

**Fairview Elementary Library
Barbara Carper
Library Media Specialist**

**Grade Level/Course: 2nd Grade
Content: Library Information Skills**

**Time Frame: Ongoing
Month: August**

- 2.1.A The student will demonstrate knowledge of the Library Media Center personnel, rules, policies and procedures.**
- 2.1.B The student will demonstrate responsible Media Center behavior.**
- 2.1.C The student will demonstrate good habits in handling print materials**

Crosswalk of the Common Core Standards and the Standards for the 21st Century Learner

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

- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.

<p>CC.2.SL.1.a Comprehension and Collaboration: 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).</p>	<p>1.3.4 Contribute to the exchange of ideas within the learning community. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p>
<p>CC.2.SL.1.b Comprehension and Collaboration: Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>1.1.9 Collaborate with others to broaden and deepen understanding. 1.3.4 Contribute to the exchange of ideas within the learning community. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. 3.2.3 Demonstrate teamwork by working productively with others.</p>

<p>Student's Instructional Objectives:</p> <p>Essential Knowledge/Skills</p> <p>Processes Level of Bloom's Taxonomy:</p> <p>(K) Knowledge;</p> <p>(C) Comprehension;</p> <p>(Ap) Application;</p> <p>(An) Analysis;</p> <p>(S) Synthesis;</p> <p>(E) Evaluation</p>	<p>Definitions</p>	<p>Librarian's Instructional Strategies</p>	<p>Resources</p>	<p>Assessments</p>
<p>Name Media Center personnel. (K)</p>	<p>Media Center Personnel – librarian and library clerk</p>	<p>Introduce librarian and clerk; have students repeat names.</p>	<p>“What is a Media Center?”</p>	<p>Observations: - Does student use library</p>

<p>Demonstrate acceptable Media Center behavior. (C,Ap)</p> <ul style="list-style-type: none"> • Respond to Give Me Five signal • Follow rules cited by librarian <p>Check out and return books properly at the circulation desk. (C,Ap)</p> <p>Employ good habits when handling books.(Ap)</p> <ul style="list-style-type: none"> • Hold books correctly and read from front to back • Turn pages correctly • Make sure hands are clean • Keep pencils, pens, markers, etc. away from pages • Keep books safe – <ul style="list-style-type: none"> □Away from pets and younger children □Away from water • Use a bookmark when necessary 	<p>Give Me Five Strategy:</p> <ul style="list-style-type: none"> • Eyes on speaker • Hands still • Body still • Mouths quiet • Ears listening <p>Circulation Desk – place where books are checked out and returned.</p>	<p>Explain check-out procedures and when to return books. (If different check-out and return procedures apply when students come in without their classes, explain such procedures.)</p> <p>Show and explain the Student Conduct Note That will be used when students are in library independently and don't follow library rules.</p> <p>Demonstrate the “Give Me Five Strategy” and explain when it will be used.</p> <p>Demonstrate use of shelf markers to return books to proper shelves. Remind students to walk, stand in line quietly to check books out, pick up books which fall on floor, listen carefully to instructions, and any other pertinent rules.</p> <p>Explain use of Appropriate Library Behavior checklist to assess overall class behavior. (Modify as needed for age/grade level.) Use transparency to explain to students and small check-list to give to teacher after each class.</p>	<p>See Appendix – Student Conduct Note</p> <p><i>Red Leaf Yellow Leaf</i></p> <p><i>The Leaf Man</i></p>	<p>staff's names? - Can student find/point to section where easy/picture books are found? - Does student check out and handle books properly?</p> <p>See Appendix - Appropriate Library Behavior checklist</p> <p>See Appendix - Student Conduct Note</p>
--	--	--	--	---

**Fairview Elementary Library
Barbara Carper
Library Media Specialist**

**Grade Level/Course: 2nd Grade
Content: Library Information Skills**

**Time Frame: Ongoing
Month: August and September**

2.1.D

The student will identify the location of appropriate fiction, nonfiction, and biography books.

