

**Title** – 2<sup>nd</sup> Grade Library Student Learning Objective

**Content Area** – Library

**Grade Level** – 2<sup>nd</sup>

**Students** – 54

**Interval of Instruction** – Year

Main Criteria	Element	Description
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**Essential Question:** What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?

<b>Priority of Content</b>	<b>Objective Statement</b>	Students will: 1) be able to differentiate between fiction, non-fiction, and reference books 2) be able to identify the basic parts of a book (title, author, table of contents, chapter, index, glossary) and 3) know and follow the proper procedures for library use.
	<b>Rationale</b>	In K and 1, as students are learning to read, our focus is on getting students to access and interact with a variety of texts in library class. In second grade, we want students to understand that the library is not just a place with a lot of books, but a place with a lot of different types of books, used for different purposes. While students in K and 1 may understand that the library has different sections, second graders should understand that books are organized in specific ways and there are proper procedures to follow in order to keep the library organized and our books in good condition.
	<b>Aligned Standards</b>	American Association of School Librarian Standards for 21 <sup>st</sup> Century Learners:  1.1.4 Find, evaluate, and select appropriate sources to answer questions. 4.1.4 Seek information for personal learning in a variety of formats and genres. 4.3.2 Recognize that resources are created for a variety of purposes. 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

**Essential Question:** Where are my students now (at the beginning of instruction) with respect to the objective?

	<b>Baseline Data / Information</b>	During the first three weeks of school, I conducted a baseline assessment with each of my students by asking them a series of oral questions to gauge their level of understanding of the three learning objectives identified in the Objective Statement. Based on their responses, I categorized students into two groups:  Group 1: 16 students with below grade 1 understanding of the content addressed in the Objective Statement  Group 2: 38 students with grade 1 understanding of the content addressed in Objective Statement
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**Essential Question:** Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?

<b>Rigor of Target</b>	<b>Target(s)</b>	All students in Groups 1 & 2 will demonstrate grade 2 understanding of the content addressed in the Objective Statement.
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	<p><b>Rationale for Target(s)</b></p>	<p>The majority of students (38/54 or approximately 70%) are entering the course with the expected foundational knowledge about different types of books, the parts of a book, and the proper procedures for using the library. Based on what I have accomplished with similar groups of students in the past, I expect that these students will meet the grade level expectations by the end of the year. For the group of students coming in with less robust foundational knowledge, I am confident that I can close the gap between them and their peers within the academic year. The baseline conference gave me information about what students know and don't know to be able to provide targeted support to the right students, in the right areas.</p>
<p><b>Quality of Evidence</b></p>	<p><b>Evidence Source(s)</b></p>	<p>I will collect evidence of students' knowledge and understanding through one-on-one student interviews, similar to the baseline assessment. In these interviews, I will ask oral questions about types of books, parts of books, and proper library use. I will also ask students to demonstrate their understanding by showing me different parts of the library, different parts of books, or explaining the procedure for checking out and/or returning a book, for example. I created the interview assessment and its scoring guide with the librarians from the other two elementary schools in the district.</p> <p>Interviews will be conducted during library class in the end of May and the beginning of June. I will grade the interview using a checklist for things that students can properly identify/describe, as well as a simple 3-point rubric for the performance tasks (Ex. "Show me how you check out a book.").</p> <p>Interviews will be scored using the checklist and 3-point rubric developed with the assessment. Students will pass the assessment (and be considered on grade level) if they are able to correctly answer/complete 90% of questions and tasks.</p>