Howard County Public School System
Library Media Essential Curriculum
Grades K-2 Benchmarks

***Based on the American Association of School Librarians' *National Standards Framework for Learners*

Standard I. Inquire: Learners will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.			
A. Think	**B. Create**	**C. Share**	**D. Grow**
I.A **Learners display curiosity and initiative:**	**I.B** **Learners engage with new knowledge by following a process:**	**I.C** **Learners adapt, communicate, and exchange learning products with others in a cycle:**	**I.D** **Learners participate in an ongoing inquiry-based process:**
I.A.1 Formulate questions about a personal interest or a curricular topic.	I.B.1 Use evidence to investigate questions.	I.C.1 Interact with content presented by others.	I.D.1 Continually seek knowledge.
What it looks like by the end of: Grade 2 • Form simple, factual level questions and begin to explore ways to answer them. • Ask "I wonder" questions about topic, question, or problem.	*What it looks like by the end of:* Grade 2 • Explore ways to answer questions. • With guidance, find facts to answer questions from more than one source.	*What it looks like by the end of:* Grade 2 • Share knowledge and ideas with others through discussion and listening. • Formulate questions related to content presented by others. • Use simple note-taking strategies about the presented content as modeled by school librarian.	*What it looks like by the end of:* Grade 2 • Seek continual assistance in selecting resources and information. • Read regularly for personal enjoyment and growth. • With guidance, understand that reading is a learning tool and actively participate in the reading and learning community.
I.A.2	I.B.2	I.C.2 Provide constructive feedback.	I.D.2 Engaging in sustained inquiry.

Recall prior and background knowledge as a context for new meaning.	Devise and implement a plan to fill knowledge gaps.		
What it looks like by the end of: Grade 2 • Connect ideas to own interest. • Add details from personal experience and research to support new ideas.	*What it looks like by the end of:* Grade 2 • With guidance, preview resources to decide which best meet information needs. • With guidance, note similarities and differences in information from different sources.	*What it looks like by the end of:* Grade 2 • When appropriate, offer information and positive opinions in group discussions.	*What it looks like by the end of:* Grade 2 • With guidance, follow an inquiry experience, compare what was known at the beginning of the inquiry with new learning and ideas as a result of research.
	I.B.3 Generate products that illustrate learning.	I.C.3 Act on feedback to improve.	I.D.3 Enact new understanding through real-world connections.
	What it looks like by the end of: Grade 2 • Individually or in groups, express ideas and opinions that demonstrate new knowledge through simple products and different formats.	*What it looks like by the end of:* Grade 2 • Use simple rubrics to assess work. • Revise work with peer or teacher guidance.	*What it looks like by the end of:* Grade 2 • Identify how the topic or question relates to a real-world problem. • With guidance, consider evidence and other people's views on a particular topic in developing personal opinions.
		I.C.4 Share products with an authentic audience.	I.D.4 Use reflection to guide informed decisions.
		What it looks like by the end of: Grade 2 • With guidance, produce ideas and projects that can be applied in real situations.	*What it looks like by the end of:* Grade 2 • Explain personal criteria for selecting a particular resource.

Standard II. Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

Think	Create	Share	Grow
II.A **Learners contribute a balanced perspective when participating in a learning community:**	**II.B** **Learners adjust their awareness of the global learning community:**	**II.C** **Learners exhibit empathy with and tolerance for diverse ideas:**	**II.D** **Learners demonstrate empathy and equity in knowledge building within the global learning community:**
II.A.1 Articulate an awareness of the contributions of a range of learners.	II.B.1 Interact with learners who reflect a range of perspectives.	II.C.1 Engage in informed conversation and active debate.	II.D.1 Seek interactions with a range of learners.
What it looks like by the end of: Grade 2 • Listen respectfully and when appropriate, offer information and opinions in group discussions.	*What it looks like by the end of:* Grade 2 • Share ideas and opinions comfortably in both informal and formal settings.	*What it looks like by the end of:* Grade 2 • Share ideas and opinions comfortably in both formal and informal settings.	*What it looks like by the end of:* Grade 2 • With direction, actively seek a variety of perspectives.
II.A.2 Adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.	II.B.2 Evaluate a variety of perspectives during learning activities.	II.C.2 Contribute to discussions in which multiple viewpoints on a topic are expressed.	II.D.2 Demonstrate interest in other perspectives during learning activities.
What it looks like by the end of: Grade 2 • With guidance, recognize the difference between fact and opinion. • With guidance and discussion, identify the author's opinion or perspective.	*What it looks like by the end of:* Grade 2 • With guidance and support, understand that considering others' ideas can lead to new or deeper knowledge.	*What it looks like by the end of:* Grade 2 • Show respect for the ideas of others. • Give positive feedback.	*What it looks like by the end of:* Grade 2 • Recognize people in a group have may have differing perspectives and points of view. • With guidance, ask questions, comment, and respectfully challenge when perspectives differ.

