

Information Literacy Standards and Benchmarks

Grade 2

Standard 1: Reads widely both for information and in pursuit of personal interests.

Indicators:

- *Is a competent and self-motivated reader*
- *Reads both fiction and non-fiction fluently*
- *Uses a variety of reading strategies to understand non-fiction and informational text*
- *Develops a background in types of literature and literary elements*
- *Connects ideas to personal interests and previous knowledge and experience*
- *Applies critical thinking skills when reading, viewing and listening*
- *Responds to literature and other creative expressions of information in many formats*

Key

- Black** – State Recommended Standards and Benchmarks
- Black*** - Added Grade Level Benchmarks
- Red** – ISTE
- Green** – Math
- Blue** – Reading (Treasures)
- Orange** – Social Studies
- Brown** - Science

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Selects a picture book to share with family	<ul style="list-style-type: none"> • Plot • Character • Setting • Theme • Story structure • Main idea • Prediction • Draw conclusions • Cause and effect • Inferences • Onomatopoeia 	<ul style="list-style-type: none"> • Identifies literary elements of plot, character, setting, theme, story structure, main idea, prediction, draw conclusions, cause and effect, inferences, onomatopoeia • Knows the guidelines to selecting appropriate reading level materials. • Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, finger plays, songs, poetry, reader's theater or visual arts 	<ul style="list-style-type: none"> • Applies guidelines for choosing a "just right book" during literature selection • Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, trickster tales, fables, tall tales, legends, myths) • Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction) • Reads or listens to nonfiction (biography, information books, poetry) • Reads or listens to a variety of authors and illustrators • Participates in an in-depth study of an author's and/or illustrator's body of work • Reads or listens to award-winning literature (e.g. Coretta Scott King, Caldecott, Sibert Informational Book Award) • Retells story using storytelling skills.* 	<ul style="list-style-type: none"> • Lexia • Read Naturally • Just Right Bookmark • Treasures Reading Program • Realistic Fiction (1, 5) • Nonfiction (1,2, 3, 4, 6) • Fiction (1, 3, 6) • Fable (1) • Folktales (3) • Fantasy (2, 3) • Alliteration (3) • Biography (3, 6) • Song Lyrics (3) • Autobiography (6) • Rhyming Poem (1, 2, 4, 6) • Play (4, 5) • Newspaper (2, 4) • Historical Fiction (5) • Recipes (5) • Fairytales (5)

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<p>B. Is able to check out books (materials)</p>	<ul style="list-style-type: none"> • Magazines • Books • Non-print resources • Electronic resources • Newspapers • Due Date • Overdue 	<ul style="list-style-type: none"> • Identifies a variety of formats (magazines, books, non-print, electronic resources, newspapers) • Understand the different areas of the library 	<ul style="list-style-type: none"> • Uses responsibility when checking out books. 	<ul style="list-style-type: none"> • Library Collection
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Standard 2: Uses inquiry and critical thinking skills to acquire, evaluate, use and create information.

Power Benchmark 1: *The learner accesses information efficiently and effectively.*

Indicators:

- Recognizes the need for information
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Uses technology effectively to locate information
- Uses a variety of print and electronic tools to find information

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Understands basic organizational pattern of library	<ul style="list-style-type: none"> • Nonfiction • Fiction • Call number • Signs • Alphabetical order • Floor Plan 	<ul style="list-style-type: none"> • Recognizes call number and begins to understand grouping of materials by call number • Understands alphabetical order • Understands the library floor plan and safety (e.g. fire, disaster, lockdowns). 	<ul style="list-style-type: none"> • Defines the difference between fiction and nonfiction • Asks questions about finding books. • Uses call numbers to locate books. • Uses library organization effectively. 	<ul style="list-style-type: none"> • Library Collection • Library Floor Plan • Graphic Organizers
B. Locates parts of a book	<ul style="list-style-type: none"> • OPAC • Author • Photos • Captions • Punctuation • Graphs • Lists • Illustrations 	<ul style="list-style-type: none"> • Understands that a book has different parts. * • Understands the online card catalog to locate books by a certain author. • Understands the importance of photos and captions in text. • Understands that punctuation influences expression in reading. • Understands the importance of graphs and lists in text. • Understands of illustrations help tell the story. 	<ul style="list-style-type: none"> • Identifies author, title, title page, illustrator, cover, spine (table of contents, glossary, index) • Uses OPAC to locate books by author. • Uses photos and captions in text. • Uses punctuation to improve fluency. • Uses graphs and lists for better understanding of text. • Uses illustrations to understand text. 	<ul style="list-style-type: none"> • OPAC • Treasures Reading Program

