

ISAIL

Illinois Standards-Aligned Instruction for Libraries
2018

5th Grade

Aligned with Illinois Common Core Standards,
Next Generation Science Standards,
AASL National School Library Standards for Learners, School Librarians, and School Libraries,
and ISTE Standards for Students



AISLE

Association of Illinois School
Library Educators

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Purpose

To empower, educate, and encourage school library information specialists to plan strategically with other teachers to incorporate information literacy skills in lessons and thereby provide college and career readiness for students.

Vision

The vision of the ISLMA Standards Committee is that this framework will be used to aid in demonstrating the cross-curricular value of school libraries. If used properly, this framework, along with collaboration with other classroom teachers, will provide the data many administrators use for making decisions.

History

Annually, the Alliance Library System consulting staff (now part of RAILS-Reaching Across Illinois Library System) conducted site visits at each of its member libraries. In 2007, the staff noticed a need for an information literacy or library skills curriculum aligned with the Illinois Learning Standards and the new American Association for School Librarians (AASL) standards. In January 2008, a focus group researched sample curricula and drafted the format of the final tool. In August 2008, the Alliance Library System staff, with the help of member librarians, published the first version in CD format and as an online wiki. In October 2008, the framework was presented to the Illinois School Library Media Association (ISLMA) for adoption as a statewide model. The 2011 revision occurred as a response to the adoption of the Illinois Common Core Standards in English and Math, and in 2015 another revision occurred in response to the Next Generation Science Standards. A 2018 revision updated both the ISTE and AASL standards after new versions were published. The I-SAIL document will continue to be revised as needed to maintain its currency and usefulness.

Abbreviation Key

Common Core State Standards:

English/Language Arts Strand Code: RL=Reading Literature; RI=Reading Informational Text; RF=Reading Foundational Skills; W=Writing; SL=Speaking and Listening; L=Language; RH=Reading in History/Social Studies; RST=Reading in Science and Technical Subjects; WHST=Writing in History/Social Studies, Science, and Technical Subjects; CC=Common Core

Math Standards Code: OA=Operations and Algebraic Thinking; NBT=Number and Operations in Base 10; MD=Measurements and Data; G=Geometry; NF=Number and Operations-Fractions; RP=Ratios and Proportional Relationships; NS=Number System; EE=Expressions and Equations; SP=Statistics and Probability; A=Algebra

AASL National School Library Standards for Learners, School Librarians, and School Libraries:

Shared Foundations and Key Commitments are denoted with Roman numerals, followed by an alphabetical indicator denoting the Domain and Competencies, followed by a number indicating the competency.

I-SAIL Standards

Standard 1: Access information efficiently and effectively to inquire, think critically, and gain knowledge

- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

Standard 2: Evaluate information critically and competently

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

Standard 3: Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society

- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Uses problem-solving techniques to devise strategies for improving process or product
- Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

Standard 4: Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

Standard 5: Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

5th GRADE

Standard 1 - Access information efficiently and effectively to inquire, think critically, and gain knowledge

- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

LIBRARY BENCHMARKS

- A. Explain an information need
- B. Understand the concept of keywords

LIBRARY OBJECTIVES

1. Independently use reference materials
2. Independently use keywords and search terms to locate information
3. Articulate an information need and create a basic search strategy
4. Use primary and secondary resources
5. Locate materials and information using advanced features of library catalog

Common Core Standards	NGSS	AASL National School Library Standards for Learners	ISTE Standards for Students
<p>Reading Informational Text Integration of Knowledge and Ideas CC.5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Writing Research to Build and Present Knowledge CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CC.5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking and Listening Comprehension and Collaboration CC.5.SL.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language Vocabulary Acquisition and Use</p>	<p>Physical Science Motion and Stability: Forces and Interactions 5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.</p> <p>Life Science From Molecules to Organisms: Structures and Processes 5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water. Ecosystems: Interactions, Energy, and Dynamics 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p> <p>Earth and Space Science Earth's Place in the Universe 5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth. Earth's Systems 5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere,</p>	<p>I. Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. A. Think - Learners display curiosity and initiative by: I.A.1.formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning. B. Create - Learners engage with new knowledge by following a process that includes: I.B.1.Using evidence to investigate questions. I.B.2. Devising and implementing a plan to fill knowledge gaps. D. Grow - Learners participate in an ongoing inquiry-based process by: I.D.1.Continually seeking knowledge. I.D.2. Engaging in sustained inquiry. I.D.3. Enacting new understanding through real-world connections. I.D.4. Using reflection to guide informed decisions.</p> <p>IV. Curate Make meaning for oneself and others by collecting, organizing,</p>	<p>3. Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3d. Students build knowledge by actively exploring real-world problems, developing ideas and theories and pursuing answers and solutions.</p>

