CC.2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- CC.2.RI.8 Describe how reasons support specific points the author makes in a text.
- CC.2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

- CC.2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

define a simple problem that can be solved through the development of a new or improved object or tool.

I.D.2. Engaging in sustained inquiry.

II. Include

Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

A. Think - Learners contribute a balanced perspective when participating in a learning community by:

- II.A.1. Articulating an awareness of the contributions of a range of learners.
- II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
- II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.

B. Create - Learners adjust their awareness of the global learning community by:

- II.B.1. Interacting with learners who reflect a range of perspectives.
- II.B.2. Evaluating a variety of perspectives during learning activities.
- II.B.3. Representing diverse perspectives during learning activities.

D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community by:

Reading Foundational Skills

Fluency

- CC.2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- CC.2.RF.4.a Read on-level text with purpose and understanding.

Writing

Research to Build and Present Knowledge

- CC.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; record science observations).
- CC.2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

- CC.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.
- CC.2.SL.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- CC.2.SL.1.b Build on others' talk in conversations by linking their comments to the remarks of others.
- CC.2.SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- CC.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- CC.2.SL.3 Ask and answer questions about what a speaker says in order to clarify

- II.D.1. Seeking interactions with a range of learners.
- II.D.2. Demonstrating interest in other perspectives during learning activities.

III. Collaborate

Work effectively with others to broaden perspectives and work toward common goals.

C. Share - Learners work productively with others to solve problems by:

- III.C.2. Involving diverse perspectives in their own inquiry processes.

IV. Curate

Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

A. Think - Learners act on an information need by:

- IV.A.1. Determining the need to gather information.
- IV.A.2. Identifying possible sources of information.
- IV.A.3. Making critical choices about information sources to use.

B. Create - Learners gather information appropriate to the task by:

- IV.B.1. Seeking a variety of sources.
- IV.B.2. Collecting information representing diverse perspectives.

V. Explore

comprehension, gather additional information, or deepen understanding of a topic or issue.

Language

Conventions of Standard English

CC.2.L.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Knowledge of Language

CC.2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

CC.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.

CC.2.L.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Measurements and Data

CC.2.MD.10 Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Discover and innovate in a growth mindset developed through experience and reflection.

A. Think - Learners develop and satisfy personal curiosity by:

V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

V.A.2. Reflecting and questioning assumptions and possible misconceptions.

V.A.3. Engaging in inquiry-based processes for personal growth.

2ND GRADE

Standard 2 - Evaluate information critically and competently

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

LIBRARY BENCHMARKS

- A. Learn the difference between fact and fiction
- B. Select books appropriate to interest
- C. Answer questions with appropriate resources

LIBRARY OBJECTIVES

1. Identify the appropriate use of reference materials (e.g., print and/or nonprint encyclopedia, atlas, nonfiction book) to extract information
2. Organize information into different forms
3. Draw a conclusion about the main idea
4. Choose appropriate information for individual and collaborative projects

Common Core Standards

Reading Literature

Key Ideas and Details

- CC.2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CC.2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- CC.2.RL.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

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

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

- CC.2.RL.10 By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity

NGSS

Physical Science

Matter and Its Interactions

- 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- 2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

Life Science

Matter and Its Interactions

- 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Earth Science

Earth's Place in the Universe

- 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Earth's Systems

- 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

Engineering, Technology, and Applications of Science

AASL National School Library Standards for Learners

I. Inquire

Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. Think - Learners display curiosity and initiative by:

- I.A.2. Recalling prior and background knowledge as context for new meaning.

B. Create - Learners engage with new knowledge by following a process that includes:

- I.B.1. Using evidence to investigate questions.
- I.B.2. Devising and implementing a plan to fill knowledge gaps.

C. Share - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

- I.C.1. Interacting with content presented by others.

D. Grow - Learners participate in an ongoing inquiry-based process by:

- I.D.3. Enacting new understanding through real-world connections.
- I.D.4. Using reflection to guide informed decisions.

II. Include

ISTE Standards for Students

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Students:

- 3b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. **Students:**

- 7b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text

Key Ideas and Details

- CC.2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CC.2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- CC.2.RI.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

- CC.2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- CC.2.RI.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.
- CC.2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- CC.2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- CC.2.RI.8 Describe how reasons support specific points the author makes in a text.
- CC.2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

- CC.2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical

Engineering Design

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

A. Think - Learners contribute a balanced perspective when participating in a learning community by:

- II.A.1. Articulating an awareness of the contributions of a range of learners.
- II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
- II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.

