Illinois Standards-Aligned Instruction for Libraries • 2015

I ⛵ SAIL

Aligned with Illinois Common Core Standards,
Next Generation Science Standards,
AASL Standards for the 21st Century Learner,
and Guided by the ISTE Standards

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The Illinois School Library Media Association (ISLMA) would like to express its appreciation to the following persons for assisting with the design and development of this project:

ISLMA Standards Committee consisting of:

2015: Holly Pantle, Chair; Laura Winters, Board Representative; Rebecca Swanson, Becky Robinson, Jennifer Campbell, Angie Green, Pat Salvatini, Dan Heaver, Nancy Wadin, Emily Pickell.

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2008: Becky Robinson, Chair;
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Purpose

To empower, educate, and encourage school library information specialists to plan strategically with other teachers to incorporate information literacy skills in lessons and thereby provide college and career readiness for students.

Vision

The vision of the ISLMA Standards Committee is that this framework will be used to aid in demonstrating the cross-curricular value of school libraries. If used properly, this framework, along with collaboration of other classroom teachers, will provide the data many administrators use for making decisions.

History

Annually, the Alliance Library System consulting staff (now part of RAILS-Reaching Across Illinois Library System) conducted site visits at each of its member libraries. In 2007, the staff a need for an information literacy or library skills curriculum aligned with the Illinois Learning Standards and the new American Association for School Librarians (AASL) standards. In January 2008, a focus group researched sample curricula and drafted the format of the final tool. In August 2008, the Alliance Library System staff, with the help of member librarians, published the first version in CD format and as an online wiki. In October 2008, the framework was presented to the Illinois School Library Media Association (ISLMA) for adoption as a statewide model. The 2011 revision occurred as a response to the adoption of the Illinois Common Core Standards in English and Math. In 2015 another revision occurred in response to the Next Generation Science Standards. The I-SAIL document will continue to be revised as needed to maintain its currency and usefulness.

I-SAIL Standards

Standard 1: Access information efficiently and effectively to inquire, think critically, and gain knowledge

- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

Standard 2: Evaluate information critically and competently

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

Standard 3: Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society

- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Use problem-solving techniques to devise strategies for improving process or product
- Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

Standard 4: Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

Standard 5: Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

2nd GRADE

Standard 1	LIBRARY BENCHMARKS
Access information efficiently and effectively to inquire, think critically, and gain knowledge	A. **Locate parts of a book** B. **Understand basic organizational pattern of library**
	LIBRARY OBJECTIVES
• Recognize the need for information • Formulate questions based on information needs • Identify various potential sources of information • Develop and use successful strategies for locating information • Seek information from diverse sources	1. **Define difference between fiction and nonfiction** 2. **Recognize call number and begin to understand grouping of materials by call number** 3. **Locate and select chapter books and nonfiction**

English/Language Arts Strand Code: RL=Reading Literature; RI=Reading Informational Text; RF=Reading Foundational Skills; W=Writing; SL=Speaking and Listening; L=Language; RH=Reading in History/Social Studies; RST=Reading in Science and Technical Subjects; WHST=Writing in History/Social Studies, Science, and Technical Subjects; CC=Common Core
Math Standards Code: OA=Operations and Algebraic Thinking; NBT=Number and Operations in Base 10; MD=Measurements and Data; G=Geometry; NF=Number and Operations-Fractions; RP=Rations and Proportional Relationships; NS=Number System; EE=Expressions and Equations; SP=Statistics and Probability; A=Algebra

COMMON CORE STANDARDS	NGSS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
Reading Literature *Key Ideas and Details* CC.2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. CC.2.RL.3 Describe how characters in a story respond to major events and challenges. *Craft and Structure* CC.2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. *Integration of Knowledge and Ideas* CC.2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. CC.2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. *Range of Reading and Level of Text Complexity* CC.2.RL.10 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.	**Physical Science** *Matter and Its Interactions* 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. **Life Science** *Matter and Its Interactions* 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow. **Earth Science** *Earth's Place in the Universe* 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. *Earth's Systems* 2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid. **Engineering, Technology, and Applications of Science** *Engineering Design* K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to	1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 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. 1.1.9 Collaborate with others to broaden and deepen understanding. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 1.2.3 Demonstrate creativity by using multiple resources and formats.	**3. Research and Information Fluency** Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

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Reading Informational Text
Key Ideas and Details
CC.2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

CC.2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure
CC.2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

CC.2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CC.2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas
CC.2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CC.2.RI.8 Describe how reasons support specific points the author makes in a text.

