California Library

Grade 2

Adopted 2010

Students access information.

1.1 Recognize the need for information:

a. Identify a simple problem or question that needs information.

b. Organize prior knowledge of a subject, problem, or question (e.g., create a chart).

1.2 Formulate appropriate questions:

a. Develop questions that define the scope of investigation and connect them to the topic.

b. Understand the concept of key words.

1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:

a. Identify two sources of information that may provide an answer to the question(s).

b. Independently check out and care for a variety of library resources, including technology devices.

c. Identify whom to ask for help when using the Internet at the school library or in the classroom.

d. Locate age-appropriate fiction and nonfiction print, media, and digital resources in the school library.

e. Alphabetize beyond the initial letter to locate resources.

f. Identify types of everyday print, media, and digital resources by using academic vocabulary (e.g., biography, periodical, database, fiction, nonfiction, primary source).

g. Identify the parts of a book (print and digital): table of contents, glossary, index, and dedication.

h. Use graphic elements and navigational tools (e.g., buttons, icons, fields) of computer software.

1.4 Retrieve information in a timely, safe, and responsible manner:

a. Identify trusted places in the community where students can seek information(e.g., home, school, museums, governmental agencies, public libraries).

b. Identify trusted and knowledgeable people to ask for assistance with an information search (e.g., teacher, teacher librarian, family member).

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c. Connect prior knowledge to the information and events in text and digital formats.

d. Identify when it is necessary to ask an appropriate adult for assistance in seeking information in both digital and print environments.

e. Identify main ideas of a text in preparation for notetaking.

f. Identify nonfiction text structures in print and digital formats (e.g., main idea and supporting details, cause and effect, compare and contrast, sequencing).

Students evaluate information.

2.1 Determine the relevance of the information:

a. Draw meaning from illustrations, photographs, diagrams, charts, graphs, maps, and captions.

b. Review facts and details to clarify and organize ideas for notetaking.

c. Understand that the Internet contains accurate and inaccurate information.

2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:

a. Identify the purpose of an advertisement, including Internet pop-ups.

b. Demonstrate the ability to distinguish between information and advertisements.

2.3 Consider the need for additional information:

a. Recognize the need for additional information to answer questions posed by others.

Students use information.

3.1 Demonstrate ethical, legal, and safe use of information in print, media, and online resources:

a. Demonstrate proper procedures and good citizenship in the library and online.

b. Recognize that both the author and illustrator have ownership of their own creation.

c. Demonstrate basic knowledge of the district or school's acceptable-use policy.

d. Understand that just as there are strangers in the real world, there are also strangers on the Internet.

e. Adhere to privacy (nondisclosure of personal or family information) and safety guidelines (laws and policies) when using the Internet at school or home.

3.2 Draw conclusions and make informed decisions:

a. Present information drawn from two sources.

3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:

a. Present information to convey the main idea and supporting details about a topic.

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b. Record and present information with pictures, bar graphs, numbers, or written statements.

c. Communicate with other students to explore options to a problem or an ending to a story.

d. Use a diagram or chart to illustrate a presentation.

Students integrate information literacy skills into all areas of learning.

4.1 Read widely and use various media for information, personal interest, and lifelong learning:

a. Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually by grade four (e.g., classic and contemporary literature, magazines, newspapers, online information).

b. Select and use resources in a variety of formats to support personal interests, recreational goals, and pursuits.

4.2 Seek, produce, and share information:

a. Share the source of the information obtained.

b. Inform others creatively when new information about an area of interest is learned.

4.3 Appreciate and respond to creative expressions of information:

a. Portray information visually to convey the main idea and supporting details about a topic.

b. Understand how media affects the telling of a story and transmission of information (e.g., illustrations, photographs, music, video).