- CC.5.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- CC.5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Number and Operations in Base 10

- CC.5.NBT.3 Understand the place value system. Read, write, and compare decimals to thousandths.

hydrosphere, and/or atmosphere interact.

- 5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Earth and Human Activity

- 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Engineering, Technology, and Application of Science

Engineering Design

- 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

and sharing resources of personal relevance.

A. Think - Learners act on an information need by:

- IV.A.1. Determining the need to gather information.
- IV.A. 2. Identifying possible sources of information.
- IV.A.3. Making critical choices about information sources to use.

B. Create - Learners gather information appropriate to the task by:

- IV.B.1. Seeking a variety of sources.
- IV.B. 2. Collecting information representing diverse perspectives.

V. Explore

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

A. Think - Learners develop and satisfy personal curiosity by:

- V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.
- V.A.3. Engaging in inquiry-based processes for personal growth.

C. Share - Learners engage with the learning community by:

- V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.
- V.C.2. Co-constructing innovative means of investigation.
- V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.

5TH GRADE

Standard 2 - Evaluate information critically and competently

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

LIBRARY BENCHMARKS

- A. Determine appropriate sources of information
- B. Identify facts and details that support main ideas
- C. Analyze and evaluate new information based on previous experience and knowledge
- D. Find similar ideas in more than one source
- E. Recognize the differences between sources

LIBRARY OBJECTIVES

1. Select facts and details to include in note taking
2. Use appropriate print and/or electronic resources
3. Determine important ideas in illustrations and text
4. Apply common organizational patterns to make sense of information
5. Work in groups to create and evaluate projects and information products
6. Compare content and ideas in different resources
7. Select the most appropriate source to fulfill the information need

Common Core Standards

NGSS

AASL National School Library Standards for Learners

ISTE Standards for Students

Reading Literature

Key Ideas and Details

CC.5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Integration of Knowledge and Ideas

CC.5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).

CC.5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Reading Informational Text

Key Ideas and Details

CC.5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Craft and Structure

CC.5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

CC.5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CC.5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Physical Science

Matter and Its Interactions

5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved

5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Motion and Stability: Forces and Interactions

5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.

Energy

5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun

Life Science

From Molecules to Organisms: Structures and Processes

5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.

I. Inquire

Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

A. Think - Learners display curiosity and initiative by:

I.A.1. formulating questions about a personal interest or a curricular topic.

I.A.2. Recalling prior and background knowledge as context for new meaning.

B. Create - Learners engage with new knowledge by following a process that includes:

I.B.1. Using evidence to investigate questions.

I.B.2. Devising and implementing a plan to fill knowledge gaps.

I.B.3. Generating products that illustrate learning.

II. Include

Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

A. Think - Learners contribute a balanced perspective when participating in a learning community by:

3. Knowledge Constructor **Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.**

3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b. Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other sources.

3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d. Students build knowledge by actively exploring real-world problems, developing ideas and theories and pursuing answers and solutions.

CC.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

Text Types and Purposes

- CC.5.W.1.b Provide logically ordered reasons that are supported by facts and details.
- CC.5.W.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- CC.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CC.5.W.2.e Provide a concluding statement or section related to the information or explanation presented.
- CC.5.W.3.e Provide a conclusion that follows from the narrated experiences or events.

Research to Build and Present Knowledge

- CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CC.5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CC.5.W.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Ecosystems: Interactions, Energy, and Dynamics

- 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Earth and Space Science

Earth’s Place in the Universe

- 5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.

Earth’s Systems

- 5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- 5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Earth and Human Activity

- 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

Engineering, Technology, and Application of Science

Engineering Design

- 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

- II.A.1. Articulating awareness of the contributions of a range of learners.
- II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
- II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.

