

**FOCUS LAL STUDENT OBJECTIVES FOR SCHOOL LIBRARIANS
GRADES K-2/UNIT I**

Informational Text & Research

Kindergarten		Grade 1		Grade 2	
<u>Objective</u>	<u>CCSS</u>	<u>Objective</u>	<u>CCSS</u>	<u>Objective</u>	<u>CCSS</u>
Draw and write by dictating an opinion piece about a favorite story, using letter-like forms and conventional letters.	W.K.1	Organize ideas and information for writing showing a progressing and chronological narrative recounting two events using temporal words and a closing sentence.	W 1.3; L.1.2.d	Participate in small groups following agreed-upon rules in order to explore grade two concepts addressed across the curriculum, recognizing aspects of discussion (e.g., respectful ways of listening, speaking one at a time, building on others' talk) and asking for clarification when necessary using familiar words and phrases.	SL.2.1.a,b,c; L.2.6
Name and describe familiar people, places or things and, with prompting and support, provide additional details.	SL.K.4	With guidance and support, listen to, discuss and compare published stories/texts written by various authors to answer a question.	W 1.8	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences and checking and correcting spelling using beginning dictionaries as needed.	W.2.5; L.2.1.f; L.2.2.e
Use question words, (e.g., who, what and where) in meaningful context when speaking.	L.K.1.d	Share and extend accountable talk with others using proper rules when speaking (e.g., listening to others with care, speaking one at a time about grade one topics and text under discussion) and asking questions for clarification.	SL.1.1.a,b ,c		
		Add illustrations that represent descriptions of characters, places, or events for clarification.	SL.1.5		

**FOCUS LAL STUDENT OBJECTIVES FOR SCHOOL LIBRARIANS
GRADES K-2/UNIT II**

Informational Text & Research

Kindergarten		Grade 1		Grade 2	
Objective	CCSS	Objective	CCSS	Objective	CCSS
Illustrate and write an informative/explanatory text on a chosen topic stating the name of the topic, using developmental spelling and child's dictation.	W.K.2	Use resources (e.g., charts, photographs) in a text to describe key ideas.	RI.1.7	Apply the writing process to develop an informative/explanatory text including facts and definitions derived from research and a closing statement.	W.2.2; W.2.8
Illustrate and write the beginning, middle and end of an event using developmental spelling and child's dictation, including a reaction to what happened.	W.K.3	Write narratives organizing ideas and information for writing including two or more sequenced events using temporal words and a sense of closure.	W.1.3; L.1.2.a	Work with a group to research a topic and generate ideas for an informational paragraph.	W.2.7
Confirm understanding by asking and answering questions about key details presented.	SL.K.2	With guidance, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.	W.1.5	With guidance and support, produce and publish a writing piece using digital tools (e.g., a wiki).	W.2.6
Ask and answer questions in order to seek help or clarify concepts.	SL.K.3	With assistance, compose and publish a variety of productions (e.g., stories, letters, and simple poems) in collaboration with peers using technology.	W.1.6	Recount or describe key ideas and details from a text or information presented in any form (e.g., read aloud, movie, book on tape).	SL.2.2
Name and describe familiar people, places, things or events and provide additional information when prompted with questions.	SL.K.4	With guidance and support, recall experiences or gather information from provided sources to answer questions.	W.1.8	Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.	SL.2.3
		Engage in collaborative conversations about grade one topics and texts (e.g., book groups, literature circles, and buddy reading) following agreed-upon rules for listening and group discussions (e.g., looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor) and asking questions for clarification.	SL.1.1.a ,b,c	Produce audio recordings of stories or poems, adding drawings or visual displays of experiences appropriately to clarify ideas, thoughts, and feelings.	SL.2.5

