

What it looks like by the end of: Grade 2

Inquire: Learners will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

I can think by displaying curiosity and initiative:

- 1 Formulate questions about a personal interest or a curricular topic. 1. I.T.1
 - Form simple, factual level questions and begin to explore ways to answer them.
 - Ask “I wonder” questions about topic, question, or problem.
- 2 Recall prior and background knowledge as a context for new meaning. 1. I.T.2
 - Connect ideas to one’s own interests.
 - Add details from personal experience and research to support new ideas.

I can create by engaging with new knowledge by following a process:

- 1 Use evidence to investigate questions. 1. I.C.1
 - Explore ways to answer questions.
 - With guidance, find facts to answer questions from more than one source.
- 2 Devise and implement a plan to fill knowledge gaps. 1. I.C.2
 - With guidance, preview resources to decide which best meet information needs.
 - With guidance, note similarities and differences in information from different sources.
- 3 Generate products that illustrate learning. 1. I.C.3
 - Individually or in groups, express ideas and opinions that demonstrate new knowledge through simple products and different formats.

. I can share by adapting, communicating, and exchanging learning products with others in a cycle:

- 1** Interact with content presented by others. **1. I.S.1**
 - . Share knowledge and ideas with others through discussion and listening.
 - . Formulate questions related to content presented by others.
 - . Use simple notetaking strategies about presented content as modeled by school librarian.
- 2** Provide constructive feedback. **1. I.S.2**
 - . When appropriate, offer information and positive opinions in group discussions.
- 3** Act on feedback to improve. **1. I.S.3**
 - . Use simple rubrics to assess work.
 - . Revise work with peer or teacher guidance.
- 4** Share products with an authentic audience. **1. I.S.4**

With guidance, produce ideas and projects that can be applied in real situations.

I can grow by participating in an ongoing inquiry-based process:

- 1** Continually seek knowledge. **1. I.G.1**

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.
 - 2** Engaging in sustained inquiry. **1. I.G.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.
 - 3** Enact new understanding through real-world connections. **1. I.G.3**

Identify how a 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.
 - 4** Use reflection to guide informed decisions. **USE REFLECTION TO GUIDE INFORMED DECISIONS.**

Explain personal criteria for selecting a particular resource.
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Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

I can think by contributing a balanced perspective when participating in a learning community:

- 1 Articulate an awareness of the contributions of a range of learners. 2. IN.T.1
Listen respectfully and, when appropriate, offer information and opinions in group discussions.
- 2 Adopt a discerning stance toward points of view and opinions expressed in information resources and learning products. 2. IN.T.2
With guidance, recognize the difference between fact and opinion.
With guidance and discussion, identify the author's opinion or perspective.
- 3 Describe their understanding of cultural relevancy and placement within the global learning community. 2. IN.T.3
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 own personal culture and experience.

I can create by adjusting my awareness of the global learning community:

- 1 Interact with learners who reflect a range of perspectives. 2. IN.C.1
Share ideas and opinions comfortably in both informal and formal settings.
- 2 Evaluate a variety of perspectives during learning activities. 2. IN.C.2
With guidance and support, understand that considering others' ideas can lead to new or deeper knowledge.
- 3 Represent diverse perspectives during learning activities. 2. IN.C.3
With guidance and support, select and discuss works that offer a variety of perspectives.

I can share by exhibiting empathy with and tolerance for diverse ideas:

- 1 Engage in informed conversation and active debate. 2. IN.S.1
Share ideas and opinions comfortably in both informal and formal settings.
- 2 Contribute to discussions in which multiple points of view on a topic are expressed. 2. IN.S.2
Show respect for the ideas of others.
Give positive feedback.

I can grow by demonstrating empathy and equity in knowledge building within the global learning community:

- 1** Seek interactions with a range of learners. **2. IN.G.1**

With direction, actively seek a variety of perspectives.

- 2** Demonstrate interest in other perspectives during learning activities. **2. IN.G.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.

- 3** Reflect on one's place within the global learning community. **2. IN.G.3**

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?"

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

I can think by identifying collaborative opportunities:

- 1** Demonstrate a desire to broaden and deepen understandings. **3. C.T.1**

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.

- 2** Develop new understandings through engagement in a learning group. **3. C.T.2**

Acknowledge the opinions of others on a particular topic or issue.

With prompting, guidance, and support, use others' ideas to create new understandings.

- 3** Decide to solve problems informed by group interaction. **3. C.T.3**

With prompting, guidance and support, use others' ideas to make decisions and/or to solve problems.

With guidance, create collaborative products.

I can create by participating in personal, social, and intellectual networks:**1 Use a variety of communication tools and resources. 3. C.C.1**

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.

2 Establish connections with other learners to build on their own prior knowledge and create new knowledge. 3. C.C.2

Share information and ideas through discussion with a friend, teacher, or parent.

I can share by working productively with others to solve problems:**1 Solicit and respond to feedback from others. 3. C.S.1**

With guidance, solicit and listen respectfully to ideas and opinions of others.

With guidance and support, seek common ground in discussions.

2 Involve diverse perspectives in their own inquiry processes. 3. C.S.2

Through modeling and support, listen to the opinions of others and modify one's own opinions when appropriate.

I can grow by actively participating with others in learning situations:**1 Actively contribute to group discussions. 3. C.G.1**

Share what is known about a topic,
problem, or question. • Show respect for the ideas of others.
Give positive feedback.

2 Recognize learning as a social responsibility. 3. C.G.2

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.

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

I can think by acting on an information need:

1 Determine the need to gather information. 4. CU.T.1

With guidance and support, generate questions about a topic and select a focal question to explore.

2 Identify possible sources of information. 4. CU.T.2

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.

3 Make critical choices about information sources to use. 4. CU.T.3

Recognize and use facts that answer specific questions.