CC.2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity
CC.2.RI.10 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

define a simple problem that can be solved through the development of a new or improved object or tool.

1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.

1.3.4 Contribute to the exchange of ideas within the learning community.

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.

1.4.4 Seek appropriate help when it is needed.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.3.1 Connect understanding to the real world.

2.4.1 Determine how to act on information (accept, reject, modify)

3.1.2 Participate and collaborate as members of a social and

high end of the range.

Reading Foundational Skills
Fluency
CC.2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
CC.2.RF.4.a Read on-level text with purpose and understanding.

Writing
Research to Build and Present Knowledge
CC.2.W.7 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).
CC.2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening
Comprehension and Collaboration
CC.2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CC.2.SL.1.a 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).
CC.2.SL.1.b Build on others' talk in conversations by linking their comments to the remarks of others.
CC.2.SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.
CC.2.SL.2 Recount or describe key ideas or details from a text read aloud or information

intellectual network of learners.
3.1.3 Use writing and speaking skills to communicate new understandings effectively.
3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
3.2.3 Demonstrate teamwork by working productively with others
3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.

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.

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presented orally or through other media.
CC.2.SL.3 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.

Language
Conventions of Standard English
CC.2.L.2.e Consult reference materials, including
    beginning dictionaries, as needed to check
    and correct spellings
Knowledge of Language
CC.2.L.3 Use knowledge of language and its
    conventions when writing, speaking, reading,
    or listening.
Vocabulary Acquisition and Use
CC.2.L.4 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.
CC.2.L.4.e Use glossaries and beginning
    dictionaries, both print and digital, to
    determine or clarify the meaning of words and
    phrases.

Measurements and Data
CC.2.MD.10 Represent and interpret data. Draw a
    picture graph and a bar graph (with single-unit
    scale) to represent a data set with up to four
    categories. Solve simple put-together, take-
    apart, and compare problems using
    information presented in a bar graph.

2nd GRADE

Standard 2	LIBRARY BENCHMARKS
Evaluate information critically and competently • Determine accuracy, relevance, and comprehensiveness of information • Distinguish among fact, point of view, and opinion • Identify inaccurate and misleading information • Select information appropriate to the problem or question	A. Learn the difference between fact and fiction B. Select books appropriate to interest C. Answer questions with appropriate resources **LIBRARY OBJECTIVES** 1. Identify the appropriate use of reference materials (e.g., print and/or nonprint encyclopedia, atlas, nonfiction book) to extract information 2. Organize information into different forms 3. Draw a conclusion about the main idea 4. Choose appropriate information for individual and collaborative projects

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COMMON CORE STANDARDS	NGSS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
Reading Literature *Key Ideas and Details* CC.2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. CC.2.RL.3 Describe how characters in a story respond to major events and challenges. *Craft and Structure* CC.2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. CC.2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. *Integration of Knowledge and Ideas* CC.2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. CC.2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. *Range of Reading and Level of Text Complexity* CC.2.RL.10 By the end of the year, read and comprehend literature, including prose and	**Physical Science** *Matter and Its Interactions* 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. **Life Science** *Matter and Its Interactions* 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow. **Earth Science** *Earth's Place in the Universe* 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. *Earth's Systems* 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. **Engineering, Technology, and**	1.1.2 Use prior and background knowledge as context for new learning. 1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 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. 1.1.9 Collaborate with others to broaden and deepen understanding. 1.3.4 Contribute to the exchange of ideas within the learning community 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	**1. Creativity and Innovation** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: b. create original works as a means of personal or group expression. **2. Communication and Collaboration** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. d. contribute to project teams to produce original works or solve problems. **3. Research and Information Fluency**

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poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text
Key Ideas and Details
CC.2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

CC.2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure
CC.2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

CC.2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CC.2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas
CC.2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CC.2.RI.8 Describe how reasons support specific points the author makes in a text.

CC.2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity
CC.2.RI.10 By the end of year, read and

Applications of Science
Engineering Design
K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

process.

