

21st CENTURY

Second Grade Library Media Programs and Information Literacy

The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools.

All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology, and objectives.

Standard 1: Information Literacy (LM.S.1)

Students will become information literate by

- accessing information efficiently and effectively;
- evaluating information critically and competently;
- using information accurately and creatively.

Information Literacy Objectives

Students will:

LM.2.1.1 identify and use parts of book (e.g. title page, table of contents, glossary, and index).

LM.2.1.2 identify and use print, non-print and electronic resources (e.g. books, newspapers, magazines, dictionaries, encyclopedias, CD-ROMs and the Internet).

LM.2.1.3 alphabetize to the second letter and use simple guide words in a dictionary.

Performance Descriptors (LM.PD.2.1)

▪ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Information Literacy. The student automatically identifies and applies the different parts of books in print, non-print, and electronic resources. He/she demonstrates a complete knowledge of alphabetical order and use of simple guide words.

▪ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Information Literacy. The student consistently identifies and applies the different parts of books in print, non-print, and electronic resources. He/she consistently applies alphabetical order to the second letter and the use of simple guide words.

▪ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Information Literacy. The student identifies and uses parts of books in print, non-print, and electronic resources. He/she generally applies alphabetical order to the second letter and the use of simple guide words.

▪ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Information Literacy. The student has limited understanding of book parts and their use in print, non-print and electronic resources. With prompts he/she applies alphabetical order to the second letter and the use of simple guide words.

▪ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Information Literacy. Performance needs considerable development. The student seldom identifies or uses parts of books and their use in print, non-print, and electronic resources. He/she shows limited knowledge of alphabetical order and the use of simple guide words.

Standard 2: Independent Learning (LM.S.2)

Students will become independent learners by

- being information literate and pursuing information related to personal interest;
- appreciating literature and other creative expressions of information;
- striving for excellence in information seeking and knowledge generation.

Independent Learning Objectives

Students will:

LM.2.2.1 discuss the school library media center (LMC) arrangement and procedures.

LM.2.2.2 find appropriate fiction and nonfiction materials.

LM.2.2.3 recognize the automated or print catalog and its use to locate books.

LM.2.2.4 demonstrate good library citizenship including rules of behavior and proper use and treatment of print materials and electronic resources.

LM.2.2.5 apply story elements (e.g. setting, plot, characters and theme), make simple predictions and interpret meaning from literature and how it relates to his/her experience.

LM 2.2.6 state why an author or topic is of personal interest.

LM.2.2.7 classify a variety of classic and contemporary literature from different genres (e.g. folklore, fairy tales, tall tales, legends, poetry, fiction, and nonfiction).

LM.2.2.8 recognize author's purpose for writing stories (e.g. entertainment, information).

LM.2.2.9 choose and read a variety of literature including award-winning selections (e.g. Caldecott Award).

Performance Descriptors (LM.PD.2.2)

▪ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Independent Learning. The student demonstrates an extensive knowledge of the arrangement of the LMC to access materials. He/she exhibits good library citizenship. The student differentiates, categorizes and reads a variety of genres from classic and contemporary literature.

▪ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Independent Learning. The student demonstrates an expanded knowledge of the arrangement of the LMC to access materials. He/she explains good library citizenship. The student locates and reads a variety of literary genres from classic and contemporary literature.

▪ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Independent Learning. The student demonstrates a basic knowledge of the arrangement of the LMC to access materials. The student explains the arrangement of the LMC and the card catalog/OPAC. He/she demonstrates good library citizenship. The student categorizes, recognizes and reads a variety of genres from classic and contemporary literature.

▪ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Independent Learning. The student shows sufficient knowledge of the arrangement of the LMC and the card catalog/OPAC. He/she discusses good library citizenship. The student recognizes and reads a variety of genres from classic and contemporary literature.

▪ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Independent Learning. Performance needs considerable development. The student shows a limited knowledge of the arrangement of the LMC and card catalog/OPAC. He/she rarely demonstrates good library citizenship. With assistance, he/she recognizes and reads a variety of literary genres.

Standard 3: Social Responsibility (LM.S.3)

Students will develop social responsibility and contribute positively to the learning community and society by

- being information literate and recognizing the importance of information to a democratic society;
- practicing ethical behavior in regard to information and information technology;
- participating effectively in groups to pursue and generate information.

Social Responsibility Objectives

Students will:

LM.2.3.1 discuss situations or conditions where information is controlled or limited.

LM.2.3.2 recognize ethical policies in the use of information (e.g. Internet use and copyright issues).

LM.2.3.3 develop positive attitudes toward the social and ethical responsibilities (e.g., differentiating between copying and retelling in their own words).

LM.2.3.4 share information and ideas with others through individual responsibilities and work groups.

Performance Descriptors (LM.PD.2.3)

▪ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Social Responsibility. The student explains examples of the importance of free and open access to information. He/she automatically explains and models correct use of copyrighted materials. The student leads others to create and present information through a media product. He/she independently demonstrates the ability to summarize information into his own words and takes ownership of it.

▪ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Social Responsibility. The student demonstrates knowledge to determine when information can be limited and the reasons why. He/she recognizes the correct use of copyrighted materials. The student assists others to create and present information in both group and individual projects.

▪ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Social Responsibility. The student explains when information can be limited and the reasons why. He/she is aware of ethical policies in the use of information. The student shares information individually or within a group situation.

▪ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Social Responsibility. The student shows evidence of understanding why information can be limited. He/she applies, with prompts, the ethical use of information. The student makes limited or brief contributions in creating and presenting information individually or in a group situation.

▪ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills characterized by fragmented and incomplete performance in Social Responsibility. Performance needs considerable development. The student makes infrequent or inappropriate contributions to a finished group project.