Crosswalk of the Common Core Standards and the Standards for the 21st Century Learner

CC.2.W.1 Text Types and Purposes: 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.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.4 Demonstrate personal productivity by completing products to express learning. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
CC.2.W.2 Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.4 Demonstrate personal productivity by completing products to express learning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.

<p>Student's Instructional Objectives:</p> <p>Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation</p>	<p>Definitions</p>	<p>Librarian's Instructional Strategies</p>	<p>Resources</p>	<p>Assessments</p>
<p>Locate the areas of the Media Center where fiction and nonfiction are found. (K)</p> <p>Identify the location of biography books in the Media Center. (K)</p> <p>Identify biographies as a type of nonfiction. (K)</p>	<p>Nonfiction – literature about real people, places, things; factual information</p> <p>Fiction – literature about made- up/imaginary people, places, things</p> <p>Biography – books about real people's lives</p>	<p>Explain that books may be fiction or nonfiction. Discuss reasons for choosing one over the other:</p> <ul style="list-style-type: none"> • Entertainment/interesting story • Knowledge/learning • Directions about how to do something <p>Show examples of one subject treated in both fiction and nonfiction format.</p> <p>Show areas of the Media Center where appropriate fiction and nonfiction are found.</p> <p>Explain that a special type of nonfiction is biography and show where biography books are found in the Media Center.</p>	<p>Variety of Biographies grade appropriate</p>	<p>Recognizing Fiction, Nonfiction and Biography</p> <p>Observation by library staff as student looks for books to check out.</p>

**Fairview Elementary Library
Barbara Carper
Library Media Specialist**

**Grade Level/Course: 2nd Grade
Content: Library Information Skills**

**Time Frame: Ongoing
Month: February**

Objective

2.1.E

The student will demonstrate good habits in handling and operation of equipment and software.

Crosswalk of the Common Core Standards and the Standards for the 21st Century Learner

CC.2.SL.5 Presentation of Knowledge and Ideas: 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.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 4.1.8 Use creative and artistic formats to express personal learning.
CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	2.1.4 Use technology and other information tools to analyze and organize information. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.2.3 Demonstrate teamwork by working productively with others.

<p>Student's Instructional Objectives:</p> <p>Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation</p>	<p>Definitions</p>	<p>Librarian's Instructional Strategies</p>	<p>Resources</p>	<p>Assessments</p>
<p>Name basic computer parts. (K)</p> <p>Practice good habits using computer equipment. (K,Ap)</p> <p>Handle disks and CD-ROMs properly. (K,Ap)</p>	<p>Basic computer parts –</p> <ul style="list-style-type: none"> • monitor • computer/CPU • keyboard • disk drive • mouse <p>CD-ROM – Compact Disk, Read-Only Memory</p>	<p>Label basic parts of a computer and discuss each with students.</p> <p>Explain proper handling of computer equipment and software:</p> <ul style="list-style-type: none"> • Make sure hands are clean. • Keep food and drinks at a distance. • Strike keys softly. • Insert CDs/disks gently into disk drives; push CD drawers in gently. • After using mouse or striking keyboard, wait for computer to respond; be patient. 	<p>Bulletin board items to show parts of computers</p>	<p>Remove labels and ask various students to put labels in the correct places and say the name of the part.</p> <p>Observation: - Does student handle CDs correctly? - Does student strike keys softly and wait for computer to respond?</p>

**Fairview Elementary Library
Barbara Carper
Library Media Specialist**

**Grade Level/Course: 2nd Grade
Content: Library Information Skills**

**Time Frame: Ongoing
Month: September - May**

Objective:

2.2.A

The student will demonstrate comprehension of fiction and nonfiction selections.

