

**Howard County Public School System
Library Media**

**Essential Curriculum
Grades 2-3**

Goal 1: The students at all grade levels 2-3 will demonstrate an appreciation of literature as a reflection of human experience and reading as a pleasurable activity.

Literature Appreciation

Objective – The student will be able to:

- a. Identify relationships between text and situations in real life.
 1. Listen to, read, and discuss a wider variety of stories focusing discussions on thoughts and actions of characters, impact of setting on the story, and similarities and differences in themes.
 2. Make text-to-text connections as well as text-to-self connections.
 3. Practice using story structure concepts (characters, setting, goal, action to reach goal, conflict or problem, action to solve conflict or problem, and resolution) as a means of comparing and contrasting different narrative works of literature.
 4. Use informational materials to begin making a connection between background knowledge and human actions.
- b. Use libraries to facilitate development of good reading habits.
 1. Utilize circulation procedures and policies to access reading materials.
 2. Choose to browse, select, and enjoy library materials.
 - (Method: Collaborate with teachers to provide time for students to interact with books from the library media center.)
- c. Experience the pleasure of recreational reading.
 1. Enhance the pleasure of reading by listening to and independently reading books.
 - (Method: Provide opportunities for readers to discuss with each other books they have read for fun.)
 - (Method: Sponsor reading incentive activities.)
 - (Method: Share experiences from own life demonstrating the pleasure of reading.)
 2. Use age-appropriate periodicals for recreational reading.
- d. Recognize the connection between reading and being a lifelong learner.
 1. Recognize the connection between the ability to read and success in daily life.
 - (Method: Continue to share age-appropriate examples demonstrating the importance of lifelong learning and reading in the context of daily life.)
 2. Develop age-appropriate skills for independent learning.
 - (Method: Model skills needed to become an independent learner.)

3. Take ownership of learning by setting goals focusing on aspects of becoming an independent, lifelong learner.

Goal 2: The students at all grade levels 2-3 will demonstrate the ability to use resources, in a wide variety of formats, to locate information to meet an identified need.

Locate Information

Objective – The student will be able to:

- a. Define and re-define an information need by formulating compelling/effective questions.
 1. Practice developing effective research questions.
 - (Method: Analyze sample questions for strengths and weaknesses.)
 - (Method: Discuss experiences trying to answer effective and ineffective questions in terms of what worked and what was frustrating.)
 - (Method: Collaborate with students to formulate supporting questions to expand their initial question.)
 2. Practice using criteria of an assignment to generate effective questions.
 - (Method: Discuss the structure of an exemplary product to help students recognize minimum key concepts to cover.)
 3. Generate effective questions related to topics of personal interest.
- b. Use systems of classification to identify, locate, and retrieve materials to meet current need.
 1. Recognize the relationship between the call number and the material's content and location within the collection.
 - (Method: Review components of the collection, focusing on why different systems are used to organize different components; i.e., fiction, biography, nonfiction.)
 2. Practice making appropriate selections of narrative (fiction) and expository (nonfiction) materials to meet current need.
- c. Match resources to topic of interest or need.
 1. Practice using the automated catalog to locate materials to meet their wants and needs.
 - (Method: Provide activities requiring students to identify the different components of your collection in terms of 1) content; i.e., fiction/everybody, biography, nonfiction/information, periodicals, reference, etc.; 2) format; i.e., books, videos, CDs, etc.; and 3) location within the media center.)
 - (Method: Share appropriate examples of own need for information and how you located the needed information.)
 - (Method: Identify bibliographic information on catalog records.)
 2. Practice using age-appropriate computer/online/digital resources to locate information to meet the current need.
 - (Method: Introduce age-appropriate computer/online/digital resources and how to use them.)
 3. Practice using specialized parts of a book to locate information.
 4. Practice selecting the most appropriate resource for the current need when given a choice of resources.

