

# SECOND GRADE DISCLOSURE STATEMENT

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**PHILOSOPHY:** The primary purpose of our Cosgriff library program is teach students to access, evaluate, and apply information. We want to encourage reading for information, enrichment, pleasure, and to aid students in making informed choices of consumers of media.

The following curriculum corresponds to the Utah State Office of Education Library Media Core Curriculum:

## **SECOND GRADE:**

- Identify different kinds of information, e.g., textual, pictorial, numerical
- Distinguish between broad and narrow topics, e.g., fish vs. trout, sports vs. football
- Identify important words that could be used as search terms
- List the steps needed to complete a task
- Identify general references, e.g., general encyclopedias, picture atlases, dictionaries, maps, globes, pictures, periodicals
- Identify general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials
- Identify community resources, e.g., libraries, museums, businesses, government agencies
- Recognize and use electronic resources, e.g., CD-ROM, Pioneer, the Internet, Fact Monster
- Select informational resources that are understandable, available, relevant, and current
- Explain that information is based on fact or opinion
- Identify information resources that show prejudice or stereotyping
- Select resources in a variety of formats
- Locate the school library media center, circulation desk, computer workstations, picture books, informational and fictional books, audiovisual materials, and periodicals
- Demonstrate knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, how to use shelf markers
- Locate picture books and fiction books in alphabetical order by author's last name and information books by the Dewey Decimal Classification number and other book spine information
- Access information within print resources, e.g., posters, illustrations in books, title pages, book jacket text, charts, graphs, table of contents, index, information boxes and side bars, captions, headings and subheadings
- Demonstrate knowledge of operational procedures for accessing information in electronic resources
- List appropriate interview techniques and prepare effective questions that relate to the topic
- Describe how headings and subheadings in texts are used to organize information
- Find the main idea in informational text
- Find information from illustrations, maps, and charts

- Explain how people can have expertise and be a source of information
- Select information that is understandable, available, and relevant to topics
- Record information, e.g., illustrations, notes
- Summarize information
- Record information sources in a simplified bibliographic citation format
- Organize and integrate information, e.g., using sequencing, webbing
- Create a first draft, gather feedback, and edit
- Use a variety of production technologies for sharing information, e.g., word processing, photographing, audio recording, drawing illustrations, creating multimedia computer presentations
- Describe how text conveys meaning through letters, words, sentences, and pages in a variety of books
- Locate and define the parts of a book, e.g., author and illustrator names, cover, spine, dust jacket, title, title page, endpapers, dedication page, text, table of contents, glossary index
- Identify the role of the author and illustrator
- Identify the elements of “story”, e.g., character, setting, plot
- Observe the techniques used by authors and illustrator to give definition to characters, e.g., verbal and visual descriptions, dialogue
- Retell the sequence and plot development of stories, i.e., beginning, middle, end
- Categorize the settings of stories as “real” or “make believe”
- Listen to and begin to read various types of literature, e.g., fables, poetry, realistic fiction, folktales, fairy tales, fantasy, drama
- Read informational works, e.g., science, art, “how-to” books, picture dictionaries, technology, sports and recreation, pets
- Listen to and begin to read quality literature, e.g., award books, classics, “notable” or “best” books, works of distinguished authors and illustrators
- Share ideas, concepts, and information after reading, e.g., ideas and information from favorite fictional characters and people from cultures past and present
- Develop empathy and perspective through interaction with a story’s characters or setting
- Discuss the meaning of media
- Identify and discuss a variety of media, e.g., television, books, newspapers, billboards, bumper stickers, radio, computer, clothing with messages
- Identify information and experiences gained through media, e.g., cultural and geographic insights
- Identify information gained through media that has potential to help develop creativity and values
- Give examples of works of print and non-print media that are created by and belong to an author, illustrator, or company
- Identify symbols of copyright and trademarks
- Recognize examples of advertising targeted at young viewers, e.g., advertisements for toys, games, cereal and snacks, clothing with logos

- Identify persuasive techniques in advertising, e.g., celebrity endorsement, jingles, slogans
- Identify media messages for ethics and values, e.g., “The Golden Rule”, sharing, kindness, honesty, respect, trust
- Compare print and non-print versions of a story and describe differences
- Compare the appearance and actions of the same character in two or more illustrated versions of the same folktale
- Recognize examples of stereotyping in media
- Compare the amount of time devoted to television, videos, and games with other activities, e.g., play, books, participation in sports
- Make wise media choices by consulting with parents and teachers
- Identify and select media materials to meet educational needs, e.g., presentations

**CLASSROOM DISCIPLINE POLICY:** In order for our library to be a safe and positive learning environment, the students are expected to be on task, to work quietly, and listen attentively at appropriate times. Positive reinforcement is emphasized to teach these behaviors.

**ESSENTIAL AGREEMENTS:**

- Follow directions the first time they are given
- Be respectful to oneself, to your neighbors, and to our library materials
- Raise your hand and wait for permission to speak

**CONSEQUENCES:**

- The first time you break one of the essential agreements, you will get a warning.
- If the undesired behavior persists, then the second time you are told to please stop, you will have to go to a time out chair and reflect upon your behavior.
- If the undesired behavior persists, then you will be sent back to the classroom unless the behavior warrants a referral sheet and then you will be sent to Mrs. Hunt with the referral sheet and your parents will be called.

**Second grade students are allowed to check out two library books for a period of 1 week. They are expected to return the library books the following week during library time. If a student loses a book, they will be expected to pay for the lost book and else buy an exact copy of the book to replace the one that they lost.**

**Please sign below stating that you have read the disclosure statement.**

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**(Parental signature)**

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**(Student signature)**