**FOCUS LAL STUDENT OBJECTIVES FOR SCHOOL LIBRARIANS
GRADES K-2/UNIT III**

Informational Text & Research

Kindergarten		Grade 1		Grade 2	
<u>Objective</u>	<u>CCSS</u>	<u>Objective</u>	<u>CCSS</u>	<u>Objective</u>	<u>CCSS</u>
With guidance and support, add details to strengthen writing (e.g., adding the names of characters to a story) in response to questions and suggestions from peers.	W.K.5	Know and utilize text features (e.g., graphs, charts) in a text to locate key facts or information.	RI.1.5	Write text focused on a clearly stated opinion on a topic or book including reasons supporting the opinion, linking words to connect ideas, and a concluding statement.	W.2.1
With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., magazines, websites) to answer a question	W.K.8	Distinguish the difference between information acquired through pictures or illustrations and information acquired from words in informational texts.	RI.1.6	With guidance and support, work with a group to produce and publish a writing piece using digital tools (e.g., laptops).	W.2.6
Produce and expand complete sentences in shared language activities.	LK 1.f	With prompting and support, read prose, poetry and informational text of appropriate grade-level complexity.	RL 1.10; RI.1.10	Take turns responding to grade two topics and texts in small (or larger) group discussions, and when appropriate respond to comments provided by peers and build on comments provided.	SL.2.1. a,b
		Apply the writing process to write an opinion piece in which the topic or book they are writing about is introduced and which includes a statement of their opinion, a reason for their opinion, and closing statement. Use phonemic awareness and spelling conventions to write untaught words, words with common spelling patterns, and frequently occurring irregular words.	W.1.1; L.1.2.d,e	Ask for additional information as needed from peers when discussing a read text.	SL.2.1. c
		With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.1.6	Recount or describe key story details or facts of a text shared orally or through other media.	SL.2.2
		With guidance and support, use personal experiences or information gathered from provided sources (e.g., books, computers) to answer a question.	W.1.8	Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.	SL.2.3
		Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL.1.4		
		Clarify ideas, thoughts, and feelings by creating visual displays or drawings to add information and detail to a description.	SL.1.5		

**FOCUS LAL STUDENT OBJECTIVES FOR SCHOOL LIBRARIANS
GRADES K-2/UNIT IV**

Informational Text & Research

Kindergarten		Grade 1		Grade 2	
Objective	CCSS	Objective	CCSS	Objective	CCSS
With guidance and support, add details to strengthen writing (e.g., adding the names of characters to a story) in response to questions and suggestions from peers.	W.K.5	Ask and answer questions about key details in informational text.	RI.1.1	Apply the writing process to develop an informative/explanatory composition that introduces the topic, provides researched facts and definitions to develop specific points, and includes a closing sentence.	W.2.2
With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., magazines, websites) to answer a question	W.K.8	Know and utilize text features (e.g., graphs, charts) in a text to locate key facts or information.	RI.1.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences as well as check and correct spellings by using beginning dictionaries or other reference materials.	W.2.5; L.2.1.f; L.2.2.e
Produce and expand complete sentences in shared language activities.	LK 1.f	Distinguish the difference between information acquired through pictures or illustrations and information acquired from words in informational texts.	RI.1.6	With guidance and support, work with a group of peers to produce and publish a piece using digital tools (e.g., a wiki).	W.2.6
		With prompting and support, read prose, poetry and informational text of appropriate grade-level complexity.	RL 1.10; RI.1.10	Compose a response to a question based on recalled experiences or information gathered from provided sources.	W.2.8
		Apply the writing process to write an opinion piece in which the topic or book they are writing about is introduced and which includes a statement of their opinion, a reason for their opinion, and closing statement.	W.1.1; L.1.2.d, e	Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding.	SL.2.3
		With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.1.6	Produce complete sentences when appropriate to task or situation in order to provide information to others.	SL.2.6
		With guidance and support, use personal experiences or information gathered from provided sources (e.g., books, computers) to answer a question.	W.1.8		
		Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL.1.4		
		Clarify ideas, thoughts, and feelings by creating visual displays or drawings to add information and detail to a description.	SL.1.5		

**FOCUS LAL STUDENT OBJECTIVES FOR SCHOOL LIBRARIANS
GRADES K-2/UNIT V**

Informational Text & Research

Kindergarten		Grade 1		Grade 2	
<u>Objective</u>	<u>CCSS</u>	<u>Objective</u>	<u>CCSS</u>	<u>Objective</u>	<u>CCSS</u>
With prompting and support, state reasons an author gives to support points in an informational text.	RI.K.8	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	W.1.5	Determine the focus of specific paragraphs within informational text and the main topic of a text, including what the author wants to answer, explain, or describe.	RI.2.2; RI.2.6
With guidance and support, strengthen writing as needed by responding to questions and suggestions from peers and adding details (e.g., labeling pictures, naming characters).	W.K.5	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.1.6	Using informational texts, describe connections between technical procedures.	RI.2.3
With guidance and support, produce and publish a piece using digital tools with peers.	W.K.6	With guidance and support, use personal experiences or gathered information from provided sources (e.g., magazines, educational websites) to answer a question.	W.1.8	Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information.	RI.2.7
With guidance and support, gather information from provided sources (e.g., library books) to answer a question in group writing and shared research activities (e.g., compare and contrast two mammals and state an opinion on them).	W.K.7; W.K.8	Add drawings, models, or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL.1.5	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.	RI.2.10
				Write an opinion piece focused on a clearly stated opinion or a topic including reasons supporting the opinion, linking words to connect ideas, and a closing sentence.	W.2.1
				With guidance and support, work with a group to produce and publish a piece using digital tools (e.g., wiki).	W.2.6
				Work with a group to research a topic and generate ideas for a writing project.	W.2.7
				Write a response to a question based on experiences recalled or information gathered from provided sources.	W.2.8