

Grade 2

Adopted 2010

Students access information.

1.1 Recognize the need for information:

- a. Identify a simple problem or question that needs information.
 - b. Organize prior knowledge of a subject, problem, or question (e.g., create a chart).
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1.2 Formulate appropriate questions:

- a. Develop questions that define the scope of investigation and connect them to the topic.
 - b. Understand the concept of key words.
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1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:

- a. Identify two sources of information that may provide an answer to the question(s).
- b. Independently check out and care for a variety of library resources, including technology devices.
- c. Identify whom to ask for help when using the Internet at the school library or in the classroom.
- d. Locate age-appropriate fiction and nonfiction print, media, and digital resources in the school library.
- e. Alphabetize beyond the initial letter to locate resources.
- f. Identify types of everyday print, media, and digital resources by using academic vocabulary (e.g., biography, periodical, database, fiction, nonfiction, primary source).
- g. Identify the parts of a book (print and digital): table of contents, glossary, index, and dedication.
- h. Use graphic elements and navigational tools (e.g., buttons, icons, fields) of computer software.

1.4 Retrieve information in a timely, safe, and responsible manner:

- a. Identify trusted places in the community where students can seek information(e.g., home, school, museums, governmental agencies, public libraries).
- b. Identify trusted and knowledgeable people to ask for assistance with an information search (e.g., teacher, teacher librarian, family member).
- c. Connect prior knowledge to the information and events in text and digital formats.
- d. Identify when it is necessary to ask an appropriate adult for assistance in seeking information in both digital and print environments.
- e. Identify main ideas of a text in preparation for notetaking.
- f. Identify nonfiction text structures in print and digital formats (e.g., main idea and supporting details, cause and effect, compare and contrast, sequencing).

Students evaluate information.**2.1 Determine the relevance of the information:**

- a. Draw meaning from illustrations, photographs, diagrams, charts, graphs, maps, and captions.
- b. Review facts and details to clarify and organize ideas for notetaking.
- c. Understand that the Internet contains accurate and inaccurate information.

2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:

- a. Identify the purpose of an advertisement, including Internet pop-ups.
- b. Demonstrate the ability to distinguish between information and advertisements.

2.3 Consider the need for additional information:

- a. Recognize the need for additional information to answer questions posed by others.

Students use information.**3.1 Demonstrate ethical, legal, and safe use of information in print, media, and online resources:**

- a. Demonstrate proper procedures and good citizenship in the library and online.
- b. Recognize that both the author and illustrator have ownership of their own creation.
- c. Demonstrate basic knowledge of the district or school's acceptable-use policy.
- d. Understand that just as there are strangers in the real world, there are also strangers on the Internet.
- e. Adhere to privacy (nondisclosure of personal or family information) and safety guidelines (laws and policies) when using the Internet at school or home.

3.2 Draw conclusions and make informed decisions:

- a. Present information drawn from two sources.
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3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:

- a. Present information to convey the main idea and supporting details about a topic.
 - b. Record and present information with pictures, bar graphs, numbers, or written statements.
 - c. Communicate with other students to explore options to a problem or an ending to a story.
 - d. Use a diagram or chart to illustrate a presentation.
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Students integrate information literacy skills into all areas of learning.

4.1 Read widely and use various media for information, personal interest, and lifelong learning:

- a. Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually by grade four (e.g., classic and contemporary literature, magazines, newspapers, online information).
 - b. Select and use resources in a variety of formats to support personal interests, recreational goals, and pursuits.
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4.2 Seek, produce, and share information:

- a. Share the source of the information obtained.
 - b. Inform others creatively when new information about an area of interest is learned.
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4.3 Appreciate and respond to creative expressions of information:

- a. Portray information visually to convey the main idea and supporting details about a topic.
- b. Understand how media affects the telling of a story and transmission of information (e.g., illustrations, photographs, music, video).