Crosswalk of the Common Core Standards and the Standards for the 21st Century Learner

CC.2.R.F.4.a Read grade-level text with purpose and understanding.	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.
CC.2.R.I.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	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.
CC.2.R.I.2 Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	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. 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.
CC.2.R.I.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	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.
CC.2.R.I.8 Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

<p>CC.2.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.</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. 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. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>
<p>CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding. 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. 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>CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>
<p>CC.2.R.L.4 Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>
<p>CC.2.R.L.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>
<p>CC.2.R.L.6 Craft and Structure: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>

<p>CC.2.R.L.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>
<p>CC.2.R.L.9 Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>
<p>CC.2.SL.1.c Comprehension and Collaboration: Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>1.3.4 Contribute to the exchange of ideas within the learning community. 1.4.4 Seek appropriate help when needed. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p>
<p>CC.2.SL.4 Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</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>CC.2.W.3 Text Types and Purposes: 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.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.4 Demonstrate personal productivity by completing products to express learning.</p>
<p>CC.2.W.5 Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p>

<p>Student's Instructional Objectives:</p> <p>Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation</p>	<p>Definitions</p>	<p>Librarian's Instructional Strategies</p>	<p>Resources</p>	<p>Assessments</p>
<p>Answer questions about fiction and nonfiction selections. (K)</p> <p>Distinguish between fact and fiction in literature. (Ap)</p> <p>Describe characters and setting in fiction selections and poetry. (C, An)</p> <p>Explain the main idea, or problem and solution, of a story. ©</p> <p>Predict events or outcomes in a story. (Ap)</p> <p>Retell story events in sequence. (C)</p> <p>Deduce emotional reactions and motives in</p>	<p>Characters – Whom the story is about</p> <p>Setting – When and where the story takes place</p> <p>Plot – What happens in the story at the beginning, middle, and end</p> <p>Main Idea – Usually the lesson that is learned by the story</p> <p>Problem – Main events that are problems for the characters</p> <p>Solution – How the problem was solved</p> <p>Fiction – Literature about</p>	<p>Ask students simple who, what, when, where, why, and how questions about a selection.</p> <p>Have students retell story events in their own words using the framework of beginning, middle, and end.</p> <p>After students make a prediction about a story, have them use information from a selection to confirm their predictions.</p> <p>Have students make predictions about what could happen in the future, beyond the selection.</p> <p>Ask students to describe a character's traits, feelings, and actions as presented in a story or poem.</p>	<p>Books that integrate with core curriculum areas</p> <p>Books for making predictions, e.g. <i>The Biggest Bear, Brave Irene,</i></p> <p>Books for describing characters and emotional reactions, e.g. <i>The Meanest Squirrel I Ever Met</i></p> <p>– distinguish fact from fiction, describe characters, emotional reactions, setting, problem and solution</p>	<p>Make a transparency of the multiple-choice questions (and fill in answer choices appropriate for the story, book, or selection.</p> <p>Each student may use laminated answer sheets with circle covers OR answer cards for each letter</p> <p>Accelerated Reader quizzes</p>

<p>stories. (An)</p> <p>Paraphrase information read in nonfiction. (C)</p>	<p>imaginary people, places, things, or events</p> <p>Nonfiction – Literature about real people, places, things, or events; factual information</p>	<p>Have students describe the setting of a story or poem.</p> <p>Ask students to identify the central or main idea of a story.</p> <p>Ask students to explain in their own words information read in nonfiction materials.</p> <p>After reading a story, ask students if the story read is fiction or nonfiction and explain why.</p> <p>Introduce Accelerated Reader as appropriate, see Appendix</p> <p>DRTA (Directed Reading Thinking Activity) for Fiction:</p> <ol style="list-style-type: none"> 1. Previewing – Preview and scan <ol style="list-style-type: none"> a. Title b. Subtitle c. Introduction d. Pictures 2. Predicting – Close the book and make hypothesis. <ol style="list-style-type: none"> a. What do you think will happen? b. Why do you think that? c. What gave you your clues? 3. Verifying – Read to find if 	<p>Story Map</p> <p><i>Caps for Sale</i></p> <p><i>Five Chinese Brothers</i></p>	
--	--	--	--	--

		<p>predictions were correct or incorrect.</p> <p>4. Reflect on Reading – Develop comprehension by checking on predictions – staying with or redefining predictions.</p> <p>DRTA for nonfiction:</p> <ol style="list-style-type: none">1. Previewing – study Title, Subtitles, Introduction Pictures, Charts, Graphs, Maps, Summary, End of Chapter Questions.2. Decision Making – What is known after previewing?3. Questioning - What do we need to learn?4. Reading – Read the text with the purpose of finding answers to the students' written questions.5. Reflect on Reading – Determine answers to the students' questions. Have students defend their answers based on what was in the text.		
--	--	--	--	--

**Fairview Elementary Library
Barbara Carper
Library Media Specialist**

**Grade Level/Course: 2nd Grade
Content: Library Information Skills**

**Time Frame: Ongoing
Month: November and December**

Objective:

2.3.A

The student will identify and use appropriate library resources and parts of a book.

