

LIBRARY MEDIA COMPETENCIES

Second Grade

INFORMATION LITERACY

BY THE END OF SECOND GRADE STUDENTS WILL HAVE BEEN INTRODUCED TO:

Lifelong Reading Skills

For Reading Comprehension and Enjoyment

- Recognizes cultural diversity in literature
- Recognizes that there are a variety of literary forms: biography, poetry
- Recognizes humor and mystery as genres of fiction
- Recognizes the following components of fiction: cause and effect

Information Problem Solving

Task Definition, Information Seeking Strategies, Location and Access, Use of Information, Synthesis

- Is able to select a topic
- Is able to explain what information is needed for learning about a topic.
- Restates the question to show understanding
- Brainstorms possible sources of information
- Knows when to use: atlas, encyclopedias
- Knows when and how to use electronic resources such as Internet or the online catalog (OPAC)
- Chooses resources based upon readability and timeliness
- Locates sources of information using: table of contents, glossary, index, works cited
- Locates types of print materials: fiction vs. nonfiction, magazines, atlas, encyclopedias
- Extracts relevant information via: reading and interpreting info, note taking, and webbing
- Presents information via: posters, charts, graphs, and electronic slide show
- Uses checklists for evaluation

BY THE END OF SECOND GRADE, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **LIBRARY** WILL HAVE CONTINUED TO DEVELOP THESE SKILLS AND CONCEPTS:

Library Awareness Skills

Concept of a Library, Behavior and Etiquette of a Good Library User

- Recognize that information is collected in the library.
- Knows that materials are loaned and shared, and must be returned in a timely way.
- Understand the kinds of personnel that staff a library and the jobs they do
- Demonstrates proper care and responsibility for materials
- Exhibits proper Library Media Center behavior and respect for others

Lifelong Reading Skills

- Develops lifetime recreational and informational reading habits
- Demonstrates reading, listening, and viewing skills

- Recognizes that there are a variety of literary forms: ABC books, fables, fairy tales, legends, non-fiction, picture book, etc.
- Recognizes the following components of fiction: beginning/middle/end, character, plot/sequence, setting, theme/main idea, details
- Differentiates between author, illustrator, and publisher
- Chooses fiction and non-fiction at appropriate reading and interest levels
- Appreciates usefulness and appeal of illustrations and artistic components, page/screen layout, as well as the value of awards for illustrators
- Is able to compare and contrast print and non-print versions of a piece of literature

Information Problem Solving

- Recognizes the need for information and that it is needed for intelligent decision- making
- Knows when to use fiction, non-fiction, books, magazines, dictionaries, and the public library
- Understands where fiction and non-fiction books are
- Locates books and identifies and uses the following: cover, spine, title page, copyright page, dedication, story/text
- Describes the public library and people as resources
- Selects sources by using the criteria of readability and timeliness
- Listens attentively, purposefully, and for pleasure
- Gathers information by reading and interpreting, taking notes, and summarizing
- Reads for information
- Gathers information by using graphic organizers
- Visually and orally presents information via illustration, mobile, diorama, in writing, through charts, graphs, posters, or electronic slide shows
- Judges the product by using checklists

BY THE END OF SECOND GRADE, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **LIBRARY** WILL HAVE CONSISTENTLY APPLIED THESE SKILLS AND CONCEPTS:

Library Awareness Skills

- Demonstrates the ability to check out and return library materials properly

Information Problem Solving

- Listens attentively and for pleasure