II.A.3 Describe their understanding of cultural relevancy and placement within the global learning community.	II.B.3 Represent diverse perspectives during learning activities.		II.D.3 Reflect on their own place within the global learning community.
What it looks like by the end of: Grade 2 • Listen to diverse texts in various genres to find out about self and the surrounding world. • Through guidance and discussion, connect content with one's personal culture and experience.	*What it looks like by the end of:* Grade 2 • With guidance and support, select and discuss works that offer a variety of perspectives.		*What it looks like by the end of:* Grade 2 • With guidance and discussion, reflect on the question, "Where do I fit within my community?" • With guidance, reflect on the question, "How can I include others in my learning?"

Standard III. Collaborate: Work effectively with others to broaden perspectives and work toward common goals.

Think	Create	Share	Grow
III.A **Learners identify collaborative opportunities:**	**III.B** **Learners participate in personal, social, and intellectual networks:**	**III.C** **Learners work productively with others to solve problems:**	**III.D** **Learners actively participate with others in learning situations:**
III.A.1 Demonstrate their desire to broaden and deepen understandings.	III.B.1 Use a variety of communication tools and resources.	III.C.1 Solicit and respond to feedback from others.	III.D.1 Actively contribute to group discussions.
What it looks like by the end of: Grade 2 • Request, choose, and share a variety of materials from various genres related to personal interests or curricular need. • Understand that listening to others' ideas can lead to new or deeper knowledge.	*What it looks like by the end of:* Grade 2 • With guidance, experiment with a variety of oral, written, nonverbal, and digital communication tools and resources. • With guidance, experiment with a variety of web resources to locate information including online encyclopedias and databases. • Recognize the purpose of the online catalog to locate materials. • Use word processing and drawing tools to create simple products and communicate ideas.	*What it looks like by the end of:* Grade 2 • With guidance, solicit and listen respectfully to ideas and opinions of others. • With guidance and support, seek common ground in discussions.	*What it looks like by the end of:* Grade 2 • Share what is known about a topic, problem or question. • Show respect for the ideas of others. • Give positive feedback.
III.A.2 Develop new understandings through engagement in a learning group.	III.B.2 Establish connections with other learners to build on their own prior knowledge and create new knowledge.	III.C.2 Involve diverse perspectives in their own inquiry processes.	III.D.2 Recognize learning as a social responsibility.

What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 2	*What it looks like by the end of:* Grade 2	*What it looks like by the end of:* Grade 2
• Acknowledge the opinions of others on a particular topic or issue. • With prompting, guidance, and support, use others' ideas to create new understandings.	• Share information and ideas through discussion with a friend, teacher, or parent.	• Through modeling and support, listen to the opinions of others and modify their own opinions when appropriate.	• Share knowledge and ideas with others through various learning activities. • With guidance and support, practice mutual respect, active listening, and academic honesty. • Demonstrate personal responsibility by completing products to express learning.
III.A.3 Decide to solve problems informed by group interaction.			
What it looks like by the end of: Grade 2 • With prompting, guidance and support, use others' ideas to make decisions and/or to solve problems • With guidance, create collaborative products.			

Standard IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

Think	Create	Share	Grow
IV.A **Learners act on an information need:**	**IV.B** **Learners gather information appropriate to the task:**	**IV.C** **Learners exchange information resources within and beyond their learning community:**	**IV.D** **Learners select and organize information for a variety of audiences:**
IV.A.1 Determine the need to gather information.	IV.B.1 Seek a variety of sources.	IV.C.1 Access and evaluate collaboratively constructed information sites.	IV.D.1 Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
What it looks like by the end of: Grade 2 • With guidance and support, generate questions about a topic and select a focal question to explore.	*What it looks like by the end of:* Grade 2 • Understand that the library has an organizational scheme. • Select and use appropriate sources to answer questions (e.g. picture dictionaries, beginning encyclopedias, database articles, maps) • With guidance and support, identify sources from multiple perspectives, cultures, and formats to answer questions.	*What it looks like by the end of:* Grade 2 • With guidance, explore collaboratively constructed information sites (e.g., selected websites, Google Classroom). • With guidance, interpret information represented in pictures, illustrations, and simple charts. • With guidance, discuss the validity and accuracy of information.	*What it looks like by the end of:* Grade 2 • With guidance, use a rubric to evaluate a variety of provided resources.
IV.A.2 Identify possible sources of information.	IV.B.2 Collect information representing diverse perspectives.	IV.C.2 Contribute to collaboratively constructed information sites by ethically using and reproducing others' work.	IV.D.2 Integrate and depict in a conceptual knowledge network their understanding gained from resources.
What it looks like by the end of: Grade 2	*What it looks like by the end of:* Grade 2 • With guidance, select resources from the various sections of the library.	*What it looks like by the end of:* Grade 2 • Rephrase rather that copy whole sentences.	*What it looks like by the end of:* Grade 2 • With guidance, use simple note-taking strategies.