B. Create - Learners adjust their awareness of the global learning community by:

- II.B.2. Evaluating a variety of perspectives during learning activities.

C. Share - Learners exhibit empathy with and tolerance for diverse ideas by:

- II.C.2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community by:

- II.D.1. Seeking interactions with a range of learners.
- II.D.2. Demonstrating interest in other perspectives during learning activities.

texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills

Fluency

CC.2.RF.4.a Read on-level text with purpose and understanding.

Writing

Production and Distribution of Writing

CC.2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CC.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

CC.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; record science observations).

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

Speaking and Listening

Comprehension and Collaboration

CC.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.

CC.2.SL.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

IV. Curate

Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

A. Think - Learners act on an information need by:

IV.A.3. Making critical choices about information sources to use.

B. Create - Learners gather information appropriate to the task by:

IV.B.3. Systematically questioning and assessing the validity and accuracy of information.

C. Share - Learners exchange information resources within and beyond their learning community by:

IV.C.1. Accessing and evaluating collaboratively constructed information sites.

D. Grow - Learners select and organize information for a variety of audiences by:

IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

V. Explore

Discover and innovate in a growth mindset developed through experience and reflection.

A. Think - Learners develop and satisfy personal curiosity by:

- CC.2.SL.1.b Build on others' talk in conversations by linking their comments to the remarks of others.
- CC.2.SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- CC.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- CC.2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

- CC.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- CC.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.

Language

Conventions of Standard English

- CC.2.L.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Knowledge of Language

- CC.2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

- CC.2.L.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

V.A.2. Reflecting and questioning assumptions and possible misconceptions.

V.A.3. Engaging in inquiry-based processes for personal growth.

B. Create - Learners construct new knowledge by:

V.B.1. Problem solving through cycles of design, implementation, and reflection.

C. Share - Learners engage with the learning community by:

V.C.2. Co-constructing innovative means of investigation.

V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.

VI. Engage

Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

A. Think - Learners follow ethical and legal guidelines for gathering and using information by:

VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

2ND GRADE

Standard 3 - Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society

- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Use problem-solving techniques to devise strategies for revising and improving process and product
- Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

LIBRARY BENCHMARKS

- A. Communicate results of information search in format appropriate for content
- B. Recognize ownership of written and illustrated material
- C. Observe Internet guidelines and protocols as defined in the district's policies

LIBRARY OBJECTIVES

1. With guidance, edit, save, and print original document using a word processor
2. Collaborate with other students to solve information problems
3. With guidance, organize information using such differentiated techniques as webbing, pictograms, KWLS, Y charts, storyboarding
4. Present, perform, share, and evaluate the results of information searches in a new form
5. Recognize the need for citing sources, and record simple citations
6. Respect different points of view and opinions
7. Access preselected digital sources for information needs

Common Core Standards

NGSS

AASL National School Library Standards for Learners

ISTE Standards for Students

Reading Literature

Key Ideas and Details

- CC.2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CC.2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Craft and Structure

- CC.2.RL.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

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

- CC.2.RL.10 By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text

Key Ideas and Details

- CC.2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to

Physical Science

Matter and Its Interactions

- 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- 2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- 2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

Ecosystems

Interactions, Energy, and Dynamics

- 2-LS2-3 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Earth Science

Earth's Place in the Universe

- 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Earth's Systems

I. Inquire

Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. Think - Learners display curiosity and initiative by:

- I.A.2. Recalling prior and background knowledge as context for new meaning.

B. Create - Learners engage with new knowledge by following a process that includes:

- I.B.1. Using evidence to investigate questions.
- I.B.2. Devising and implementing a plan to fill knowledge gaps.
- I.B.3. Generating products that illustrate learning.

C. Share - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

- I.C.1. Interacting with content presented by others.
- I.C.2. Providing constructive feedback.
- I.C.3. Acting on feedback to improve.
- I.C.4. Sharing products with an authentic audience.

1. Empowered Learner
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Students:

- 1a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1b. build networks and customize their learning environments in ways that support the learning process.
- 1c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 1d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

demonstrate understanding of key details in a text.

CC.2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.2.RI.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

CC.2.RI.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.

CC.2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

CC.2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CC.2.RI.8 Describe how reasons support specific points the author makes in a text.

