**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.

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| **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 about an information-seeking model (such as Super 3).  
• Learn about different information-gathering and note-taking models. |
| **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.

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| **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. |
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.

**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.

**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  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.

### Benchmark  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.

### Benchmark  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.

### Benchmark  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.

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**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  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.

### Benchmark  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.

### Benchmark  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.

### Benchmark  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.
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| **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. |