

ELEMENTARY STANDARD 1**Benchmarks****April 2, 2001****Standard #1: Students understand an inquiry process including how to access, evaluate and use information.**

Students encounter overwhelming amounts of information in today's world. They must be prepared to access, evaluate and use resources that effectively and efficiently meet their information search. The inquiry process provides a systematic approach that students apply to all academic and personal interests. Students who have the opportunity to practice a process that orders and organizes the vast quantities and varying qualities of information are empowered lifelong learners.

Benchmarks: Students will

End of Kindergarten	End of Grade 1	End of Grade 2	End of Grade 3
(1.K.1) NA	(1.1.1) NA	(1.2.1) Follow the steps of the inquiry process in guided research.	(1.3.1) Follow and identify the steps of inquiry process as in guided research.
(1.K.2) Generate personal inquiry questions.	(1.1.2) Generate personal inquiry questions.	(1.2.2) Generate questions for personal and informational inquiry.	(1.3.2) Develop specific questions for personal and informational inquiry.
(1.K.3) Demonstrate library procedures.	(1.1.3) Demonstrate library procedures.	(1.2.3) Identify probable sources of information. 3,4	(1.3.3) Identify and locate probable sources of information. 1,3,4
(1.K.4) Identify books as fiction or non-fiction.	(1.1.4) Identify books as fiction or non-fiction.	(1.2.4) Define the terms fiction and non-fiction.	(1.3.4) Judge information for relevancy based on fact or fiction. 2
(1.K.5) NA	(1.1.5) NA	(1.2.5) Use information to solve a problem.	(1.3.5) Identify and use information to solve a problem.
(1.K.6) Identify books as a source of information.	(1.1.6) Recognize that sources can be either print or non-print.	(1.2.6) Describe how well the products satisfy their needs for information.	(1.3.6) Recognize that a process has been followed and describe how well their products meet their needs.

- ITBS Alignment:**
- 1. Table 12. Locate information by purpose or function.**
 - 2. Table 13. Searching strategies judging information quality.**
 - 3. Table 13. Using miscellaneous references.**
 - 4. Table 13. Using other information sources.**

ELEMENTARY STANDARD 2**Benchmarks****February 15, 2005****Standard #2: Students demonstrate an understanding of ethical and social responsibility in accessing, evaluating, and using information, materials**

and technology.

Libraries provide equitable access for all citizens to a variety of information. For students to contribute positively in a learning community, they must respect open access to information, intellectual property rights, ideas and backgrounds of others and library policies. Student will be able to collaborate with others and make informed, reasoned decisions as they participate in our democratic society and interdependent world.

Benchmarks: Students will

End of Kindergarten	End of Grade 1	End of Grade 2	End of Grade 3
(2.K.1) Demonstrate the ability to return the library materials on time.	(2.1.1) Demonstrate the ability to return the library materials on time.	(2.2.1) Demonstrate the ability to return the library materials on time.	(2.3.1) Demonstrate individual responsibility for equitable access by returning library materials on time.
(2.K.2) NA	(2.1.2) NA	(2.2.2) State research facts in own words.	(2.3.2) State research facts in own words and list sources. 1,3
(2.K.3) Demonstrate the ability to follow library procedures.	(2.1.3) Demonstrate the ability to follow library procedures.	(2.2.3) Demonstrate the ability to follow library procedures.	(2.3.3) Follow school guidelines for responsible use of information resources.
(2.K.4) Share knowledge and information with others.	(2.1.4) Share knowledge and information with others.	(2.2.4) Share knowledge and information with others.	(2.3.4) Share knowledge and information with others.

- ITBS Alignment:**
1. **Table 5. Quotation marks for short literary title.**
 2. **Table 10. Political science the rights and responsibilities of citizens.**
 3. **Table 4. Titles of literacy works.**

**ELEMENTARY STANDARD 3
Benchmarks
February 15, 2005**

Standard #3: Students seek a variety of materials for independent learning and personal enjoyment, including the appreciation of literature and other creative expressions.

Central to lifelong learning is a respect and appreciation for the many voices and cultures, such as American Indian cultures that contribute to the arts, literature and expressions of human productivity and creativity. Students must understand the ephemeral nature of information and value the enduring expressions of universal experiences. Students deserve to experience the satisfaction of fulfilling academic tasks as well as to connect with the excitement of independent learning.

Benchmarks: Students will

End of Kindergarten	End of Grade 1	End of Grade 2	End of Grade 3
(3.K.1) Recognize that	(3.1.1) Recognize that	(3.2.1) Recognize that	(3.3.1) Recognize that

diverse cultures are represented in a variety of creative formats. 1	diverse cultures are represented in a variety of creative formats. 1	diverse cultures are represented in a variety of creative formats. 1	diverse cultures are represented in a variety of creative formats. 1
(3.K.2) Experience a variety of literature and creative expressions.	(3.1.2) Experience a variety of literature and creative expressions.	(3.2.2) Experience a variety of literature and creative expressions.	(3.3.2) Experience a variety of literature and creative expressions.
(3.K.3) Use libraries as places to seek information for personal interest.	(3.1.3) Use libraries as places to seek information for personal interest.	(3.2.3) Use libraries as places to seek information for personal interest.	(3.3.3) Use libraries as places to seek information for personal interest.

ITBS Alignment: 1. Table 10. Related social sciences human culture as seen through the fine and applied arts.

ELEMENTARY STANDARD 4
Benchmarks
February 15, 2005

Standard #4: Students distinguish among and appropriately use current and emerging media and technologies in the inquiry process.

Current emerging technologies and media require students to recognize the possibilities these tools can play in their information-rich futures. The variety of formats for both creating and presenting abound. Therefore, students must recognize and analyze how different media and technologies contribute to their own inquiry processes.

Benchmarks: Students will

End of Kindergarten	End of Grade 1	End of Grade 2	End of Grade 3
(4.K.1) Identify various media.	(4.1.1) Identify various media.	(4.2.1) Identify and use various media and technologies to meet information needs. 6,7	(4.3.1) Identify and use various media and technologies to meet information needs. 6,7
(4.K.2) NA	(4.1.2) NA	(4.2.2) Use search strategies to locate information in various media and technologies. 3,4,7	(4.3.2) Use search strategies to locate information in various media and technologies. 3,4,7
(4.K.3) NA	(4.1.3) NA	(4.2.3) NA	(4.3.3) NA

ITBS Alignment:

1. Table 12. Locate information by purpose or function.
2. Table 12. Compare and contrast features using functions of components
3. Table 13. Searching strategies library locations
4. Table 13. Searching strategies sequential searching
5. Table 13. Searching strategies judging information quality
6. Table 13. Using miscellaneous references
7. Table 13. Using other information sources.