Crosswalk of the Common Core Standards and the Standards for the 21st Century Learner

CC.2.R.1.5 Craft and Structure: 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.

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>Student's Instructional Objectives:</p> <p>Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation</p>	<p>Definitions</p>	<p>Librarian's Instructional Strategies</p>	<p>Resources</p>	<p>Assessments</p>
<p>Locate fiction books by the call letters (K)</p> <p>Recognize that nonfiction books are arranged by subject areas ©</p> <p>Locate the biography section of the library (K)</p> <p>Locate the basic parts of a book: (K)</p> <p>Cover Title page</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title <input type="checkbox"/> Author <input type="checkbox"/> Illustrator <input type="checkbox"/> Publisher <input type="checkbox"/> Place of Publication <p>Copyright page and date</p> <p>Table of Contents Index.</p>	<p>Fiction Books – Literature about made- up or imaginary people, places, things, or events.</p> <p>Nonfiction Books – about real people, places, things, or events; factual information.</p> <p>Biography – A true account of a person's life.</p> <p>Publisher – Company that produced book for publication.</p> <p>Place of Publication – City where book was published.</p> <p>Copyright – Date when</p>	<p>Give students a specific call number and asked to locate a book with that number.</p> <p>Show students how to locate an animal book in the Dewey 599 section. Discuss the major Dewey classification divisions.</p> <p>Show students how to locate a biography about a specific person from the library shelf.</p> <p>Show students the parts of a book: title page, copyright page and date, Table of Contents, and Index and give each student an opportunity to locate each part.</p> <p>Make a sample title page on poster board. Make parts (title, author, illustrator, publisher, and place of</p>	<p>Possible Stories: <i>13 Clocks</i></p> <p><i>Village of Round & Square Houses</i></p> <p><i>How the Camel Got His Hump</i></p> <p><i>The Pied Piper</i></p>	<p>Each student will locate a specific chapter book on the shelf by call number. Example: F OSB (Magic Tree House)</p> <p>Student will locate a specific nonfiction book on the shelf by Dewey call number.</p> <p>Each student will locate a biography on George Washington, Helen Keller, Susan B. Anthony, Abraham Lincoln, or Martin Luther King, Jr. Students will place parts of a title page</p>

<p>Use a table of contents and an index. (Ap).</p> <p>Use the electronic catalog as a resource to identify and locate materials in the Media Center. (Ap)</p> <p>Identify the public library as an additional source of information and materials. (K)</p>	<p>book was published.</p> <p>Table of Contents – Section that lists the chapters or subjects in book and page where they are located.</p> <p>Index – Section that lists the subjects found in book and page where they are located.</p> <p>“All Words” Search – Locate a book using either a part of the title, author, or subject name.</p>	<p>publication) removable.</p> <p>Students will use actual Table of Contents and Indexes to locate specific chapters and subjects in a given book.</p> <p>Using the InFocus projector, show the students how to perform an “All Words” search in the library catalog.</p> <p>Using the InFocus projector, show students a public library internet site such as: http://www.portsmouth.va.us/ppl/intrahome.htm#db, and http://www.chesapeake.lib.va.us/</p>	<p>back on board in correct order and tell what each part is. Check order of Title Page information on students’ worksheets</p> <p>Each student will locate the beginning page of a specific chapter using the Table of Contents and the specific page where a topic/subject is found using the index.</p> <p>Each student will perform an “All Words” search. using the Alexandria library catalog.</p>
--	--	--	--

**Fairview Elementary Library
Barbara Carper
Library Media Specialist**

**Grade Level/Course: 2nd Grade
Content: Library Information Skills**

**Time Frame: Ongoing
Month: December and January**

Objective:

2.4.A

The student will identify the roles of the author and illustrator of a book.

