

## Library Media Learning Expectations: Grade 5

### **\*Standard 1. Define an Information Task**

*Students will be able to define problems competently and identify information needs.*

- 1.5 List the criteria for the research assignment.
- 1.6 Explain what the final product will look like.
- 1.7 Use the teacher provided essential question to develop a topic focus, or develop a self-selected essential question.
- 1.8 Gather background information by reading, viewing or listening to a variety of pre-selected and self-selected resources.
- 1.9 Identify pre-existing knowledge, as well as additional information necessary to solve the problem.

### **\*Standard 2. Develop Information Seeking Strategies**

*Students will be able to develop strategies to find information relevant to their question or personal need.*

- 2.9 Identify and use parts of a book to gather information: publisher, copyright, table of contents, index, glossary, etc.
- 2.10 Explain that there are different types of resources that can be used for different purposes: books, databases, periodicals, pre-selected class websites, reference materials such as dictionaries, encyclopedias, thesauruses, almanacs, etc.
- 2.11 Identify key words to find information on a topic.
- 2.12 Use the online catalog to find information sources in the school library.
- 2.13 Web, map, or diagram a main topic with sub-topics.
- 2.14 Develop a strategy for finding relevant information, including a variety of types of resources
- 2.15 Understand the library's organization of resources.
- 2.16 With assistance, select and modify keywords and phrases for information seeking purposes.
- 2.17 Understand the difference between, and the uses of, primary and secondary sources

### **\*Standard 3. Locate and Access Information**

*Students will be able to access and gather information efficiently and effectively.*

- 3.10 Locate nonfiction books by call number using the Dewey Decimal System
- 3.11 Use the library catalog to locate information sources, searching title, author or subject
- 3.12 Go from automated card catalog to the shelf to locate needed items.
- 3.13 From these resources independently choose appropriate information.
- 3.14 Use a variety of references, including atlases, encyclopedias, periodicals, and online resources.
- 3.15 Gather information using *keyword* in searching, and using table of contents, index, and glossary.
- 3.16 Use cross-references to locate additional information.
- 3.17 With assistance, recognize inadequacies or gaps in information.

## **\*Standard 4. Use Information**

*Students will be able to evaluate resources for their appropriateness, select the best and extract the most relevant information.*

### **4a. Evaluation for Appropriateness**

- 4.6 Independently develop criteria for relevant information, including authority, accuracy, objectivity, relevancy, and currency of source.
- 4.7 Independently discriminate between primary and secondary sources.

### **4b. Extraction of Most Relevant Information**

- 4.8 Independently take notes and create a simple outline.
- 4.9 Create a simple outline to organize information
- 4.11 Independently summarize and paraphrase information.
- 4.11b Collaborate with others, including using technology to share information and date of sources used.

### **4c. Ethical Behavior in Information Use**

- 4.12 Define plagiarism.
- 4.13 Create correct citations for text and images used, and create a bibliography.
- 4.14 Adhere to the provisions of the school's Acceptable Use Policy

## **\*Standard 5. Synthesize Information**

*Students will organize new information from multiple sources to construct a product that communicates the results of their research*

- 5.4 Consider the purpose and audience for the product and/or presentation.
- 5.5 Organize the information in a way that is appropriate for the assignment, project, or question.
- 5.6 Present a final product using an appropriate format: report, poster, electronic program, powerpoint or other medium of communication.
- 5.7 Understand that communicating information is a life long skill.

## **Standard 6. Participate in Collaborative Activities**

*Students will participate effectively in groups to pursue and generate information.*

- 6.6 Exhibit an understanding of the rights of other library users.
- 6.7 Work cooperatively with others and share resources and materials.
- 6.8 Discuss information and ideas with others, listen well and reformulate ideas when appropriate.
- 6.9 Use information sources, select information and ideas that will contribute directly to the success of group projects.
- 6.10 Respect others' ideas and backgrounds and acknowledge their contributions.
- 6.11 Encourage consideration of ideas and information from all group members.
- 6.12 Participate actively in group discussions to analyze information products and solutions.
- 6.13 Collaborate with peers in sharing information.
- 6.14 Use provided guidelines and the group's work to improve content and delivery

## **Standard 7. Evaluate the Process and the Product**

*Students will evaluate both the research process and the final product.  
This may include both self and peer evaluation.*

- 7.5 Conference with peers, teachers, and library teacher during the creation of the product and in final product evaluation.
- 7.6 Using predetermined criteria, evaluate the effectiveness of the communication of research results.
- 7.7 Summarize new knowledge gained through peer presentations

## **Standard 8. Appreciate Literature**

*Students will gain an increased enjoyment of literature and grow in their abilities to locate and select appropriate reading materials independently.*

- 8.9 Identify book award winners e.g. Newbery, Massachusetts Children's Book Awards
- 8.14 Identify and read from a variety of genres. e.g. fiction, folklore, poetry, biography, nonfiction
- 8.15 Use poetry, plays or readers' theatre to enjoy literature.
- 8.18 Recognize basic story elements: character, setting and plot/conflict.
- 8.19 Identify famous authors and illustrators.
- 8.20 Locate fiction by author's last name.
- 8.24 Identify and analyze the characteristics of subgenres of fiction such as mystery, adventure, historical fiction, realistic fiction, science fiction and fantasy.
- 8.25 Recognize reading as a lifelong pursuit.