The Williamsville Central School District Library Curriculum is a combination of the New York State Common Core Standards for ELA and the American Association of School Librarians (AASL) Standards for the 21st Century Learner.

**Information literacy** has progressed from the simple definition of using reference resources to find information:

* Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century.
* The amount of information available to our learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively.
* Learning is enhanced by opportunities to share and learn with others.
* Students need to develop skills in sharing knowledge and learning with others, both in face-to-face situations and through technology.
* School librarians collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed in the 21st century.

The following is a brief description of the curriculum for **Second Grade**:

1. Library Citizenship:

* Respecting others
* Rules for discussion
* Responsibility and care of books

1. Library Terms:

* Understand differences between Fictional and Informational text

1. Conventions of Standard English:

* Identify multiple-meaning words based on background knowledge and context clues
* Be able to give an opinion
* Be able to consult a dictionary or reference book
* Make inferences

1. Key Ideas & Details:

* Read, view and listen for information in order to ask and answer questions
* Identify main characters, main idea, key details and point of view
* Tell how characters respond to a major event
* Identify supporting ideas
* Be able to make connections between two individuals, events, ideas or pieces of information
* Know how to retell stories
* Determine central message or moral in fables and folktales from diverse cultures

1. Craft & Structure:

* Identify parts of a book
* Name the author and illustrator
* Sequencing
* Identify headings, Table of Contents, Glossary and captions
* Respond to poetry; identify alliteration, rhyme and repeated lines in a story or poem
* Use speaking skills to describe the introduction and conclusion of a story

1. Integration of Knowledge and Ideas:

* Use images to contribute to and clarify a text
* Use key details to support the author’s intent
* Compare and contrast two texts on the same topic
* Compare and contrast two versions of the same story (e.g. Cinderella)

1. Research Skills:

* Use the writing process to create products that express new understanding
* Give an opinion based on facts or evidence
* Choose a topic and supply facts about the topic
* Introduce a topic and provide a concluding statement
* Participate in shared research
* Create a Works Cited list and understand copyright

1. Range of Reading:

* Read for pleasure and personal growth
* Make connections with own self, the world and previous readings

| **Declarative Knowledge**  ***Students will know and understand….*** | **Procedural Knowledge**  ***Students will be able to…*** | **Key Vocabulary** |
| --- | --- | --- |
| **LIBRARY CITIZENSHIP:**  CC.2.SL.1.a  Comprehension & Collaboration: Students will understand rules for discussions (e.g. listening to others, taking turns speaking). | Respect the differing interests and experiences of others. Students will show responsibility toward care of books and general use of library. Students will participate within an intellectual network of learners. | citizenship  respect  responsibility  cooperation |
| **LIBRARY CITIZENSHIP:**  CC.2.SL.3  Comprehension & Collaboration: Students will understand when it is appropriate to seek help, get information or clarify something that is not understood. | Know it is appropriate to ask for help in finding materials. Students will demonstrate patience/independence in self-selection. | patient/patience  independent/independence  emergency |
| **CONVENTIONS OF STANDARD ENGLISH:**  CC.2.R.L.1  Students will understand question words (interrogatives) (e.g. who, what, where, when, why). | Identify the 5 W’s in a literary text. | who  what  when  where  why |
| **CONVENTIONS OF STANDARD ENGLISH:**  CC.2.R.F.4a  Students will choose grade-level text with purpose and understanding. | Read, view and listen for information presented in any format in order to make inferences and gather meaning. Write, draw, give an opinion or information. | opinion  information  inferences |
| **CONVENTIONS OF STANDARD ENGLISH:**  CC.2.L.2e / CC.2.L.4e  Students will know how to consult reference materials (e.g. beginning dictionary and Glossary). | Consult reference materials as needed. | Reference  Dictionary  Glossary |
| **KEY IDEAS & DETAILS**  AASL 1.1.7  Students will understand and make sense of information gathered from diverse sources by identifying main and supporting ideas and point of view. | Identify main and supporting ideas and point of view in a text. | main idea  supporting idea  point of view. |
| **KEY IDEAS & DETAILS**  CC.2.R.L.2 / CC.2.SL.2  Students will know how to recount stories, including fables and folktales, from diverse cultures and determine their central message, lesson or moral. | Use writing and speaking skills to respond to literature (e.g. fables and folktales from diverse cultures). Students will determine the central message, lesson or moral. Make connections: T/S and T/W and previous reading. | fable  folktale  culture  moral/message |
| **KEY IDEAS & DETAILS**  CC.2.R.L.3  Students will know how characters in a story respond to major events and challenges. | Describe in various formats (e.g. speaking, writing, drawing, dramatics) how characters in a story respond to major events and challenges. | challenge  event |
| **CRAFT & STRUCTURE**  CC.2.R.L.4  Students will understand rhythm, alliteration and rhyme. | Describe how words and phrases (e.g. regular beats, alliteration, rhyme, repeated lines) create meaning in a story, poem or song. | rhythm  alliteration  rhyme |
| **CRAFT & STRUCTURE**  CC.2.R.L.5  Students will know the overall structure of a story, describing the introduction and conclusion of the story. | Describe how the beginning introduces the story and the ending concludes the action. | introduction/beginning  conclusion/ending |
| **CRAFT & STRUCTURE**  CC.2.R.L.6  Students will know how to acknowledge differences in characters by speaking in a different voice for each character when reading dialogue aloud. | Use speaking skills (e.g. dramatization, Reader’s Theater) to communicate new understandings effectively. | voice/vocals  drama  Reader’s Theater |
| **CRAFT & STRUCTURE**  CC.2.SL.5  Students will know and use various text features to locate key facts or information in a text. | Use text features (e.g. captions, bold print, subheadings, glossaries, indexes) to locate key facts. | captions  bold print  subheading  Glossary  Index |
| **INTEGRATION OF KNOWLEDGE**  CC.2.R.I.7  Students will understand how images contribute to and clarify a text. | Use images to contribute to and clarify a text. | image/ illustration |
| **INTEGRATION OF KNOWLEDGE**  CC.2.R.I.8  Students will know how to find the key details that support the author’s intent in a specific text. | Use strategies (e.g. predictions, illustrations, etc.) to find key details in a text in order to support the author’s intent. | key details  author’s intent/purpose |
| **INTEGRATION OF KNOWLEDGE**  CC.2.R.I.9  Students will understand how to compare and contrast the most important points presented by two informational texts on the same topic. | Find the most important points presented in two informational texts on the same topic. Students will then compare and contrast them. | informational text  compare  contrast |
| **INTEGRATION OF KNOWLEDGE**  CC.2.R.L.9  Students will know how to compare and contrast two versions of the same fictional story (e.g. Cinderella stories) by different authors or from different cultures. | Compare and contrast two or more versions of the same story in various formats. | fiction  folktale  \*vocabulary according to text |
| **RESEARCH**  CC.2.SL.3 / AASL 1.1.7 / AASL 1.4.4  Comprehension & Collaboration  Students will know how to make sense of information gathered from diverse sources. | Identify main and supporting ideas, conflicting information and point of view/bias. Students will seek appropriate help when needed. | main idea  supporting idea  conflict  point of view / bias |
| **RESEARCH**  CC.2.SL.4 / CC.2.SL.5 / AASL 2.1.6  Students will know how to use the writing process, speaking skills, media and visual literacy and/or technology skills to create products that express new understanding. | Tell or recount a story/ create audio recording/ add drawing or other visual displays to clarify ideas, thoughts and feelings. | writing process  speaking skills  audio/visual recordings |
| **RESEARCH**  CC.2.W.1  Text Types & Purposes  Students will understand what an opinion piece is based on a literary text. Students will know how to support an opinion. | Write or state an opinion about a topic or book using linking words (e.g. because, also). | opinion  linking words |
| **RESEARCH**  CC.2.W.2  Text Types & Purposes  Students will know how to write informative/explanatory text. | Introduce a topic, provide facts and provide a concluding statement. | informative text  fact |
| **RESEARCH**  CC.2.W.7 / AASL 2.1.5  Research to Build & Present Knowledge  Students will know how to exchange ideas, develop new understandings, make decisions and solve problems through collaboration and teamwork. | Participate in shared research and writing projects. | collaboration  teamwork |
| **RESEARCH**  CC.2.W.8  Research to Build & Present Knowledge  Students will know how to gather information from provided sources and create a list of those sources. | Gather facts from provided sources. Students will create a list of sources, including title and author. | copyright ©  source |
| **RANGE OF READING**  CC.2.R.I.10 / CC.2.R.L.10  By the end of the year, students will know to read and select informational text (e.g. history, science) and literature (e.g. stories, drama, poetry) with scaffolding as needed. | Read, widely and fluently, for pleasure and personal growth. Be able to make connections with own self, the world and previous reading. | T/T (text to text)  T/S (text to self)  T/W (text to world) |