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<p>C. Awareness of the research process*</p>	<ul style="list-style-type: none"> • <i>Presearch</i> • <i>Search</i> • <i>Author and Me</i> • <i>Right There</i> • <i>Think and Search</i> 	<ul style="list-style-type: none"> • <i>Understands locating information in a nonfiction book.</i> • <i>Understanding nonfiction text</i> • <i>Understands how to form a question</i> • <i>Understanding the concept of searching for information in a variety of resources.</i> • <i>Understands the brainstorming process.</i> • <i>Understand the process of narrowing a topic and stating problem and finding information.</i> • <i>Understands how to comprehend reading for notetaking.</i> 	<ul style="list-style-type: none"> • <i>Finds facts on a related subject.</i> • <i>Formulates questions.</i> • <i>Brainstorms a list of ideas.</i> • <i>Refines a topic for research.</i> • <i>States the topic for research.</i> • <i>Takes notes on a topic.</i> • <i>Uses “right there” strategy to answer questions.</i> 	<ul style="list-style-type: none"> • <i>Venn Diagrams</i> • <i>Cluster Charts</i> • <i>Five Ws</i> • <i>Pathways to Knowledge Model</i> • <i>QAR</i> • <i>Pathways to Knowledge Research Model Poster for Presearch and Search</i> • <i>Treasures Reading Program (Units e.g. animal survival, school history, jobs, diversity, culture, immigration, parts of bird/animals labels, country (fables), safety rules and signs, animals that help, community helpers, fossils, dinosaurs, social scientists, archeology, careers, fitness, dances from other countries, farm related topics & inventors, country)</i>
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<p>C. Develop an awareness of the resources available through all subject areas*</p>	<ul style="list-style-type: none"> • Dictionary • Books • Videos • Magazines • Newspapers • Telephone Book • Internet • AEA Online Databases • Websites • Icon • Thesaurus • Maps/Globes • Encyclopedia • Calendar • Keyboard • Spell Check • Shift Key 	<ul style="list-style-type: none"> • Understands there are different resources to find information. • Understands that the internet has information available. • Understands the various sentence structures (capitalization, punctuation)* 	<ul style="list-style-type: none"> • Defines words using the dictionary. • Uses sources to find information • Locates information using online resources. • Uses technology to find information and to help solve problems and create connections. • Identifies technologies used every day • Uses appropriate digital resources for research (e.g. on-line databases, electronic card catalog, search engine) • Uses correct sentence structure. 	<ul style="list-style-type: none"> • Internet • AEA Online Databases (e.g. Searchasaurus, World Book) • OPAC • Search Engines • Microsoft Word • Graph Club • Tape recorder/speech to text/digital speech • Video camera
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Information Literacy Standards and Benchmarks Grade 2

Standard 3: Seeks multiple perspectives, shares information and ideas with others and uses information and resources ethically.

Indicators:

- Seeks information from diverse sources, contexts, disciplines and cultures
- Respects intellectual property rights and understands the need for documenting sources
- Uses technology and resources responsibly
- Works independently and in groups to pursue information to solve problems
- Participates and collaborates as a member of a team of learners

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Listens attentively	<ul style="list-style-type: none"> • Shelf Markers 	<ul style="list-style-type: none"> • Understands school/library rules 	<ul style="list-style-type: none"> • Listens to others. • Uses Shelf Markers correctly 	<ul style="list-style-type: none"> • Library Rules
B. Takes part in discussions	<ul style="list-style-type: none"> • Active Listening 	<ul style="list-style-type: none"> • Understands active listening. 	<ul style="list-style-type: none"> • Participates in discussions about literature. • Answers research questions with words and phrases. • Communicates about technology using developmentally appropriate and accurate terminology. 	<ul style="list-style-type: none"> • Second Step Curriculum
C. Works cooperatively with others	<ul style="list-style-type: none"> • Collaboration • Teamwork 	<ul style="list-style-type: none"> • Understands the concept of working with others in a group.* 	<ul style="list-style-type: none"> • Works cooperatively in large and small groups. • Uses technology independently and collaboratively 	<ul style="list-style-type: none"> • Lifeskills • Second Step Curriculum

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<p>D. Respects library facility, resources and policies</p>	<ul style="list-style-type: none"> • Pull/drop down menu (1, 3) • Tab key (3) • Toolbar (1) • Internet (3, 5, 6) • Spreadsheet (5) • Logoff • Shut Down • Restart • Calculator • Paint • Excel 	<ul style="list-style-type: none"> • Knows the difference between varieties of communication types (e.g. email, cell phone, landline phone, computers, radio, television, movies, eBooks, intercom). • Understands that changes in technology affect the workplace and society. 	<ul style="list-style-type: none"> • Respects library rules and procedures. • Uses various forms of technology carefully. • Locates and starts a specific program as directed by the teacher • Demonstrates how to start, login, logoff, and shut down, restart a computer • Demonstrates basic knowledge of current technologies used in second grade (e.g. calculators, digital cameras,) • Practices respectful and responsible use of technology through abiding by the school technology, Internet Acceptable Use Policy (AUP), as well as the positive use of technology in the home (chat rooms, blogs, instant messages, emails). • Exhibits responsibility by quitting applications and logging off network resources • Uses a calculator to add, subtract, multiply, OR divide. • Uses draw, paint or graphic software to create visuals that will enhance a document. 	<ul style="list-style-type: none"> • Treasures Reading Program: Technology (e.g. pull/drop down menus, tab key) • Calculator • Paint (Word) • Microsoft Word • Excel
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This is the Iowa *Sample Information Literacy Curriculum Framework* whose standards are based on *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998, and incorporates ideas from the revised standards of the American Association of School Librarians (in progress), *Framework for 21st Century Learning* and the *Model Core Curriculum* developed by the Iowa Department of Education and other documents. Benchmarks, objectives and other documents are based on the curriculum in use in the Iowa City Community School District and are used with permission.