Library Media Standards and Curriculum — Grades K-2

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Students access information efficiently and effectively to inquire, think critically, and gain knowledge.
Students will inquire: build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Benchmark	By the End of Second Grade, the Student Can:
K-2.S1.1 — Understand and recognize the need for information to solve a problem or satisfy a question.	• Learn about, understand and begin to describe the concept of information. • Learn about, understand and begin to describe how questions can be answered with information resources.
K-2.S1.2 — Understand the concept of how an essential question may lead to the best information seeking results.	• Learn about, understand and begin to describe how questions can be formulated in different ways. • Learn about, understand and begin to describe varying types of questions yield different answers for information needs.
K-2.S1.3 — Understand that different sources and formats for information exist.	• Begin to learn about the differences between information sources and information formats. • Begin to learn about different sources of information in all formats and platforms: books, reference materials, online sources, audio, digital, print, etc. • Begin to develop and express a preference for one information resource format or source over another.
K-2.S1.4 — Understand that a variety of methods may be used to locate materials.	• Learn and understand that students may use a variety of ways to find materials: school librarian, teacher, peers, online catalog, signage, genrefication, etc. • Learn about and begin to understand how the online circulation system may be used to access a variety of information resources.
K-2.S1.5 — Understand that within the scope of information sources and formats, unique results exist that provide the most relevant information.	• Learn and understand how some information resources are better choices than others, depending on information need.

Students use research skills to share, manipulate, and create new information accurately, creatively, and ethically.
Students will Collaborate, Curate and Engage: Work effectively with others to broaden perspectives and work toward common goals; make meaning for oneself and others by collecting, organizing and sharing resources of personal relevance; demonstrate safe, legal and ethical creating and sharing of knowledge products.

Benchmark	By the End of Second Grade, the Student Can:
K-2.S2.1 — Understand that information exists providing different perspectives.	• Learn about, understand and begin to describe how information provides varying points of view and perspectives. • Learn about and begin to understand how recognizing different perspectives can aid in understanding content.
K-2.S2.2 — Understand that information may be accurate, inaccurate, relevant, irrelevant, or biased.	• Learn about, use, and begin to describe information resources that provide factual, accurate, relevant, and current information. • Learn about and begin to describe fact and opinion, and how they impact both delivery and sharing of information.
K-2.S2.3 — Understand that organizing information helps to make it more useful for assignments and personal needs.	• Learn about an information-seeking model (such as Super 3). • Learn about different information-gathering and note-taking models.

Benchmark	By the End of Second Grade, the Student Can:
K-2.S2.4 — Understand what concepts of ethical behavior entail when interacting with information.	• Begin to learn about the concept of intellectual property. • Begin to learn about why sources used for assignments and projects should be cited. • Begin to learn that information has ethical and legal parameters that impact how it is used and shared.
K-2.S2.5 — Understand how group dynamics impact the sharing, manipulation and creation of information.	• Begin, with guidance, to create and share information in a variety of formats that aid the group in completion of a task or assignment. • Begin to recognize and respect individual strengths when assuming group roles for task and assignment completion.

Students use research skills to evaluate information critically and competently.

Students will Inquire, Curate and Explore; Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems; make meaning for oneself and others by collecting, organizing and sharing resources of personal relevance; discover and innovate in a growth mindset developed through experience and reflection.

Benchmark	By the End of Second Grade, the Student Can:
K-2.S3.1 — Determine an author's purpose for creating content.	• Learn about and understand that authors write for different audiences.
K-2.S3.2 — Understand the need for learning how to locate and compare information sources in a variety of formats.	• Learn about information resources that provide factual, accurate, relevant, and current information. • Begin to learn about the concept of bias and how it impacts both delivery and sharing of information. • Begin to learn how to identify and avoid using biased, inaccurate information resources.
K-2.S3.3 — Actively integrate discovered information into own schema.	• Learn about and, with guidance, begin to practice information seeking knowledge and skills that move beyond simple information gathering. • Begin to learn about personal reactions to and opinions about discovered information. • Begin to learn how to express opinions about discovered information.
K-2.S3.4 — Understand how to organize information for practical applications.	• Begin to learn about and understand purposes for taking notes. • Begin to learn about, understand, and with guidance, take notes to gather relevant information from a variety of sources. • Begin to learn about how to organize notes into a cohesive whole for understanding and knowledge-building.
K-2.S3.5 — Produce and communicate information and ideas in appropriate formats.	• Begin to learn and understand how to create and share information with others in a variety of formats. • Begin to learn why some information formats are more suited to specific information needs and sharing than others.

