

## HMS Library Curriculum

### Standards, Indicators, and Benchmarks

#### First/Second Grade

<b>Standard 1</b> Students gain knowledge through inquiry and critical thinking	<b>Indicator 1.1</b> Develop and refine a range of questions to frame the search for new understanding	<b>Benchmarks</b> <ol style="list-style-type: none"> <li>a. Brainstorm ideas to recall known information</li> <li>b. Ask questions to seek clarification</li> <li>c. Pose realistic and investigative questions</li> <li>d. Begin to explore ways to answer questions</li> </ol>
	<b>Indicator 1.2</b> Locate, evaluate and select valid, accurate, and authoritative resources to answer questions	<b>Benchmarks</b> <ol style="list-style-type: none"> <li>a. Understand how the library is organized in order to independently locate materials</li> <li>b. Differentiate between fiction and nonfiction</li> <li>c. Demonstrate responsible use of library materials</li> <li>d. Begin using the library catalog to identify sources in the library</li> </ol>
	<b>Indicator 1.3</b> Evaluate information for relevancy and systematically record needed information	<b>Benchmarks</b> <ol style="list-style-type: none"> <li>a. Identify parts of a book: cover, spine, title page, page numbers, table of contents, index</li> <li>b. Distinguish roles of author and illustrator</li> <li>c. Locate and use text features</li> <li>d. Interpret information represented in pictures and simple charts</li> </ol>
<b>Standard 2</b> Students, organize, synthesize, and apply new knowledge	<b>Indicator 2.1</b> Organize collected information so it is useful	<b>Benchmarks</b> <ol style="list-style-type: none"> <li>a. Demonstrate simple organizational skills such as sorting and categorizing</li> <li>b. Use graphic organizers to organize information</li> </ol>
	<b>Indicator 2.2</b> Interpret data to draw conclusions from the information	<b>Benchmarks</b> <ol style="list-style-type: none"> <li>a. Participate in group discussion to draw conclusions</li> <li>b. Verbally explain their own interpretation of ideas and information</li> </ol>

<b>Standard 3</b> Students communicate knowledge ethically and productively and engage in reflective practices	<b>Indicator 3.1</b> Present ideas and information according to purpose of research and the audience	<b>Benchmarks</b> <ul style="list-style-type: none"> <li>a. Communicate effectively using oral skills to share knowledge</li> <li>b. Collaborate effectively with others</li> <li>c. Participate in discussions and listen well</li> </ul>
	<b>Indicator 3.2</b> Reflect on the research process, product, and presentation	<b>Benchmarks</b> <ul style="list-style-type: none"> <li>a. Use evidence to support a personal opinion</li> <li>b. Reflect on new ideas to wonder about and investigate</li> </ul>
<b>Standard 4</b> Students pursue personal enrichment and aesthetic growth	<b>Indicator 4.1</b> Read widely	<b>Benchmarks</b> <ul style="list-style-type: none"> <li>a. Recognize a variety of authors and illustrators</li> <li>b. Explore award lists and recognize the importance of literature awards</li> <li>c. Recognize various literary forms</li> <li>d. Create original works as a means of group or personal expression</li> <li>e. Compare and contrast characters in two different stories or plots in two different stories by the same author and/or illustrator</li> <li>f. Discuss favorite books and authors</li> <li>g. Select “just right” books</li> </ul>
	<b>Indicator 4.2</b> Seek information for personal interests in a variety of genres	<b>Benchmarks</b> <ul style="list-style-type: none"> <li>a. Choose nonfiction materials at appropriate interest and reading levels</li> <li>b. Read informational texts to answer personal questions</li> <li>c. Read a variety of fiction and nonfiction for enjoyment and information</li> </ul>