III. Collaborate

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

Learners identify collaborative opportunities by:

- III.A.1. Demonstrating their desire to broaden and deepen understandings.
- III.A.2. Develop new understandings through engagement in a learning group.
- III.A.3. Deciding to solve problems informed by group interaction.

C. Share - Learners work productively with others to solve problems by:

- III.C.1. Soliciting and responding to feedback from others.
- III.C.2. Involving diverse perspectives in their own inquiry processes.

D. Grow - Learners actively participate with others in learning situations by:

- III.D.1. Actively contributing to group discussions.

Speaking and Listening

Comprehension and Collaboration

- CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- CC.5.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- CC.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- CC.5.SL.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CC.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

- CC.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language

Vocabulary Acquisition and Use

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved

III.D.2. Recognizing learning as a social responsibility.

IV. Curate

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

A. Think - Learners act on an information need by:

- IV.A.1. Determining the need to gather information.
- IV.A. 2. Identifying possible sources of information.
- IV.A.3. Making critical choices about information sources to use.

B. Create - Learners gather information appropriate to the task by:

- IV.B.1. Seeking a variety of sources.
- IV.B. 2. Collecting information representing diverse perspectives.
- IV.B.3. Systematically questioning and assessing the validity and accuracy of information.
- IV.B.4. Organizing information by priority, topic, or other systematic scheme.

D. Grow - Learners select and organize information for a variety of audiences:

- IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
- IV.D. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.

CC.5.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

IV.D.3. Openly communicating curation processes for others to use, interpret, and validate.

V. Explore

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

A. Think - Learners develop and satisfy personal curiosity by:

V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.

V.A.2. Reflecting and questioning assumptions and possible misconceptions.

V.A.3. Engaging in inquiry-based processes for personal growth.

VI. Engage

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

A. Think - Learners follow ethical and legal guidelines for gathering and using information by:

VI.A.1 Responsibly applying information, technology, and media to learning.

VI.A.2. Understanding the ethical use of information, technology, and media.

VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

B. Create - Learners use valid information and reasoned

conclusions to make ethical decisions in the creation of knowledge by:

VI.B.1 Ethically using and reproducing others' work.

VI.B.2. Acknowledging authorship and demonstrating respect for the intellectual property of others.

VI.B.3. Including elements in personal knowledge products that allow others to credit content appropriately.

C. Share - Learners responsibly, ethically, and legally share new information with a global community by:

VI.C.1 Sharing information resources in accordance with modifications, reuse, and remix policies.

VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.

D. Grow - Learners engage with information to extend personal learning by:

VI.D.1. Personalizing their use of information and information technologies.

VI.D.2. Reflecting on the process of ethical generation of knowledge.

VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

5TH GRADE

Standard 3 - Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society

- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Use problem-solving techniques to devise strategies for revising and improving process and product
- Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

LIBRARY BENCHMARKS

- A. Communicate results of information search in format appropriate for content
- B. Recognize ownership of written and illustrated material
- C. Observe Internet guidelines and protocols as defined in the district's policies

LIBRARY OBJECTIVES

1. Edit, format, spell-check, save, proofread, and print original document using a word processor
2. Collaborate with other students to solve information problems
3. Organize information using such differentiated techniques as graphic organizer, storyboarding, or webbing
4. Present, perform, share, and evaluate the results of information searches in a new form
5. Cite sources and record simple bibliographies
6. Respect different points of view and opinions
7. Differentiate between note taking and copying verbatim from sources used as demonstrated through paraphrasing

