

Grade 2 Library Guidelines

Information Literacy

Effective school library media programs provide information literacy skills instruction.

Information literacy is the ability to locate, process, evaluate and utilize information. School library media programs provide information resources in a variety of formats and readability levels. The school library media specialist teaches students how to access, use and evaluate information resources efficiently and ethically based on academic or personal need. This instruction should be correlated to specific academic content standards and taught as an integrated process.

Benchmark A: Locate the school library media center, recognize library staff members and participate in library activities.

Library Awareness	Date Achieved
1. Visit the library media center when needed for classroom projects or personal reading.	
2. Understand the roles of various library media center staff members (e.g., What does the librarian do?).	
3. Participate in library media center activities and reading celebrations (e.g., story time, Children's Book Week, Read Across America Day).	
Lifelong Learning	
4. Know that the public library has many activities for students (e.g., book clubs, guest speakers, summer reading programs).	

Benchmark B: Recognize that the school library media center has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials.

Library Awareness	Date Achieved
1. Know that library media center materials are provided in several formats (e.g., print, nonprint, audio, video, multimedia).	
2. Locate sections of the library media center based on need or activity (e.g., story area, listening centers, computer lab).	
3. Select books and other library media materials to borrow.	
Circulation	
4. Use correct procedure to checkout books and materials.	
5. Return books and materials on time.	
Responsible Use	
6. Demonstrate proper care of books and other library media center materials.	

Benchmark C: Understand that library books and materials are housed in specific areas of the library media center.

Library Organization	Date Achieved
1. Understand that easy books are arranged alphabetically by the author's last name.	
2. Understand that nonfiction books are arranged on the shelf by numbers.	
3. Know the difference between easy books, chapter or fiction books and nonfiction books.	
4. Explore library media center materials using the library catalog, with assistance.	

Benchmark D: Read and listen to stories for schoolwork and personal enjoyment.

	Date Achieved
1. Listen to books read aloud, explore library materials and read for pleasure.	
2. Discuss characters and retell events and facts presented in the reading material.	
3. Participate in literary-enrichment activities (e.g., choral speaking, creative dramatics and other library enrichment activities).	
4. Identify simple literary styles (e.g., standard, rhyming, alliteration).	
5. Read Caldecott Award books and understand that the book award is given for the best book illustrations.	

Benchmark E: Understand what information is and use a process to find information.

Understanding Information	Date Achieved
1. Tell about the purposes of information use (e.g., information is helpful in solving problems).	
2. Distinguish between fact and fiction (e.g., discuss and compare fact-based documents about a topic with stories about the same topic).	
Decide	
3. Ask questions to investigate problems or topics (e.g., use brainstorming or graphic organizers to decide what information is needed about the topic).	
Find	
4. Find information about a question using library resources.	
Use	
5. Use information to communicate findings orally, visually or in writing and draw conclusions about findings.	
Check	
6. Check the work and explain the process used to find information.	

Technology Literacy

Effective school library media programs provide technology literacy skills instruction in the use of library-based technologies.

Technology literacy skills include the appropriate and ethical use of technology for information access, retrieval, production and dissemination via electronic resource networks and the Internet.

Benchmark A: Understand that school library materials may be provided in electronic formats that are organized in a system and that access to the system may be provided electronically.

	Date Achieved
1. Logon to library network/computer system with assistance (e.g., know username and password).	
2. Explore the online public access catalog with assistance (e.g., locate OPAC icon, open OPAC, browse entries).	

Benchmark B: Apply basic Internet browser and navigation skills to search for information on the Internet.

Internet Concepts	Date Achieved
1. Demonstrate the use of browser elements including the toolbar, buttons, favorites or bookmarks, and tell their function.	
2. Access the school Web page and the school library Web site.	
3. Search for information in an online encyclopedia using a topical search (e.g., choose from a list of topics moving from broad—animals to more specific—panda).	
4. Read information from a Web site assigned by teacher and identify the name and topic of the Web site.	

Media Literacy

Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Media literacy encompasses the use of communication competencies and critical thinking skills, including the ability to access, interpret, evaluate and communicate information delivered in a variety of medium formats. Media-based resources include print and nonprint materials that use image, text, language, sound and motion to convey informational communications and messages.

Benchmark A: Explore the intended effect of media communications and messages when delivered and received for personal and various other purposes.

Communicating with Media	Date Achieved
1. Discuss how various elements of print and nonprint medium formats are used to gain the attention of various audiences, and affect their feelings and thoughts (e.g., size, color, shape, sound and voice, motion).	
2. Ask and answer questions concerning the purpose and function of print and nonprint media communications created by a variety of people (e.g., why, who, where, when and how).	

Benchmark B: Distinguish between a variety of elements used to create and construct media communications for personal and various other purposes.

Media Elements	Date Achieved
1. Identify various media communications and messages in print and nonprint formats (e.g., newspaper, television news broadcast, commercial, radio announcements).	
2. Sort and label a variety of sounds, voice tones and face expressions used to illustrate emotion (e.g., loud, soft, silent, happy, whiny, sad, angry).	
3. Identify characteristics of motion and movement (e.g., fast, slow, smooth, jerky).	