- (Method: Discuss the advantages and disadvantages of print, nonprint, and computer/online/digital resources for various types of projects.)

Goal 3: The students at all grade levels 2-3 will demonstrate the ability to collect information relevant to the current information need.

Collect Information

Objective – The student will be able to:

- a. Use print resources effectively and efficiently.
 1. Practice strategies for collecting relevant information from print resources, recognizing issues related to access of information.
 - (Method: Discuss the advantages and disadvantages of using a print source; i.e., efficient for ready reference type searches, ease of access, potential for having dated information, or being checked out.)
 2. Practice identifying and using effective search terms and strategies when using age-appropriate print resources.
 - (Method: Provide practice generating keywords, synonyms, and related terms to help find desired information within a print resource.)
 - (Method: Practice using index and table of contents to find relevant information.)
- b. Use nonprint resources effectively and efficiently.
 1. Practice using nonprint resources, recognizing issues related to access and accuracy of information.
 - (Method: Discuss impact of sound and visuals and special effects on ability of resource to communicate concepts and ideas.)
 2. Discover the importance of utilizing effective search strategies when using nonprint resources.
 - (Method: Model appropriate search strategies for using nonprint resources.)
- c. Use computer/online/digital resources effectively and efficiently.
 1. Practice strategies for collecting relevant information from computer/online/digital resources, recognizing issues related to access of information.
 - (Method: Encourage use of appropriate type of search to meet information need.)
 2. Practice using appropriate type of search to meet informational need using computer/online/digital resources.
- d. Evaluate the content of specific print resources to determine accuracy and relevance of content.
 1. Practice analyzing print resources using established criteria for determining authority of author, accuracy and currency of information presented.
 2. Practice strategies for recognizing relevant information ensuring the answer matches what is asked for in the question.
 - (Method: Model and practice analyzing questions and answers to identify when there is a good match.)

- e. Evaluate the content of specific nonprint resources to determine accuracy and relevance of content.
 1. Practice analyzing nonprint resources using established criteria for determining accuracy and currency of information presented.
 2. Practice strategies for recognizing relevant information ensuring the answer matches what is asked for in the question.
 - (Method: Model and practice analyzing questions and answers to identify when there is a good match.)
- f. Evaluate the content of specific computer/online/digital resources to determine accuracy and relevance of content.
 1. Practice analyzing computer/online/digital resources using established criteria for determining accuracy and currency of information presented.
 - (Method: Introduce concepts related to accepted criteria; i.e., credentials of the author/illustrator, copyright date, etc. for evaluating accuracy of content of computer/online/digital resources.)
 2. Practice strategies for recognizing relevant information ensuring the answer matches what is asked for in the question.
 - (Method: Model and practice analyzing questions and answers to identify when there is a good match.)
- g. Use appropriate graphic organizers to record relevant information.
 1. Practice using graphic organizers in print formats.
 2. Practice using graphic organizers in electronic formats.
- h. Use original words to capture concepts and avoid plagiarism.
 1. Practice capturing key concepts using own words, rather than copying complete sentences or unknown words.
 - (Method: Model and discuss making notes in your own words rather than copying whole sentences.)
 2. Participate in class/group note-taking activities.
- i. Record appropriate bibliographic information to cite sources.
 1. Include a basic bibliography as a component of all research assignments.
 - (Method: Model age-appropriate ways to cite a source used to gather relevant information.)
 2. Practice citing information sources.

Goal 4: The students at all grade levels 2-3 will demonstrate the ability to use appropriate print, nonprint and computer/online/digital formats to organize and manage data/information.