CC.2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

CC.2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills

Fluency

CC.2.RF.4.b Read on-level text orally with accuracy, appropriate rate, and expression.

Writing

2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Engineering, Technology, and Applications of Science

Engineering Design

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

D. Grow - Learners participate in an ongoing inquiry-based process by:

I.D.3. Enacting new understanding through real-world connections.

I.D.4. Using reflection to guide informed decisions.

II. Include

Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

A. Think - Learners contribute a balanced perspective when participating in a learning community by:

II.A.1. Articulating an awareness of the contributions of a range of learners.

II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.

II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.

B. Create - Learners adjust their awareness of the global learning community by:

II.B.3. Representing diverse perspectives during learning activities.

C. Share - Learners exhibit empathy with and tolerance for diverse ideas by:

2. Digital Citizen
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

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

2c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

3. Knowledge Constructor
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

3c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and

Text Types and Purposes

- CC.2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- CC.2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- CC.2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

- CC.2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CC.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

- CC.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; record science observations).
- CC.2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

- CC.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.

II.C.1. Engaging in informed conversation and active debate.

II.C.2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community by:

II.D.3. Reflecting on their own place within the global learning community.

III. Collaborate

Work effectively with others to broaden perspectives and work toward common goals.

A. Think - Learners identify collaborative opportunities by:

III.A.1. Demonstrating their desire to broaden and deepen understandings.

III.A.2. Developing new understandings through engagement in a learning group.

III.A.3. Deciding to solve problems informed by group interaction.

B. Create - Learners participate in personal, social, and intellectual networks by:

III.B.1. Using a variety of communication tools and resources.

III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge

pursuing answers and solutions.

4. Innovative Designer Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

4a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

4b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

4c. develop, test and refine prototypes as part of a cyclical design process.

4d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5. Computational Thinker Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

5a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in

- CC.2.SL.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- CC.2.SL.1.b Build on others' talk in conversations by linking their comments to the remarks of others.
- CC.2.SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- CC.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- CC.2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

- CC.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- CC.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.

Language

Conventions of Standard English

- CC.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.2.L.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Knowledge of Language

- CC.2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

C. Share - Learners work productively with others to solve problems by:

- III.C.1. Soliciting and responding to feedback from others.
- III.C.2. Involving diverse perspectives in their own inquiry processes.

D. Grow - Learners actively participate with others in learning situations by:

- III.D.1. Actively contributing to group discussions.
- III.D.2. Recognizing learning as a social responsibility.

IV. Curate

Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

A. Think - Learners act on an information need by:

- IV.A.3. Making critical choices about information sources to use.

B. Create - Learners gather information appropriate to the task by:

- IV.B.4. Organizing information by priority, topic, or other systematic scheme.

C. Share - Learners exchange information resources within and beyond their learning community by:

- IV.C.1. Accessing and evaluating collaboratively constructed information sites.
- IV.C.2. Contributing to collaboratively constructed information sites by ethically

exploring and finding solutions.

- 5b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- 5c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- 5d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Students:

- 6a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 6b. create original works or responsibly repurpose or remix digital resources into new creations.
- 6c. communicate complex ideas clearly and effectively

Measurements and Data

CC.2.MD.9 Represent and interpret data.

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

CC.2.MD.10 Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

using and reproducing others' work.

IV.C.3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.

D. Grow - Learners select and organize information for a variety of audiences by:

IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

IV.D.2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.

IV.D.3. Openly communicating curation processes for others to use, interpret, and validate

V. Explore

Discover and innovate in a growth mindset developed through experience and reflection.

B. Create - Learners construct new knowledge by:

V.B.1. Problem solving through cycles of design, implementation, and reflection.

V.B.2. Persisting through self-directed pursuits by tinkering and making.

C. Share - Learners engage with the learning community by:

V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.

by creating or using a variety of digital objects such as visualizations, models or simulations.

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

7. Global Collaborator **Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:**

7a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

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

7d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

V.C.2. Co-constructing innovative means of investigation.

V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.

D. Grow - Learners develop through experience and reflection by:

V.D.1. Iteratively responding to challenges.

V.D.2. Recognizing capabilities and skills that can be developed, improved, and expanded.

V.D.3. Open-mindedly accepting feedback for positive and constructive growth.

VI. Engage

Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

A. Think - Learners follow ethical and legal guidelines for gathering and using information by:

VI.A.2. Understanding the ethical use of information, technology, and media.