Students appreciate literature and pursue knowledge related to personal interests.

Students will Include, Curate and Explore: Demonstrate an understanding of a commitment to inclusiveness and respect for diversity in the learning community; make meaning for oneself and others by collecting, organizing and sharing resources of personal relevance; discover and innovate in a growth mindset developed through experience and reflection.

Benchmark	By the End of Second Grade, the Student Can:
K-2.S4.1 — Cultivate a love of reading and become a self-motivated reader.	• Begin to learn about and understand the purpose of a library. • Begin to learn about and understand what types of materials are provided through the school library. • Begin to learn about and demonstrate how to locate a variety of materials in the school library. • Begin to learn and understand that literary preferences may change over time and adopt into schema a mindset for exploring new literature.

Benchmark	By the End of Second Grade, the Student Can:
K-2.S4.2 — Develop a knowledge of genres and literary elements.	• Begin to learn about different literary genres. • Begin to learn about basic literary elements. • Begin to learn about how genres influence the way an author writes for an audience. • Begin to learn about how different literary elements come together to create a completed story.
K-2.S4.3 — Derive meaning from information texts in various formats.	• Begin to learn about, understand, and begin to demonstrate knowledge of the differences between fiction and non-fiction information texts. • Begin to learn, through example, how to integrate a text's meaning into one's own schema. • Begin to learn that textual and visual images may work separately and together to deliver a message to the reader.
K-2.S4.4 — Develop an appreciation of other perspectives and cultures.	• Begin to learn about other cultures and perspectives through immersion into a variety of cultural and multi-cultural fiction and non-fiction texts. • Begin to learn about cultures that are different from the students' own culture. • Begin to learn about and begin to understand why authors present different perspectives. • Begin to learn about and understand how to display respect for different cultures.
K-2.S4.5 — Practice lifelong inquiry habits through using school and non-school librarians, libraries, and resources.	• Begin to learn about the purpose and location of the school library. • Begin to learn about and understand basic guidelines of being an active user of the school library. • Begin to apply learning to become an active, curious, and consistent user of school library resources. • Begin to learn about the purposes of non-school libraries (public, special, medical). • Begin to learn about and understand and begin to describe the role of a librarian in helping students with information needs in any type of library.

Students apply digital citizenship guidelines for educational, social or recreational purposes.

Students will Include, Collaborate, Curate, Explore and Engage: Demonstrate an understanding of a commitment to inclusiveness and respect for diversity in the learning community; work effectively with others to broaden perspectives and work toward common goals; make meaning for oneself and others by collecting, organizing and sharing resources of personal relevance; discover and innovate in a growth mindset developed through experience and reflection; demonstrate safe, legal and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Benchmark	By the End of Second Grade, the Student Can:
K-2.S5.1 — Practice and model positive digital citizenship.	• Begin to learn about and understand digital citizenship as an overarching concept. • Begin to learn about the concept of digital reputation. • Begin to describe, with guidance, positive digital citizenship practices. • Begin to display and model the practices of digital citizenship.
K-2.S5.2 — Apply digital tools to gather, use, and evaluate information.	• Begin to learn about and understand digital tools used to gather, use, and evaluate information. • Begin to learn about how and why different tools are suitable for different information needs. • Begin to learn about how to use digital tools together to manipulate information.
K-2.S5.3 — Practice and model ethical behavior when using digital resources (such as freedom of speech, intellectual freedom, censorship, copyright, and plagiarism).	• Begin to learn about the facets of ethical behavior. • Begin to learn about and understand that ethical behaviors must be consistently practiced and displayed when using digital resources.
K-2.S5.4 — Distinguish website authority, validity and purpose.	• Begin to learn about how online web sites, just like other information sources, may contain information that is accurate, inaccurate, relevant, irrelevant, or biased.

Benchmark	By the End of Second Grade, the Student Can:
K-2.S5.5 — Understand the need for protecting personal privacy when accessing digital sources.	- Begin to learn about the concept of privacy when using digital tools and resources. - Begin to learn about basic password creation and protection.
K-2.S5.6 — Practice proper care of digital devices.	- Begin to learn about and understand that devices require specific types of care and maintenance. - Begin to learn about how to care for school-provided digital and personal devices. - Begin to learn about and understand consequences for improper care of devices.