1.4.4 Seek appropriate help when needed.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing

Students apply digital tools to gather, evaluate, and use information. Students:
a. plan strategies to guide inquiry.
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
c. collect and analyze data to identify solutions and/or make informed decisions.
d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit a positive attitude toward using technology that supports collaboration, learning, 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.

Reading Foundational Skills
Fluency
CC.2.RF.4.a Read on-level text with purpose and understanding.

Writing
Production and Distribution of Writing
CC.2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge
CC.2.W.7 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).
CC.2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening
Comprehension and Collaboration
CC.2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CC.2.SL.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with

conclusions.
2.4.1 Determine how to act on information (accept, reject, modify).
2.4.4 Develop directions for future investigations.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
3.1.3 Use writing and speaking skills to communicate new understandings effectively.
3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
3.2.3 Demonstrate teamwork by working productively with others.
3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.
3.4.1 Access the process by which learning was achieved in order to revise strategies and learn more effectively in the future

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.
4.1.8 Use creative and artistic formats to express personal

productivity.

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
a. understand and use technology systems.

care, speaking one at a time about the
topics and texts under discussion).
CC.2.SL.1.b Build on others' talk in
conversations by linking their comments to
the remarks of others.
CC.2.SL.1.c Ask for clarification and further
explanation as needed about the topics and
texts under discussion.
CC.2.SL.2 Recount or describe key ideas or
details from a text read aloud or information
presented orally or through other media.
CC.2.SL.3 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.
Presentation of Knowledge and Ideas
CC.2.SL.4 Tell a story or recount an experience
with appropriate facts and relevant,
descriptive details, speaking audibly in
coherent sentences.
CC.2.SL.5 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.

Language
Conventions of Standard English
CC.2.L.2.e Consult reference materials,
including beginning dictionaries, as needed
to check and correct spellings
Knowledge of Language
CC.2.L.3 Use knowledge of language and its
conventions when writing, speaking,
reading, or listening.
Vocabulary Acquisition and Use
CC.2.L.4.e Use glossaries and beginning
dictionaries, both print and digital, to
determine or clarify the meaning of words
and phrases.

learning.

2nd GRADE

Standard 3	LIBRARY BENCHMARKS
Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society • Organize information for practical application • Integrate new information into own schema • Produce and communicate information and ideas in appropriate formats • Use problem-solving techniques to devise strategies for revising and improving process and product • Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)	A. Communicate results of information search in format appropriate for content B. Recognize ownership of written and illustrated material C. Observe Internet guidelines and protocols as defined in the district's policies **LIBRARY OBJECTIVES** 1. With guidance, edit, save, and print original document using a word processor 2. Collaborate with other students to solve information problems 3. With guidance, organize information using such differentiated techniques as webbing, pictograms, KWLs, Y charts, story boarding 4. Present, perform, share, and evaluate the results of information searches in a new form 5. Recognize the need for citing sources, and record simple citations 6. Respect different points of view and opinions 7. Access preselected digital sources for information needs

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COMMON CORE STANDARDS	NGSS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
Reading Literature *Key Ideas and Details* CC.2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. *Craft and Structure* CC.2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. *Integration of Knowledge and Ideas* CC.2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. CC.2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. *Range of Reading and Level of Text Complexity* CC.2.RL.10 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. **Reading Informational Text** *Key Ideas and Details*	**Physical Science** *Matter and Its Interactions* 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. 2-PS1-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. 2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. **Ecosystems** *Interactions, Energy, and Dynamics* 2-LS2-3 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. **Earth Science** *Earth's Place in the Universe* 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	1.1.2 Use prior and background knowledge as context for new learning. 1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in 2.4.1 Determine how to act on information (accept, reject, modify). 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. 1.1.9 Collaborate with others to broaden and deepen understanding. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.3.4 Contribute to the exchange of ideas within the learning community. 1.4.1 Monitor own information seeking processes for effectiveness and progress,	**1. Creativity and Innovation** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: b. create original works as a means of personal or group expression. **2. Communication and Collaboration** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. d. contribute to project teams to produce original works or solve problems. **3. Research and Information Fluency** Students apply digital tools to

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CC.2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

CC.2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CC.2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

CC.2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CC.2.RI.8 Describe how reasons support specific points the author makes in a text.

CC.2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

CC.2.RI.10 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.

Reading Foundational Skills
Fluency
CC.2.RF.4.b Read on-level text orally with

Earth's Systems
2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Engineering, Technology, and Applications of Science
Engineering Design
K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

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and adapt as necessary.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.4 Seek appropriate help when needed.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3.1 Connect understanding to the real world.