• Recognize that information can come from human, print and electronic sources. • Recognize the purpose of the online catalog to locate print and digital materials. • Recognize various electronic information sources. • Explain personal criteria for selecting a particular resource.	• Recognize that diverse perspectives come from using a variety of sources (e.g., human, print, digital).	• Identify and name resources used in the process of gathering information. • Credit sources by citing author and title. • Through modeling and with guidance, follow copyright guidelines for text, visuals, and music in generating products and presentations.	• Identify the main idea and supporting details. • Summarize or retell key points. • Note similarities and differences in information from different sources.
IV.A.3 Make critical choices about information sources to use.	IV.B.3 Systematically question and assess the validity and accuracy of information.	IV.C.3 Join with others to compare and contrast information derived from collaboratively constructed information sites.	IV.D.3 Openly communicate curation processes for others to use, interpret, and validate.
What it looks like by the end of: Grade 2 • Recognize and use facts that answer specific questions. • With guidance and support, determine whether text contains appropriate evidence to answer a question.	*What it looks like by the end of:* Grade 2 • With guidance and support, explore works that contain both fact and opinion and distinguish one from the other. • Note similarities and differences in information from different sources.	*What it looks like by the end of:* Grade 2 • With guidance in groups, compare and contrast information on a given topic. • With guidance in groups, note similarities and differences in information from different sources. • Compare new ideas with what was known at the beginning of an inquiry.	*What it looks like by the end of:* Grade 2. • Explain the basic organizational structure of a book and how it enables one to locate specific information. • Describe the organizational scheme of a library and how it functions in the location of information. • With guidance and support, explain personal criteria for selecting a particular resource. • Use word processing and drawing tools to organize and share ideas.
	IV.B.4 Organize information by priority, topic or other systematic scheme.		
	What it looks like by the end of: Grade 2		

	• Demonstrate simple organizational skills such as sorting, categorizing, and sequencing. • With guidance, organize information into different formats (e.g., charts, drawings, graphic organizer, notes)		

Standard V. Explore: Discover and innovate in a growth mindset developed through experience and reflection.

Think	Create	Share	Grow
V.A **Learners develop and satisfy personal curiosity:**	**V.B** **Learners construct new knowledge:**	**V.C** **Learners engage with the learning community:**	**V.D** **Learners develop through experience and reflections:**
V.A.1 Read widely and deeply in multiple formats and write and create for a variety of purposes.	V.B.1 Problem solve through cycles of design, implementation, and reflection.	V.C.1 Express curiosity about a topic of personal interest or curricular relevance.	V.D.1 Iteratively respond to challenges.
What it looks like by the end of: Grade 2 - Routinely select picture, fiction, and information books; try new genres when suggested. - Begin to recognize that different genres require different reading, listening, or viewing strategies. - Make connections between literature and personal experiences. - Select some books at the appropriate reading level, other books to be read aloud, and challenging books for browsing and enjoyment. - Express feelings about a story through pictures and words. - Express ideas through simple products in different formats.	*What it looks like by the end of:* Grade 2 - With guidance and support, follow an inquiry-based process in seeking knowledge to solve a problem. - With guidance and support, revise questions based on new information. - With guidance and support, modify search strategies to deal with emerging findings. - With guidance and support, identify when more information is needed. - With guidance and support, reflect on the process of inquiry and identify areas for improvement. - With guidance and support, participate in hands-on activities to solve problems.	*What it looks like by the end of:* Grade 2 - With guidance and support, explore and share favorite literature, both fiction and nonfiction. - With support, pursue answers to self-generated questions. - Satisfy personal information needs using limited resources.	*What it looks like by the end of:* Grade 2 - With guidance and support, identify new pathways to knowledge when confronted with an obstacle or problem. - With guidance and support, practice basic strategies to solve simple problems. - With guidance and support, examine why some strategies work better than others when solving problems.
V.A.2 Reflect and question assumptions and possible misconceptions.	V.B.2 Persist through self-directed pursuits by tinkering and making.	V.C.2 Co-construct innovative means of investigation.	V.D.2