B. Create - Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:

VI.B.1. Ethically using and reproducing others' work.

VI.B.2. Acknowledging authorship and demonstrating

respect for the intellectual property of others.

VI.B.3. Including elements in personal-knowledge products that allow others to credit content appropriately.

C. Share - Learners responsibly, ethically, and legally share new information with a global community by:

VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies.

VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.

D. Grow - Learners engage with information to extend personal learning by:

VI.D.2. Reflecting on the process of ethical generation of knowledge.

VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

2nd GRADE

Standard 4 - Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

LIBRARY BENCHMARKS

- A. Use both text and visuals to understand literature
- B. Select a "Just Right" book independently for personal reading
- C. Identify several different types and elements of literature
- D. Begin to understand information presented creatively in nontextual formats
- E. Seek information related to personal interests
- F. Select resources and materials based on interest, need, and appropriateness

LIBRARY OBJECTIVES

1. Select a "Just Right" book during literature selection
2. Listen to or read various traditional folklore
3. Read or listen to various types of fiction (realistic fiction, historical fiction, fantasy, science fiction)
4. Read or listen to nonfiction (biography, information books, poetry)
5. Identify various literary elements
6. Participate in response to literature through various oral, written, and artistic means
7. Engage in a study of an author's and/or illustrator's body of work
8. Develop appreciation of award-winning literature
9. Read in various formats (magazines, books, nonprint, electronic resources, newspapers)
10. Read for pleasure and to find answers to questions
11. Use libraries, library staff, and library resources

Common Core Standards

Reading Literature

Key Ideas and Details

- CC.2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CC.2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- CC.2.RL.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

- CC.2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- CC.2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- CC.2.RL.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

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

- CC.2.RL.10 By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text

Key Ideas and Details

- CC.2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a

AASL National School Library Standards for Learners

I. Inquire

Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. Think - Learners display curiosity and initiative by:

- I.A.1. Formulating questions about a personal interest or a curricular topic.

C. Share - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

- I.C.1. Interacting with content presented by others.

D. Grow - Learners participate in an ongoing inquiry-based process by:

- I.D.1. Continually seeking knowledge.
- I.D.2. Engaging in sustained inquiry.
- I.D.3. Enacting new understanding through real-world connections.
- I.D.4. Using reflection to guide informed decisions.

II. Include

Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

A. Think - Learners contribute a balanced perspective when participating in a learning community by:

- II.A.1. Articulating an awareness of the contributions of a range of learners.

ISTE Standards for Students

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- 1a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

- 3a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 3d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

text.

CC.2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.2.RI.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

CC.2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

CC.2.RI.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.

CC.2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

CC.2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CC.2.RI.8 Describe how reasons support specific points the author makes in a text.

CC.2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

CC.2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills

Fluency

CC.2.RF.4 Read with sufficient accuracy and fluency to support comprehension.

CC.2.RF.4.a Read on-level text with purpose and understanding.

CC.2.RF.4.b Read on-level text orally with accuracy, appropriate rate, and expression.

Writing

Text Types and Purposes

CC.2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to

II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.

B. Create - Learners adjust their awareness of the global learning community by:

II.B.1. Interacting with learners who reflect a range of perspectives.

D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community by:

II.D.1. Seeking interactions with a range of learners.

III. Collaborate

Work effectively with others to broaden perspectives and work toward common goals.

A. Think - Learners identify collaborative opportunities by:

III.A.1. Demonstrating their desire to broaden and deepen understandings.

B. Create - Learners participate in personal, social, and intellectual networks by:

III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge

V. Explore

Discover and innovate in a growth mindset developed through experience and reflection.

A. Think - Learners develop and satisfy personal curiosity by:

V.A.1. Reading widely and deeply in multiple formats and write and create for a variety of purposes.

V.A.3. Engaging in inquiry-based processes for personal growth.

connect opinion and reasons, and provide a concluding statement or section.

CC.2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CC.2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

CC.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

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

Speaking and Listening

Comprehension and Collaboration

CC.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.

CC.2.SL.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.2.SL.1.b Build on others' talk in conversations by linking their comments to the remarks of others.

CC.2.SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.

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

CC.2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

CC.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.

Language

B. Create - Learners construct new knowledge by:

V.B.2. Persisting through self-directed pursuits by tinkering and making.