2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4.1 Determine how to act on

gather, evaluate, and use information. Students:
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
b. plan and manage activities to develop a solution or complete a project.
c. collect and analyze data to identify solutions and/or make informed decisions.
d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
d. exhibit leadership for digital

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accuracy, appropriate rate, and expression.

Writing
Text Types and Purposes
CC.2.W.1 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.

CC.2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CC.2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing
CC.2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CC.2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge
CC.2.W.7 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).

CC.2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening
Comprehension and Collaboration

information (accept, reject, modify)

2.4.3 Recognize new knowledge and understanding.

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.5 Connect learning to community issues.

3.1.6 Use information and technology ethically and responsibly.

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3.1 Solicit and respect diverse perspectives while searching

citizenship.

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
a. understand and use technology systems.
b. select and use applications effectively and productively.
d. transfer current knowledge to learning of new technologies.

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CC.2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CC.2.SL.1.a 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).

CC.2.SL.1.b Build on others' talk in conversations by linking their comments to the remarks of others.

CC.2.SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.

CC.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CC.2.SL.3 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.

Presentation of Knowledge and Ideas

CC.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.2.SL.5 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.

Language
Conventions of Standard English

CC.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.2.L.2.e Consult reference materials, including beginning dictionaries, as needed to check

for information, collaborating with others, and participating as a member of the community.

3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

3.3.4 Create products that apply to authentic, real-world contexts.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

3.3.6 Use information and knowledge in the service of democratic values.

3.4.2 Assess the quality and effectiveness of the learning product.

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

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.

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and correct spellings

Knowledge of Language

CC.2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Measurements and Data

CC.2.MD.9 Represent and interpret data. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

CC.2.MD.10 Represent and interpret data. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

4.1.8 Use creative and artistic formats to express personal learning.

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction

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2nd GRADE

Standard 4

Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

LIBRARY BENCHMARKS

A. Use both text and visuals to understand literature
B. Select a "Just Right" book independently for personal reading
C. Identify several different types and elements of literature
D. Begin to understand information presented creatively in nontextual formats
E. Seek information related to personal interests
F. Select resources and materials based on interest, need, and appropriateness

LIBRARY OBJECTIVES

1. Select a "Just Right" book during literature selection
2. Listen to or read various traditional folklore
3. Read or listen to various types of fiction (realistic fiction, historical fiction, fantasy, science fiction)
4. Read or listen to nonfiction (biography, information books, poetry)
5. Identify various literary elements
6. Participate in response to literature through various oral, written, and artistic means
7. Engage in a study of an author's and/or illustrator's body of work
8. Develop appreciation of award-winning literature
9. Read in various formats (magazines, books, nonprint, electronic resources, newspapers)
10. Read for pleasure and to find answers to questions
11. Use libraries, library staff, and library resources

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COMMON CORE STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS

Reading Literature
Key Ideas and Details
CC.2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CC.2.RL.3 Describe how characters in a story respond to major events and challenges.
Craft and Structure
CC.2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CC.2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas
CC.2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CC.2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity
CC.2.RL.10 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.

Reading Informational Text
Key Ideas and Details

1.1.2 Use prior and background knowledge as context for new learning.
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.
1.1.9 Collaborate with others to broaden and deepen understanding.
1.3.4 Contribute to the exchange of ideas within the learning community.
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.
1.4.4 Seek appropriate help when needed.

2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new

1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
c. use models and simulations to explore complex systems and issues.

2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students:
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

4. Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

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CC.2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

CC.2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

CC.2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CC.2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

CC.2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CC.2.RI.8 Describe how reasons support specific points the author makes in a text.

CC.2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

CC.2.RI.10 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.

Reading Foundational Skills

Fluency

CC.2.RF.4 Read with sufficient accuracy and fluency to support comprehension.

CC.2.RF.4.a Read on-level text with purpose and understanding.

CC.2.RF.4.b Read on-level text orally with accuracy, appropriate rate, and expression.

Writing

Text Types and Purposes

understandings, draw conclusions, and create new knowledge.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3.1 Connect understanding to the real world

2.4.1 Determine how to act on information (accept, reject, modify)

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

c. collect and analyze data to identify solutions and/or make informed decisions.

d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. demonstrate personal responsibility for lifelong learning.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

b. select and use applications effectively and productively.

d. transfer current knowledge to learning of new technologies.