**Appendix – Grade 2**

|  |  |
| --- | --- |
| Common Core Standards – ELA | AASL Standards |
| CC.2.L.2.e Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings | 1.1.4 Find, evaluate, and select appropriate sources to answer questions. |
| CC.2.L.4.e Vocabulary Acquisition and Use: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | 1.1.4 Find, evaluate, and select appropriate sources to answer questions. |
| CC.2.R.F.4.a Read grade-level text with purpose and understanding. | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. |
|  | 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
| CC.2.R.I.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. |
| CC.2.R.I.8 Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text. | 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. |
| CC.2.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic. | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. |
| CC.2.R.I.10 Range of Reading and Level of Text Complexity: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. |
| CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | 1.1.3 Develop and refine a range of questions to frame search for new understanding.  1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |
| CC.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | 3.1.3 Use writing and speaking skills to communicate new understandings effectively.  4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.  4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges. | 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.2.R.L.4 Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.2.R.L.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.2.R.L.6 Craft and Structure: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | 3.1.3 Use writing and speaking skills to communicate new understandings effectively. |
| CC.2.R.L.9 Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.2.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 4.1.1 Read, view, and listen for pleasure and personal growth.  4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.  4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.2.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | 1.3.4 Contribute to the exchange of ideas within the learning community.  2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.  3.1.2 Participate and collaborate as members of a social and intellectual network of learners.  3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.  3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints. |
| CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary.  1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.  2.4.1 Determine how to act on information (accept, reject, modify). |
| CC.2.SL.3 Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | 1.1.3 Develop and refine a range of questions to frame search for new understanding.  1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  1.4.4 Seek appropriate help when needed.  2.4.1 Determine how to act on information (accept, reject, modify). |
| CC.2.SL.4 Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. |
| CC.2.SL.5 Presentation of Knowledge and Ideas: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.  4.1.8 Use creative and artistic formats to express personal learning. |
| CC.2.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.  2.2.4 Demonstrate personal productivity by completing products to express learning.  4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. |
| CC.2.W.2 Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.  2.2.4 Demonstrate personal productivity by completing products to express learning.  3.1.3 Use writing and speaking skills to communicate new understandings effectively. |
| CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  1.1.9 Collaborate with others to broaden and deepen understanding.  2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.  3.1.2 Participate and collaborate as members of a social and intellectual network of learners.  3.2.3 Demonstrate teamwork by working productively with others. |
| CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question. | 1.1.2 Use prior and background knowledge as context for new learning.  1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.  2.3.1 Connect understanding to the real world. |