Organize and Manage Data/Information

Objective – The student will be able to:

- a. Identify appropriate formats for displaying and managing data/information.
 1. Practice recording and organizing data/information in a variety of formats.
 2. Identify an appropriate format for organizing provided data/information and give reasons for their choice.
- b. Interpret data/information displayed in a variety of formats.
 1. Practice interpreting age-appropriate displays of data/information; i.e., graphs, webs, graphic organizers, visuals, text, etc.
 2. Use topics being studied in science or social studies as sources for data/information to interpret.
- c. Match appropriate strategy/format with structure of content to be organized.
 - (Method: Demonstrate matching appropriate strategy with structure or content of the data/information to be organized; i.e., alphabetical order, chronological order, part to whole, general to specific, main idea and supporting details, compare/contrast, cause and effect, categorizing, etc.)

Goal 5: The students at all grade levels 2-3 will demonstrate the ability to interpret information to generate new understanding and knowledge.

Interpret Information

Objective – The student will be able to:

- a. Analyze content of data/information and resources.
 1. Practice summarizing the main points in a variety of resources to determine the ideas being communicated.
 - (Method: Provide experiences for students to identify the intended message of a story, passage, or video segment.)
 2. Practice identifying examples of an author’s or character’s point of view and how it impacts the story, passage, or video segment.
 - (Method: Provide experiences for students to identify an author’s point of view or bias as communicated in a story, passage, or video segment.)
- b. Apply critical thinking and problem solving strategies.
 1. Apply strategies for identifying patterns and relationships.
 2. Apply strategies for drawing conclusions.
 3. Apply strategies for making valid inferences.
 4. Apply strategies for visualizing.
 5. Apply strategies for divergent thinking.
 6. Apply strategies for making personal connections with information.

Goal 6: The students at all grade levels 2-3 will demonstrate the ability to communicate findings/conclusions using a variety of formats.

Share Findings/Conclusions

Objective – The student will be able to:

- a. Make decisions to facilitate effective communication of ideas.
 1. Practice presenting findings in oral, written, visual, and multimedia formats.
 2. Practice strategies for determining the most appropriate format for sharing findings in the context of the current need.
 - (Method: Collaborate with teachers to provide opportunities for students to meet content area outcomes by sharing information orally, in writing, and with visuals.)
 - (Method: Provide effective and ineffective examples of presentations; discuss the differences, i.e., logical flow of content, narration spoken clearly, overuse of fonts, colors, special effects, etc.)
- b. Apply best practices related to content and layout of presentations.
 1. Practice strategies for designing layouts that communicate content effectively.
 - (Method: Introduce best practices related to layout of a poster or multimedia slide; i.e., amount of text, font legibility, contrast of colors, placement within a poster or slide to draw attention, etc.)
 - (Method: Collaborate with teachers to establish criteria for finished products to emphasize the learning rather than the re-packaging of information.)
 - (Method: Collaborate with teachers to provide opportunities for students to create and evaluate presentations for their effectiveness in communicating.)
 2. Evaluate products created to communicate findings/conclusions.
 - (Method: Collaborate with teachers to develop rubric for evaluating products.)
- c. Evaluate the research process.
 1. Reflect on the research experience.
 2. Provide feedback about the research experience.
 - (Method: Provide feedback tools.)

Goal 7: The students at all grade levels 2-3 will demonstrate responsible attitudes toward the use of information and resources.

Ethical Use of Information and Resources

Objective – The student will be able to:

- a. Demonstrate proper care and handling of media and equipment in all formats.
- b. Exhibit respect for the intellectual property rights of others.
 1. Practice strategies for avoiding plagiarism.
 - (Method: Collaborate with teachers to design assignments that facilitate interpretation rather than regurgitation.)
 - (Method: When appropriate, model putting information in your own words rather than copying from the source. Model using quotes and citing when necessary.)
 2. Practice complying with fair use and copyright laws.
 - (Method: Discuss the difference between begin able to do something, for example, copy and paste from a webpage, and the legality/consequences of doing it.)
 3. Practice citing sources.
 - (Method: Begin with the title and author and expand to correct bibliographic format as skills increase.)
- c. Utilize safe practices when working online.
 1. Discuss safety issues related to the use of the Internet.
 2. Follow safe Internet practices.