C. Share - Learners engage with the learning community by:

V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance

Knowledge of Language

CC.2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

2ND GRADE

Standard 5 - Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

LIBRARY BENCHMARKS

- A. Understand personal and public information
- B. Recognize the need for adult supervision
- C. Use electronic devices safely and appropriately

LIBRARY OBJECTIVES

1. Identify difference between personal and public information and when it is appropriate to share this information
2. Use the Internet to visit appropriate websites with adult supervision or guidance
3. Practice good manners online, recognizing that online communication is between actual people
4. Report uncomfortable situations to an adult
5. Distinguish between approved content and advertising content
6. Operate and maintain equipment as directed (power-on/off, clean hands, gentle use)

Common Core Standards

Reading Informational Text

Key Ideas and Details

CC.2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Craft and Structure

CC.2.RI.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.

CC.2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Writing

Text Types and Purposes

CC.2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

CC.2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CC.2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

CC.2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CC.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

CC.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;

AASL National School Library Standards for Learners

I. Inquire

Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

C. Share - Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1. Interacting with content presented by others.

I.C.2. Providing constructive feedback.

I.C.4. Sharing products with an authentic audience

II. Include

Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

A. Think - Learners contribute a balanced perspective when participating in a learning community by:

II.A.1. Articulating an awareness of the contributions of a range of learners.

II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.

II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.

ISTE Standards for Students

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

1d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

2a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

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

2c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

record science observations).

Speaking and Listening

Comprehension and Collaboration

- CC.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.
- CC.2.SL.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- CC.2.SL.1.b Build on others' talk in conversations by linking their comments to the remarks of others.
- CC.2.SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- CC.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- CC.2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

- CC.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- CC.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.
- CC.2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)

Language

Conventions of Standard English

- CC.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.2.L.2.a Capitalize holidays, product names, and geographic names.

B. Create - Learners adjust their awareness of the global learning community by:

- II.B.1. Interacting with learners who reflect a range of perspectives.

C. Share - Learners exhibit empathy with and tolerance for diverse ideas by:

- II.C.1. Engaging in informed conversation and active debate.
- II.C.2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community by:

- II.D.1. Seeking interactions with a range of learners.
- II.D.2. Demonstrating interest in other perspectives during learning activities.
- II.D.3. Reflecting on their own place within the global learning community.

III. Collaborate

Work effectively with others to broaden perspectives and work toward common goals.

A. Think - Learners identify collaborative opportunities by:

- III.A.2. Developing new understandings through engagement in a learning group.
- III.A.3. Deciding to solve problems informed by group interaction.

B. Create - Learners participate in personal, social, and intellectual networks by:

- III.B.1. Using a variety of communication tools and resources.
- III.B.2. Establishing connections with other learners to build on their own

- 2d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

- 7a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- 7b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

- CC.2.L.2.b Use commas in greetings and closings of letters.
- CC.2.L.2.c Use an apostrophe to form contractions and frequently occurring possessives.
- CC.2.L.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

prior knowledge and create new knowledge

C. Share - Learners work productively with others to solve problems by:

III.C.1. Soliciting and responding to feedback from others.

D. Grow - Learners actively participate with others in learning situations by:

III.D.1. Actively contributing to group discussions.

III.D.2. Recognizing learning as a social responsibility.

IV. Curate

Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

C. Share - Learners exchange information resources within and beyond their learning community by:

IV.C.1. Accessing and evaluating collaboratively constructed information sites.

VI. Engage

Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

A. Think - Learners follow ethical and legal guidelines for gathering and using information by:

VI.A.1. Responsibly applying information, technology, and media to learning.

VI.A.2. Understanding the ethical use of information, technology, and media.

VI.A.3. Evaluating information for accuracy, validity, social and cultural

context, and appropriateness for need.

B. Create - Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:

VI.B.1. Ethically using and reproducing others' work.

VI.B.2. Acknowledging authorship and demonstrating respect for the intellectual property of others.

VI.B.3. Including elements in personal-knowledge products that allow others to credit content appropriately.

C. Share - Learners responsibly, ethically, and legally share new information with a global community by:

VI.C.1. Sharing information resources in accordance with modification, reuse, and remix policies.

VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.

D. Grow - Learners engage with information to extend personal learning by:

VI.D.1. Personalizing their use of information and information technologies.

VI.D.2. Reflecting on the process of ethical generation of knowledge.

VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.