2.4.B

The student will recognize Caldecott Award books.

Crosswalk of the Common Core Standards and the Standards for the 21st Century Learner

CC.2.R.I.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	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. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
CC.2.R.L.9 Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

<p>Student's Instructional Objectives:</p> <p>Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation</p>	<p>Definitions</p>	<p>Librarian's Instructional Strategies</p>	<p>Resources</p>	<p>Assessments</p>
<p>Identify the roles of an author and an illustrator. ©</p> <p>Identify author and illustrator on the title page. (C)</p> <p>Recognize the Caldecott Medal on book covers and relate what it means. (K,C)</p>	<p>Author – one who writes a book or story</p> <p>Illustrator – one who does the artwork/pictures in a book</p> <p>Caldecott Award – annual award given to a book's illustrator for outstanding artwork</p>	<p>Introduce books by showing title, author and illustrator on cover and title page. Ask students to explain what authors and illustrators do.</p> <p>Explain that illustrators can receive an award if the pictures they draw for a book are chosen as outstanding.</p> <p>Show books with the Caldecott Medal on the cover and explain the difference in the gold and silver medals.</p> <p>Read books which have been awarded the Caldecott Medal and discuss the pictures and illustrator's style.</p>	<p>See Appendix – Examples of Internet Sites for Award-winning Books</p> <p>Caldecott books in the Media Center collection</p> <p>“Talking Eggs”</p> <p>“Mufaro's Beautiful Daughters”</p> <p>“Why Mosquitoes Buzz in People's Ears”</p> <p>Caldecott Medal chart</p> <p><i>What Do Authors Do?</i></p>	<p>See Appendix - Authors, Illustrators, and Caldecott Books</p> <p>See Appendix - Author Mini- Lesson</p>

			<i>What Do Illustrators Do?</i> <i>Jan Brett – The Mitten</i>	
--	--	--	--	--

**Fairview Elementary Library
Barbara Carper
Library Media Specialist**

**Grade Level/Course: 2nd Grade
Content: Library Information Skills**

**Time Frame: Ongoing
Month: March**

Objective:

2.4.C The student will obtain information from various types of literature which include:

- Fiction**
- Nonfiction**
- Poetry**
- Biography**
- Folktales**

Crosswalk of the Common Core Standards and the Standards for the 21st Century Learner

CC.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	3.1.3 Use writing and speaking skills to communicate new understandings effectively. 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
CC.2.R.L.10 Range of Reading and Level of Text Complexity: 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.	4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

<p>Student's Instructional Objectives:</p> <p>Essential Knowledge/Skills</p> <p>Processes Level of Bloom's Taxonomy:</p> <p>(K) Knowledge;</p> <p>(C) Comprehension;</p> <p>(Ap) Application;</p> <p>(An) Analysis;</p> <p>(S) Synthesis;</p> <p>(E) Evaluation</p>	<p>Definitions</p>	<p>Librarian's Instructional Strategies</p>	<p>Resources</p>	<p>Assessments</p>
<p>Scan text for titles, pictures, section headings, to set purpose for reading and determine/predict whether material is fiction or nonfiction. (Ap)</p> <p>Recognize story elements:</p> <ul style="list-style-type: none"> • Setting • Character's feeling, traits, actions • Main idea • Problem and solution ((K,C,Ap) <p>Recognize some well-known children's authors. (K)</p>	<p>Fiction – literature about made- up/imaginary people, places, things</p> <p>Nonfiction – literature about real people, places, things; factual information</p> <p>Folk tales – short fictional stories with simple plot, flat characters, repetitious situations; tall tales and fairy tales are types of folk tales</p>	<p>Choose fiction and nonfiction books with the same subject. Read the fiction book and then show the nonfiction book and talk about how students can learn facts about the same subjects they read fiction stories about. (Example: fiction book with a cat as the main character and a nonfiction book about caring for cats as pets)</p> <p>Use a story web/grid/map to discuss story elements.</p> <p>Explain that authors usually have a purpose in mind when they write:</p> <ul style="list-style-type: none"> • to inform or give information • to persuade • to entertain 	<p>Possible Stories</p> <p><i>Shoes, Shoes, Shoes</i></p> <p><i>Snowflake Bentley</i></p> <p><i>The Enormous Turnip</i></p> <p><i>Stone Soup</i></p> <p><i>Paul Bunyan</i></p> <p><i>John Henry</i></p> <p><i>Pecos Bill</i></p> <p><i>Annie Oakley</i></p> <p><i>Johnny Appleseed</i></p>	<p>See Appendix – Recognizing Fiction, Nonfiction, and Biography</p>