Common Core Standards	NGSS	AASL National School Library Standards for Learners	ISTE Standards for Students
<p>Reading Literature Key Ideas and Details CC.5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Reading Informational Text Key Ideas and Details CC.5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Integration of Knowledge and Ideas CC.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Writing Text Types and Purposes CC.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CC.5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. CC.5.W.1.b Provide logically ordered reasons that are supported by facts and details. CC.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Physical Science Matter and Its Interactions 5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. 5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p> <p>Motion and Stability: Forces and Interactions 5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down</p> <p>Energy 5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</p> <p>Life Science From Molecules to Organisms: Structures and Processes 5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <p>Ecosystems: Interactions, Energy, and Dynamics 5-LS2-1 Develop a model to describe the movement of matter</p>	<p>I. Inquire Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. A. Think - Learners display curiosity and initiative by: I.A.1.formulating questions about a personal interest or a curricular topic. I.A.2. Recalling prior and background knowledge as context for new meaning. B. Create - Learners engage with new knowledge by following a process that includes: I.B.1.Using evidence to investigate questions. I.B.2. Devising and implementing a plan to fill knowledge gaps. I.B.3. Generating products that illustrate learning.</p> <p>II. Include Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community. A. Think - Learners contribute a balanced perspective when participating in a learning community by: II.A.1. Articulating awareness of the contributions of a range of learners.</p>	<p>2. Digital Citizen Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. 2c. Students demonstrate and understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>3. Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3b. Students evaluate the accuracy, perspective,credibility, and relevance of information,</p>

CC.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CC.5.W.2.e Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)

CC.5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CC.5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

among plants, animals, decomposers, and the environment.

Earth and Space Science

Earth's Place in the Universe

5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.

5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Earth's Systems

5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Earth and Human Activity

5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment

Engineering, Technology, and Application of Science

Engineering Design

3-5-ETS1-1 Define a simple design problem reflecting a need or a

II.A.2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.

II.A.3. Describing their understanding of cultural relevancy and placement within the global learning community.

B. Create - Learners adjust their awareness of the global learning community by:

II.B.1. Interacting with learners who reflect a range of perspectives.

II.B.2. Evaluating a variety of perspectives during learning activities.

II.B.3. Representing diverse perspectives during learning activities.

C. Share - Learners exhibit empathy with and tolerance for diverse ideas by:

II.C.1. Engaging in informed conversation and active debate.

II.C.2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

D. Grow - Learners demonstrate empathy and equity in knowledge building within the global learning community:

II.D.1. Seeking interactions with a range of learners.

II.D.2. Demonstrating interest in other perspectives during learning activities.

II.D.3. Reflecting on their own place within the global learning community.

media, data or other sources.

3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d. Students build knowledge by actively exploring real-world problems, developing ideas and theories and pursuing answers and solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b. Students create original works or responsibly repurpose or remix digital resources into new creations.

6d. Students publish or present content that customizes the message and medium for their intended audiences.

III. Collaborate

CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CC.5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

CC.5.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

CC.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CC.5.SL.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

CC.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CC.5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to

want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved

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

B. Create - Learners participate in personal, social, and intellectual networks by:

III.B.1. Using a variety of communication tools and resources.

III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

C. Share - Learners work productively with others to solve problems by:

III.C.1. Soliciting and responding to feedback from others.

III.C.2. Involving diverse perspectives in their own inquiry processes.

D. Grow - Learners actively participate with others in learning situations by:

III.D.1. Actively contributing to group discussions.

III.D.2. Recognizing learning as a social responsibility.

IV. Curate

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

B. Create - Learners gather information appropriate to the task by:

IV.B.1. Seeking a variety of sources.

7. Global Collaborator
Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7b. Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

enhance the development of main ideas or themes.

Language

Conventions of Standard English

CC.5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.

IV.B. 2. Collecting information representing diverse perspectives.

IV.B.3. Systematically questioning and assessing the validity and accuracy of information.

IV.B.4. Organizing information by priority, topic, or other systematic scheme.

C. Share - Learners exchange information resources within and beyond their learning community by:

IV.C.1. Accessing and evaluating collaboratively constructed information sites.

IV.C. 2. Contributing collaboratively constructed information sites by ethically using and reproducing others' work.

IV.C.3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.

D. Grow - Learners select and organize information for a variety of audiences:

IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

IV.D. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources.

IV.D.3. Openly communicating curation processes for others to use, interpret, and validate.

V. Explore

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

A. Think - Learners develop and satisfy personal curiosity by:

V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.

V.A.2. Reflecting and questioning assumptions and possible misconceptions.

V.A.3. Engaging in inquiry-based processes for personal growth.

B. Create - Learners construct new knowledge by:

V.B.1 Problem solving through cycles of design, implementation and reflection.