			Recognize capabilities and skills that can be developed, improved, and expanded.
What it looks like by the end of: Grade 2 • With guidance and support, recognize when facts from two different sources conflict and seek additional sources to verify accuracy • With guidance and support, recognize when new information conflicts with previously held opinions.	*What it looks like by the end of:* Grade 2 • With encouragement, pursue information or solve a problem when confronted with roadblocks. • With encouragement, try different tools, materials, or strategies when the first solution doesn't work.	*What it looks like by the end of:* Grade 2 • With guidance perform assigned role with a group. • With guidance and support, work with a partner or in a group to explore a variety of investigative strategies.	*What does it look like by the end of:* Grade 2 • Seek appropriate help when needed. • With guidance, self-assess with a simple rubric and identify areas for self-improvement. • With guidance, provide constructive feedback on the skills of others that need improvement.
V.A.3 Engage in inquiry-based processes for personal growth.		V.C.3 Collaboratively identify innovative solutions to a challenge or problem.	V.D.3 Open-mindedly accept feedback for positive and constructive growth.
What it looks like by the end of: Grade 2 • With guidance, select resources of particular interest for browsing and enjoyment. • Identify personal criteria for selecting resources to meet personal learning needs. • Participate in reading opportunities to inquire based on personal interest.		*What it looks like by the end of:* Grade 2 • With guidance, brainstorm multiple solutions to a problem and hypothesize the best solution.	*What it looks like by the end of:* Grade 2 • Use interaction with and feedback from teacher and peers to guide inquiry process.

Standard VI. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Think	Create	Share	Grow
VI.A **Learners follow ethical and legal guidelines for gathering and using information:**	**VI.B** **Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge:**	**VI.C** **Learners responsibly, ethically, and legally share new information with a global community:**	**VI.D** **Learners engage with information to extend personal learning**
VI.A.1 Responsibly apply information, technology, and media to learning.	VI.B.1 Ethically use and reproduce others' work.	VI.C.1 Share information resources in accordance with modification, reuse, and remix policies.	VI.D.1 Personalize use of information and information technologies.
What it looks like by the end of: Grade 2 • With guidance, acknowledge the work of others by citing sources. • With guidance, maintain safe behavior when accessing websites.	*What it looks like by the end of:* Grade 2 • With guidance, put information into their own words. • Identify who should be given credit for sources used.	*What it looks like by the end of:* Grade 2 • With guidance and support, recognize that reworking and remixing multiple sources into an original product still requires acknowledging the sources of information used.	*What it looks like by the end of:* Grade 2 • With guidance, follow given criteria for choosing an information source that matches interests and needs.
VI.A.2 Understand the ethical use of information, technology, and media.	VI.B.2 Acknowledge authorship and demonstrate respect for the intellectual property of others.	VI.C.2 Disseminate new knowledge through means appropriate for the intended audience.	VI.D.2 Reflect on the process of ethical generation of knowledge.
What it looks like by the end of: Grade 2 • Respect rules and procedures as a responsible library user. • With guidance, articulate the need to give credit to the originator of a work. • With guidance articulate the rights to read, view, listen,	*What it looks like by the end of:* Grade 2 • With guidance, credit sources by citing author and title. • With guidance, Identify and name resources used in the process of gathering information.	*What it looks like by the end of:* Grade 2 • Use a variety of formats to present information. (e.g., art, music, movement, oral language, written language, poetry, podcasts).	*What it looks like by the end of:* Grade 2 • With guidance, discuss and follow school guidelines related to the acceptable use of technology. • With guidance, use a simple rubric to assess one's ethical use of information.

write, and express ideas freely. • With guidance, identify positive and negative behaviors for using computing devices (e.g., cyber bullying, protecting personal information, Internet safety).			
VI.A.3 Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.	VI.B.3 Include elements in personal-knowledge products that allow others to credit content appropriately.		VI.D.3 Inspire others to engage in safe, responsible, ethical, and legal information behaviors.
What it looks like by the end of: Grade 2 • With guidance and support, evaluate the usefulness of a resource based on individual or academic need. • With guidance and support, use additional sources to verify facts. • With guidance and support, identify misleading information.	*What it looks like by the end of:* Grade 2 • With guidance and support, provide appropriate information (e.g., name, date of creation, title of work) on a product so that others can credit original work.		*What it looks like by the end of:* Grade 2 • With teacher direction, identify school guidelines related to the acceptable use of information.