		<p>Discuss author's purpose after reading a story aloud.</p> <p>Choose books written by well-known children's authors to read/introduce/suggest, and discuss the author's style and genre.</p>		
--	--	--	--	--

**Fairview Elementary Library
Barbara Carper
Library Media Specialist**

**Grade Level/Course: 2nd Grade
Content: Library Information Skills**

**Time Frame: Ongoing
Month: January and February**

Objective:

2.4.D The student will obtain information from stories about a variety of subjects that support the core content areas. Such stories can be fiction, nonfiction or biography.

CC.2.W.1 Text Types and Purposes: 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.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.4 Demonstrate personal productivity by completing products to express learning. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
CC.2.W.2 Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.4 Demonstrate personal productivity by completing products to express learning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.

<p>CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</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>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>
<p>CC.2.R.I.10 Range of Reading and Level of Text Complexity: 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.</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>CC.2.R.L.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>
<p>CC.2.W.7 Research to Build and Present Knowledge: 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).</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>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p>

<p>Student's Instructional Objectives:</p> <p>Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation</p>	<p>Definitions</p>	<p>Librarian's Instructional Strategies</p>	<p>Resources</p>	<p>Assessments</p>
<p>Retell facts or a story in logical order after hearing librarian read a selection. ©</p> <p>Relate stories to information they've learned in the classroom. (Ap)</p> <p>Use pictures as clues to events in the story.(C)</p> <p>Recognize a book as fiction, nonfiction or biography after it is read.</p>	<p>Fiction – literature about made- up/imaginary people, places, things</p> <p>Nonfiction – literature about real people, places, things; factual information</p> <p>Biography – a special type of nonfiction book about a real person's life</p>	<p>Books used should correlate with identified areas of need based on most recent SOL test scores.</p> <p>Read a story aloud. Write events in story on sentence strips. Have several students stand in a straight line, and give out strips in a mixed-up order. Call on other students to put the actions in order by moving students in the line.</p> <p>Always discuss whether what's read is fiction, nonfiction, or biography.</p> <p>When introducing a biography, ask what students know about the biographee before reading from it. When finished, ask what more they learned about the person.</p>	<p>Biography "big books" in Media Center collection, particularly those related to social studies curriculum.</p> <p>Possible Stories: <i>Ruby Bridges Goes to School</i></p> <p><i>The Story of Ruby Bridges</i></p> <p><i>Moses</i></p> <p><i>Martin's Big Words</i></p> <p><i>Rosa Parks</i></p> <p><i>Henry's Freedom Box</i></p> <p><i>Freedom Summer</i></p>	

			<i>Dear Mr. Rosenwald</i> <i>A Picture Book of Jesse Owen</i>	
--	--	--	--	--

Fairview Elementary Library
Barbara Carper
Library Media Specialist

Grade Level/Course: 2nd Grade
Content: Library Information Skills

Time Frame: Ongoing
Month: March-April

Objective:

2.5.A The student will examine information from a variety of media formats.

- Nonfiction books
- CD-ROMs Internet
- Maps and globes
- Periodicals
- Dictionaries

<p>CC.2.W.7 Research to Build and Present Knowledge: 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).</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. 1.1.9 Collaborate with others to broaden and deepen understanding. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.2.3 Demonstrate teamwork by working productively with others.</p>
<p>CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>1.1.2 Use prior and background knowledge as context for new learning. 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. 2.3.1 Connect understanding to the real world.</p>
<p>CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</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. 1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. 2.4.1 Determine how to act on information (accept, reject, modify).</p>
<p>CC.2.SL.3 Comprehension and Collaboration: 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.</p>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding. 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. 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. 1.4.4 Seek appropriate help when needed. 2.4.1 Determine how to act on information (accept, reject, modify).</p>

