

Library Media Learning Expectations: Grade 2

***Standard 1. Define an Information Task**

Students will be able to define problems competently and identify information needs.

- 1.1 Ask a question that requires information seeking.
- 1.2 Rephrase the classroom assignment: What am I supposed to do?
- 1.3 Identify existing knowledge and, with assistance, areas where more information is needed. Example: complete a topic chart, "What I Know," "What I Think I Know," "What I Need to Find Out."
- 1.4 Brainstorm additional questions to answer in solving an information problem.

***Standard 2. Develop Information Seeking Strategies**

Students will be able to develop strategies to find information relevant to their question or personal need.

- 2.1 Exhibit proper respect for and care of library materials, facilities, and equipment.
- 2.2 Understand the layout and organization of the library.
- 2.3 Understand and follow library rules and procedures.
- 2.4 Identify the parts of a book, e.g. spine, spine label, cover, title, page, barcode.
- 2.5 Distinguish between fiction and non-fiction.
- 2.6 Recognize which resources are the best to use and why.
- 2.7 With assistance, web or map a topic based on prior knowledge and preliminary background information.
- 2.8 Develop a strategy to solve an information problem, e.g. KWL, Plan-Do-Review (Super3™)

***Standard 3. Locate and Access Information**

Students will be able to access and gather information efficiently and effectively.

- 3.1 Independently locate library staff and navigate the library's physical space.
- 3.2 Independently approach the library teacher for assistance.
- 3.3 Locate fiction and non-fiction sections in the school library.
- 3.4 Select books for themselves by browsing shelves or pre-selected collection.
- 3.5 Locate picture books and Easy Readers on the shelves.
- 3.6 Understand that there is a relationship to spine label and book content.
- 3.7 Demonstrate understanding that books and other sources have author, title and publisher.
- 3.8 Select and use magazines and nonfiction sources for recreational reading and information.

***Standard 4. Use Information**

Students will be able to evaluate resources for their appropriateness, select the best and extract the most relevant information.

4a. Evaluation for Appropriateness

- 4.1 Distinguish fiction from non-fiction.
- 4.2 Select books they can read independently.

4b. Extraction of Most Relevant Information

- 4.3 Sort, classify and sequence pieces of information; e.g., place events along a timeline, sort families of animals, etc.
- 4.5 Use table of contents and index

4c. Ethical Behavior in Information Use

- 4.4 Indicate the source of information using the title and author.

***Standard 5. Synthesize Information**

Students will organize new information from multiple sources to construct a product that communicates the results of their research

- 5.1 Create and share developmentally appropriate text and images with others.
- 5.2 Use new information in the final product.
- 5.3 With assistance present a final product using an appropriate format: report, poster, electronic program, or other medium.

***Standard 6. Participate in Collaborative Activities**

Students will participate effectively in groups to pursue and generate information.

- 6.1 Demonstrate appropriate group conduct (take turns speaking, respect opinions, use library voice).
- 6.2 Listen to the information and ideas of others.
- 6.3 Cooperate with others and share resources.
- 6.4. Assist other students with book selection
- 6.5 Work with other students to create simple information-sharing products

***Standard 7. Evaluate the Process and the Product**

*Students will evaluate both the research process and the final product.
This may include both self and peer evaluation.*

- 7.1 Reflect on library behavior and on selection of book on a topic of interest.
- 7.2 Judge the process by asking questions: e.g. What did I like? What was easy? What was difficult? How can I do it better next time?
- 7.3 Judge the product by asking questions: e.g. Did I complete all the steps required by my teacher? What have I learned? How can I improve my final product? If I had to do it over again, what would I do differently?
- 7.4 Using provided checklist or rubric to determine that project is complete and accurate.

***Standard 8. Appreciate Literature**

Students will gain an increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.

- 8.1 Understand the importance of the library as an information source.
- 8.2 Demonstrate active listening skills.
- 8.3 Listen to different genres of literature for pleasure and information. e.g. poetry, prose, fiction, nonfiction, dramatic literature.
- 8.4 Use illustrations to acquire a greater understanding of the story.
- 8.5 Use library collection for pleasure reading.
- 8.6 Understand the difference between an author and an illustrator.
- 8.7 Demonstrate comprehension of a story heard, read or viewed through verbal discussion and/or written responses or artwork.
- 8.8 Share books by favorite authors and illustrators.
- 8.9 Identify book award winners e.g. Caldecott
- 8.12 Listen to and discuss the common patterns and themes in Aesop's Fables.
- 8.13 Listen to or read different stories or poems from various cultures