



## JC Schools 2nd Grade Library Media Yearly Standards

Overarching Standards		
<b>K-12.AASL.A-D</b> <b>A. Think-</b> Inquire, think critically, and gain knowledge <b>B. Create-</b> Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge <b>C. Share-</b> Share knowledge and participate ethically and productively as members of our democratic society <b>D. Grow-</b> Pursue personal and aesthetic growth		
Units	Priority Standards	Supporting Standards
<b>Unit 1</b>  <b>Library Skills</b> <b>Digital</b> <b>Citizenship</b>  Approximately Quarter 1	<b>K-2.LM.LO.02</b> Demonstrate proper book care  <b>K-5.LM.LO.01</b> Recognize, with assistance, that the library is organized in a way to help in the selection of materials.  <b>K-5.LM.LO.02</b> Find a quality book (5 finger rule, just right books, book awards, etc.)  <b>K-5.LM.LO.03</b> Gather information about a book by using its different parts (components of back and front cover, spine, barcode, call number, title page).  <b>K-12.ISTE.SS.DC.2a</b> Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	<b>2.R.1.A.b,d (Show Me Readers Award)</b> Develop and demonstrate reading skills in response to text by: b. asking and responding to relevant questions. d. retelling a story's beginning, middle, and end and determining their central message, lesson, or moral

<p><b>Unit 2</b></p> <p><b>Literacy</b></p> <p>Approximately Quarter 2</p>	<p><b>2.R.1.C.a,b</b> Determine the relevant connections between:</p> <ul style="list-style-type: none"> <li>a. text to text (text ideas including similarities and differences regarding information and relationships in fiction and nonfiction)</li> <li>b. text to world (text ideas regarding experiences in the world)</li> </ul> <p><b>2.R.3.B.a</b> Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> <li>a. explain why a text is fiction or nonfiction</li> </ul>	<p><b>2.R.1.A.b,d (Show Me Readers Award)</b> Develop and demonstrate reading skills in response to text by:</p> <ul style="list-style-type: none"> <li>b. asking and responding to relevant questions.</li> <li>d. retelling a story's beginning, middle, and end and determining their central message, lesson, or moral</li> </ul>
<p><b>Unit 3</b></p> <p><b>Research/ Inquiry Literacy Digital Citizenship</b></p> <p>Approximately Quarters 3 &amp; 4</p>	<p><b>2.R.4.A.a,b</b> Read to develop an understanding of media and its components by:</p> <ul style="list-style-type: none"> <li>a. explaining purposes of media.</li> <li>b. describing techniques used to create media messages.</li> </ul> <p><b>2.W.3.A.d</b> Apply research process to:</p> <ul style="list-style-type: none"> <li>d. gather evidence from available sources, literary and informational</li> </ul>	<p><b>2.R.1.A.b,d (Read Alouds)</b> Develop and demonstrate reading skills in response to text by:</p> <ul style="list-style-type: none"> <li>b. asking and responding to relevant questions.</li> <li>d. retelling a story's beginning, middle, and end and determining their central message, lesson, or moral</li> </ul> <p><b>2.R.4.A.c</b> Read to develop an understanding of media and its components by:</p> <ul style="list-style-type: none"> <li>c. identifying various written conventions for using digital media.</li> </ul>
<p><b>Unit 4</b></p> <p><b>Floating Unit</b></p> <p><b>Innovative Design</b></p> <p>Integrated within Other Units</p>	<p><b>K-12.ISTE.SS.ID</b> Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p>	<p><b>K-12.ISTE.SS.ID.4a</b> Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p> <p><b>K-12.ISTE.SS.ID.4b</b> Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>

		<p><b>K-12.ISTE.SS.ID.4c</b> Students develop, test and refine prototypes as part of a cyclical design process.</p> <p><b>K-12.ISTE.SS.ID.4d</b> Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.</p>
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