CC.2.L.2.e Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	1.1.4 Find, evaluate, and select appropriate sources to answer questions.
---	---

Student's Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
Examine and use nonfiction books to gather information.(An) Use CD-ROMs to gather information. (Ap)	Nonfiction – information that is real, scientific or factual. CD-ROM a read-only-memory compact disk,	Demonstrate to students how to use nonfiction books. To locate factual information. Pull several nonfiction books from the collection. Give each student or a group	Dictionaries available in library. Maps Globes Periodicals Big 6 (Super3) – http://www.goalexan	Students locate information assigned by librarian Big Six (the Super3) Research

<p>Evaluate internet sites in order to locate information. (Ev)</p> <p>Use maps and globes as a resource. (Ap)</p> <p>Recognize and use periodicals to locate information. (K)</p> <p>Use dictionaries as a resource to locate information. (Ap)</p>	<p>used to store printed information such as periodical indexes.</p> <p>Internet – A global information network linking computers and computer networks via TCP/IP communications protocols for transfer of information.</p> <p>Map – a representation of any region on a plane surface.</p> <p>Globe - a spherical representation of the earth, or any celestial body.</p> <p>Periodical – an item that is published on a regular basis, such as journals, magazines, and newspapers.</p> <p>Dictionary – a reference source containing words in alphabetical order and their definitions.</p>	<p>of students a book and have them examine the book(s).</p> <p>Explain how these books are arranged using the Dewey Decimal system.</p> <p>Select a topic and assist students in locating sites on the Internet pertaining to that topic. Introduce students to search techniques and strategies.</p> <p>Explain to students that it is important to select the best site(s) to assist them in doing research.</p> <p>Give each student a dictionary and illustrate how to use the guidewords and entry words in order to find a term. Explain that the terms are arranged alphabetically.</p> <p>Assign topics in the content areas for students to research in the content area</p>	<p>dria.com/big6/files/Big6-Super3 K-2nd.pdf</p> <p>http://www.big6.com/</p> <p><i>Owen and Mzee</i></p>	
--	--	--	--	--

**Fairview Elementary Library
Barbara Carper
Library Media Specialist**

**Grade Level/Course: 2nd Grade
Content: Library Information Skills**

**Time Frame: Ongoing
Month: September - October**

Objective:

2.5.B

The student will use alphabetical order and guide words to gather information from dictionaries.

Crosswalk of the Common Core Standards and the Standards for the 21st Century Learner

CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	1.1.4 Find, evaluate, and select appropriate sources to answer questions.
---	---

Student's Instructional Objectives: Essential Knowledge/Skills Processes Level of Bloom's Taxonomy: (K) Knowledge; (C) Comprehension; (Ap) Application; (An) Analysis; (S) Synthesis; (E) Evaluation	Definitions	Librarian's Instructional Strategies	Resources	Assessments
Use alphabetical order to gather information from dictionaries. (AP)	Dictionary – a book of words alphabetically listed and defined.	Explain to students that dictionaries are used to look up information about a word (parts of speech, definition, usage, and correct	Dictionaries available in collection See Appendix – Using	See Appendix – Dictionary Skill Sheet

<p>Locate guide words in the dictionary. (K)</p> <p>Use guide words in the dictionary to gather information. (Ap)</p>	<p>Guide Word – a word or part of a word printed in boldface at the top of a column or page in a dictionary or encyclopedia</p> <p>Entry Word – a word defined in a dictionary</p>	<p>spelling).</p> <p>Instruct students on the alphabetical arrangement of dictionaries.</p> <p>Introduce and instruct students on how to use guide words and entry words in the dictionary. Assign a word or group of words for students to locate using the guide words in the dictionary. (See appendix-Dictionary Guide Words worksheet)</p> <p>Assign words for students look up using the dictionary.</p>	<p>Periodicals, Dictionaries, and Encyclopedias</p> <p>Online Dictionary: http://www.yahooligans.com/reference/dictionary/</p>	
---	---	--	--	--