3rd Quarter - RESEARCH SKILLS	2nd Grade	SCS Library Curriculum

Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards

1. Identify periodicals as a source of information that contains articles and provides information to answer questions
 	
2. Demonstrate that nonfiction materials can be used to locate information
 	
3. Recognize that nonfiction resources (informational text) must be evaluated for validity of information offered
 	
4. Compare information found on the internet to the information found in print
 	
5. Utilize reference resources to complete a research project
● Dictionary
● Periodicals
● Internet
● Trade books
● Encyclopedia
● Thesaurus
● Atlas
 	
6. Summarize, organize, and evaluate information from text and digital sources using-
● Graphic organizers
● Note-taking
 	
7. Define, explore and compare/contrast genres -
● Biography
● Autobiography
● Historical Fiction
 	
8. Identify primary and secondary sources
	How are periodicals used to answer questions?
	● I can answer questions about an article in a periodical with my teacher's support.
	
	What roles does nonfiction materials play in finding factual information?
	● I can recognize that nonfiction text gives factual information.
	
	Why do nonfiction resources (informational text) have to be evaluated for validity of information offered?
	● I can recognize that nonfiction resources (informational text) must be evaluated for validity of information offered.
	
	How is information from print similar/different to information found on the Internet?
	● I can compare ways that print is similar/different to information found on the Internet.
	
	What types of information can I find in different reference materials?
	● I can use various reference materials to locate information.
	
	What tools can I use to summarize, organize, and evaluate information from text and digital sources?
	● I can graphic organizers and note-taking skills to effectively use information that I collect.
	
	What are the characteristics of story genres – Biography, Autobiography and Historical Fiction?
	● I can identify, explain and compare/contrast the characteristics of biographies, autobiographies and historical fiction.
		PRINT RESOURCES
		
		BookwormfFor Kids (online Database of Print Trade Book Titles with ability to search by Genre, Grade, Level, etc.) http://www.bookworm4kids.com/
		
		Trade Books
		● Reference Books:
		  ✓ Dictionaries
		  ✓ Periodicals
		  ✓ Nonfiction books (Informational text)
		  ✓ Encyclopedias
		  ✓ Thesaurus
		  ✓ Atlas
		● Rookie Readers Biographies
		● *Who Was?* Series
		
		Professional Books
		● *Complete Library Skills, Grades K-2* by Sara Bierling (Editor)
		● *Stretchy Library Lessons: Library Skills* by Pat Miller
		● *Stretchy Library Lessons: More Library Skills* by Pat Miller
		
		DIGITAL RESOURCES
		
		EL Second Grade Modules: https://curriculum.eleducation.org/curriculum/ela/grade-2
		
		TN Electronic Library Kids Page: http://www.tel4u.org/
		
		Britannica School: http://school.eb.com/
		
		Encyclopedia Website: www.Encyclopedia.com
			I - INQUIRE
			● I.D.1 Continually seeking knowledge.
			● I.D.2 Engaging in sustained inquiry.
			● I.D.4 Using reflection to guide informed decisions
			
			II – INCLUDE
			● II.C.1 Engaging in informed conversation and active debate
			● II.D.1 Actively contributing to group discussions
			
			III - COLLABORATE
			● III.A.1 Demonstrating their desire to broaden and deepen understandings
			● III.A.2 Developing new understandings through engagement in a learning group
			● III.B.1 Using a variety of communication tools and resources
			● III.B.2 Establishing connections with other learners to build on their own prior knowledge and create new knowledge
			● III.D.1 Actively contributing to group discussions
			
			IV – CURATE
			● IV.A.2. Identifying possible sources of information
			● IV.A.3. Making critical choices about information sources to use
			● IV.B.1. Seeking a variety of sources
			● IV.B.2. Collecting information representing diverse perspectives
			● IV.B.3. Systematically questioning and assessing the validity and accuracy of information.
			● IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources
				READING LITERACY
				● 2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
				
				READING INFORMATION
				● 2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
				● 2.RI.IKI.8 Describe how reasons support specific points an author makes in a text
				● 2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic.
				● 2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
				● 2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.
				● 2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.
				
				SPEAKING & LISTENING
				● 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.
				
				WRITING
				● 2.W. RBPK.7 Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report.
				● 2.W. RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.

● This curriculum is flexible based on the needs and schedules of each school.

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9. Acknowledge and apply copyright and intellectual property right laws	**How is research conducted?**
	● I can select search terms to use in an internet search to find information on a given topic.
	● I can select search terms to use in an OPAC search to find sources on a given topic.
	● I can use nonfiction materials to find information on a research topic.
	● I can locate information about a given topic on the Internet.
	● I can answer questions about an article in a periodical written for elementary students.
	
	What are primary and secondary sources?
	● I can identify primary and secondary sources by their content and format.
	
	What is copyright and intellectual property right laws and how do they pertain to me?
	● I can understand my legal rights and responsibilities with respect to copyright with printed materials and technology use.
		Epic Books (Digital Library for Kids - access 35,000 of the best books, learning videos, quizzes & more) https://www.getepic.com/app/edu-signup/more
		
		Biography for Kids Website: http://www.ducksters.com/biography/
		
		Biographies vs. Autobiography PowerPoint: https://www.slideshare.net/ebrand21/biographies-vs-autobiographies
		
		Biography Website: https://www.biography.com/
		
		Digital Citizenship Lessons: https://www.commonsense.org/education/scope-and-sequence
		
		Digital Learning Lessons and Videos: http://isafe.org/
		
		World Book Student Website: http://www.worldbookonline.com/student/home
		
		Internet Reference Sources Website: http://www.americaslibrary.gov/aa/index.php
		
		LITERARY EVENTS
		● 100th Day of School (January)
		● Martin Luther King Jr. Day (January)
		● Multicultural Children's Book Day (January)
		● African American History Month (February)
		● World Read Aloud Day (February)
		● National Reading Awareness Month (March)
		● Read Across America Day (March)
			● IV.D.2 Integrating and depicting in a conceptual knowledge network their understanding gained from resources
			
			V – EXPLORE
			● V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.
			● V.A.2. Reflecting and questioning assumptions and possible misconceptions
			● V.A.3. Engaging in inquiry-based
			● processes for personal growth
			● V.B.1. Problem solving through cycles of design, implementation, and reflection
			
			VI - ENGAGE
			● VI.A.2. Responsibly applying information, technology, and media to learning
			● VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need
			● VI.B.1. Ethically using and reproducing others' work
			● VI.B.2. Acknowledging authorship and demonstrating respect for the intellectual property of other
			● VI.B.3. Including elements in personal-knowledge products that allow others to credit content appropriately
			● VI.D.2. Reflecting on the process of ethical generation of knowledge
			● VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors
				FOUNDATIONAL
				● 2 FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
				  ○ e. Consult reference materials, including beginning dictionaries, to check and correct spelling.
				  ○ f. Print legibly in manuscript
				● 2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
				  ○ i. Use sentence-level context as a clue to the meaning of a word or phrase.

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