With guidance and support, determine whether text contains appropriate evidence to answer a question.

I can create by gathering information appropriate to the task:

1 Seek a variety of sources. 4. CU.C.1

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.

2 Collect information representing diverse perspectives. 4. CU.C.2

With guidance, select resources from the various sections of the library.

Recognize that diverse perspectives come from using a variety of sources (e.g., human, print, digital).

3 Systematically question and assess the validity and accuracy of information. 4. CU.C.3

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.

4 Organize information by priority, topic, or other systematic scheme. 4. CU.C.4

Demonstrate simple organizational skills such as sorting, categorizing, and sequencing.

With guidance, organize information into different formats (e.g., charts, drawings, graphic organizer, notes).

I can share by exchanging information resources within and beyond my learning community:

1 Access and evaluate collaboratively constructed information sites. **4. CU.S.1**

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.

2 Contribute to collaboratively constructed information sites by ethically using and reproducing others' work. **4. CU.S.2**

Rephrase rather than copy whole sentences.

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.

3 Join with others to compare and contrast information derived from collaboratively constructed information sites. **4. CU.C.3**

With guidance and support, compare and contrast information on a given topic while working in a group.

With guidance and support, note similarities and differences in information from different sources while working in groups.

Compare new ideas with what was known at the beginning of an inquiry.

I can grow by selecting and organizing information for a variety of audiences:

- 1** Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. **4. CU.G.1**

With guidance, use a rubric to evaluate a variety of provided resources.

- 2** Integrate and depict in a conceptual knowledge network their understanding gained from resources. **4. CU.G.2**

With guidance, use simple note-taking strategies.

Identify the main idea and supporting details.

Summarize or retell key points.

Note similarities and differences in information from different sources.

- 3** Openly communicate curation processes for others to use, interpret, and validate. **4. CU.G.3**

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.

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

I can think by developing and satisfying personal curiosity:

- 1 Read widely and deeply in multiple formats and write and create for a variety of purposes. **5. E.T.1**
 - Routinely select picture, fiction, and information books.
 - Explore new genres.
 - Begin to recognize that different genres require different reading, listening, or viewing strategies.
 - Make connections between literature and personal experiences.
 - Select books at the appropriate reading level, to be read aloud, or challenging books for browsing and enjoyment.
 - Express feelings about a story through pictures and words.
 - Express ideas through simple products in different formats.
- 2 Reflect and question assumptions and possible misconceptions. **5. E.T.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.
- 3 Engage in inquiry-based processes for personal growth. **5. E.T.3**
 - 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 pursue a personal interest.

I can create by constructing new knowledge:**1 Problem solve through cycles of design, implementation, and reflection. 5. E.C.1**

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.

2 Persist through self-directed pursuits by tinkering and making. 5. E.C.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 does not work.

I can share by engaging with the learning community:**1 Express curiosity about a topic of personal interest or curricular relevance. 5. E.S.1**

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.

2 Co-construct innovative means of investigation. 5. E.S.2

With guidance and support, perform assigned role within a group.

With guidance and support, work with a partner or in a group to explore a variety of investigative strategies.

3 Collaboratively identify innovative solutions to a challenge or problem. 5. E.S.3

With guidance and support, brainstorm multiple solutions to a problem and hypothesize the best solution within a group.

I can grow by developing through experience and reflections:**1** Iteratively respond to challenges. **5. E.G.1**

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.

2 Recognize capabilities and skills that can be developed, improved, and expanded. **5. E.G.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.

3 Open-mindedly accept feedback for positive and constructive growth. **5. E.G.3**

Use interaction with and feedback from teacher and peers to guide inquiry process.

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

I can think by following ethical and legal guidelines for gathering and using information:**1** Responsibly apply information, technology, and media to learning. **6. EN.T.1**

With guidance and support, acknowledge the work of others by citing sources.

With guidance and support, maintain safe behavior when accessing websites.

2 Understand the ethical use of information, technology, and media. **6. EN.T.2**

Respect rules and procedures as a responsible library user.

With guidance and support, articulate the need to give credit to the originator of a work.

With guidance and support, articulate the rights to read, view, listen, write, and express ideas freely.

With guidance and support, identify positive and negative behaviors for using computing devices (e.g., cyber bullying, protecting personal information, Internet safety).

3 Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need. **6. EN.T.3**

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.

I can create by using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge:

1 Ethically use and reproduce others' work. 6. EN.C.1

With guidance, put information into their own words.

With guidance, identify who should be given credit for sources used.

2 Acknowledge authorship and demonstrate respect for the intellectual property of others. 6. EN.C.2

With guidance and support, credit sources by citing author and title.

With guidance and support, identify and name resources used in the process of gathering information.

3 Include elements in personal-knowledge products that allow others to credit content appropriately. 6. EN.C.3

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.

I can share by responsibly, ethically, and legally sharing new information with a global community:

1 Share information resources in accordance with modification, reuse, and remix policies. 6. EN.S.1

With guidance and support, recognize that reworking and remixing multiple sources into an original product still requires acknowledging the sources of information used.

2 Disseminate new knowledge through means appropriate for the intended audience. 6. EN.S.2

With guidance and support, use a variety of formats to present information. (e.g., art, music, movement, oral language, written language, poetry, podcasts).

I can grow by engaging with information to extend personal learning:

1 Personalize use of information and information technologies. 6. EN.G.1

With guidance, follow given criteria for choosing an information source that matches interests and needs.

2 Reflect on the process of ethical generation of knowledge. 6. EN.G.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 own ethical use of information.

3 Inspire others to engage in safe, responsible, ethical, and legal information behaviors. 6. EN.G.3

With guidance and support, identify school guidelines related to the acceptable use of information.