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CC.2.W.1 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.

CC.2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CC.2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

CC.2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

CC.2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening
Comprehension and Collaboration

CC.2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CC.2.SL.1.a 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).

CC.2.SL.1.b Build on others' talk in conversations by linking their comments to the remarks of others.

CC.2.SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.

CC.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CC.2.SL.3 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.

Presentation of Knowledge and Ideas

CC.2.SL.5 Create audio recordings of stories or poems; add drawings

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others

3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.

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.

4.1.4 Seek information for personal learning in a variety of formats and genres.

4.1.5 Connect ideas to own interests and previous knowledge and experience.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

4.1.8 Use creative and artistic formats to express personal learning.

4.2.1 Display curiosity by pursuing interests through multiple resources.

4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

4.2.3 Maintain openness to new ideas by considering divergent opinions,

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or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language
Knowledge of Language
CC.2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3.2 Recognize that resources are created for a variety of purposes.

4.3.3 Seek opportunities for pursuing personal and aesthetic growth.

4.4.1 Identify own areas of interest.

4.4.2 Recognize the limits of own personal knowledge.

4.4.3 Recognize how to focus the efforts in personal learning.

4.4.4 Interpret new information based on cultural and social context.

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

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2nd GRADE

Standard 5

Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

LIBRARY BENCHMARKS

A. Understand personal and public information
B. Recognize the need for adult supervision
C. Use electronic devices safely and appropriately

LIBRARY OBJECTIVES

1. Identify difference between personal and public information and when it is appropriate to share this information
2. Use the Internet to visit appropriate websites with adult supervision or guidance
3. Practice good manners online, recognizing that online communication is between actual people
4. Report uncomfortable situations to an adult
5. Distinguish between approved content and advertising content
6. Operate and maintain equipment as directed (power-on/off, clean hands, gentle use)

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COMMON CORE STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS

Reading Informational Text
Key Ideas and Details
CC.2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Craft and Structure
CC.2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
CC.2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Writing
Text Types and Purposes
CC.2.W.1 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.
CC.2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CC.2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing
CC.2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CC.2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge
CC.2.W.7 Participate in shared research and writing projects (e.g.,

1.1.4 Find, evaluate, and select appropriate sources to answer questions.
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.
1.1.9 Collaborate with others to broaden and deepen understanding.
1.3.4 Contribute to the exchange of ideas within the learning community
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.
1.4.4 Seek appropriate help when needed.

2.1.4 Use technology and other information tools to analyze and organize information.
2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
2.1.6 Use the writing process, media and visual literacy, and technology skills to

2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
c. develop cultural understanding and global awareness by engaging with learners of other cultures.

3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students:
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
c. collect and analyze data to identify solutions and/or make informed

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read a number of books on a single topic to produce a report; record science observations).

Speaking and Listening
Comprehension and Collaboration
CC.2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CC.2.SL.1.a 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).
CC.2.SL.1.b Build on others' talk in conversations by linking their comments to the remarks of others.
CC.2.SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.
CC.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.2.SL.3 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.
Presentation of Knowledge and Ideas
CC.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.2.SL.5 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.
CC.2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on page 26 for specific expectations.)

Language
Conventions of Standard English
CC.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

create products that express new understandings.
2.2.4 Demonstrate personal productivity by completing products to express learning.
2.4.1 Determine how to act on information (accept, reject, modify)

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
3.1.3 Use writing and speaking skills to communicate new understandings effectively.
3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
3.2.3 Demonstrate teamwork by working productively with others.
3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
4.1.8 Use creative and artistic formats to express personal learning.

decisions.

5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. demonstrate personal responsibility for lifelong learning.
d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
a. understand and use technology systems.
b. select and use applications effectively and productively.
c. troubleshoot systems and applications.
d. transfer current knowledge to learning of new technologies

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CC.2.L.2.a Capitalize holidays, product names, and geographic
       names.
CC.2.L.2.b Use commas in greetings and closings of letters.
CC.2.L.2.c Use an apostrophe to form contractions and frequently
       occurring possessives.
CC.2.L.2.e Consult reference materials, including beginning
       dictionaries, as needed to check and correct spellings