V.B.2 Persisting through self-directed pursuits by tinkering and making.

C. Share - Learners engage with the learning community by:

V.C.1. Expressing curiosity about a topic of personal interest or curricular relevance.

V.C.2. Co-constructing innovative means of investigation.

V.C.3. Collaboratively identifying innovative solutions to a challenge or problem.

D. Grow - Learners develop through experiences and reflection by:

V.D.1. Iteratively responding to challenges.

V.D.2. recognizing capabilities and skills that can be developed, improved, and expanded.

V.D.3. Open-mindedly accepting feedback for positive and constructive growth.

VI. Engage

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

A. Think - Learners follow ethical and legal guidelines for gathering and using information by:

VI.A.1 Responsibly applying information, technology, and media to learning.

VI.A.2. Understanding the ethical use of information, technology, and media.

VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.

B. Create - Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:

VI.B.1 Ethically using and reproducing others' work.

VI.B.2. Acknowledging authorship and demonstrating respect for the intellectual property of others.

VI.B.3. Including elements in personal knowledge products that allow others to credit content appropriately.

Learners responsibly, ethically, and legally share new information with a global community by:

VI.C.1 Sharing information resources in accordance with

modifications, reuse, and remix policies.

VI.C.2. Disseminating new knowledge through means appropriate for the intended audience.

D. Grow - Learners engage with information to extend personal learning by:

VI.D.1. Personalizing their use of information and information technologies.

VI.D.2. Reflecting on the process of ethical generation of knowledge.

VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

5TH GRADE

Standard 4 - Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

LIBRARY BENCHMARKS

- Use both text and visuals to understand literature
- Select an appropriate book of interest for personal enjoyment
- Recognize different types and elements of literature
- Analyze and understand information presented creatively in various nontextual formats
- Seek information related to personal interests
- Select resources and materials based on interest, need, and appropriateness

LIBRARY OBJECTIVES

- Self-select reading material appropriate for a specific purpose
- Read traditional literature including mythology
- Read various genres
- Read and comprehend informational texts
- Recognize various literary elements within works
- Participate in guided discussions about literature to share opinions and responses
- Determine individual taste in series, author, and genre reading
- Select award-winning literature as appropriate to personal interest
- Appreciate information presented creatively in various formats
- Read for pleasure, seek answers, and explore topics of personal interest
- Access libraries, library staff, and library resources both personally and virtually

Common Core Standards

Reading Literature

Key Ideas and Details

CC.5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CC.5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Integration of Knowledge and Ideas

CC.5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).

CC.5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Complexity of Text

CC.5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Informational Text

Integration of Knowledge and Ideas

CC.5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CC.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Complexity of Text

CC.5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Foundational Skills

Fluency

AASL National School Library Standards for Learners

I. Inquire

Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

B. Create - Learners engage with new knowledge by following a process that includes:

I.B.1. Using evidence to investigate questions.

I.B.2. Devising and implementing a plan to fill knowledge gaps.

I.B.3. Generating products that illustrate learning.

IV. Curate

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

B. Create - Learners gather information appropriate to the task by:

IV.B.1. Seeking a variety of sources.

IV.B.2. Collecting information representing diverse perspectives.

IV.B.3. Systematically questioning and assessing the validity and accuracy of information.

IV.B.4. Organizing information by priority, topic, or other systematic scheme.

V. Explore

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

ISTE Standards for Students

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1b. Students build networks and customize their learning environments in ways that support the learning process.

CC.5.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Language

Knowledge of Language

CC.5.L.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

A. Think - Learners develop and satisfy personal curiosity by:

V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.

V.A.2. Reflecting and questioning assumptions and possible misconceptions.

V.A.3. Engaging in inquiry-based processes for personal growth.

5TH GRADE

Standard 5 - Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

LIBRARY BENCHMARKS

- A. Use personal and private information appropriately
- B. Behave responsibly and respectfully in a networked environment
- C. Use electronic devices safely and appropriately

LIBRARY OBJECTIVES

1. Protect personal information, apply stranger-danger knowledge and skills on the Internet, and choose online friends wisely
2. Use the Internet to locate information safely
3. Recognize the consequences of inappropriate communication (cyberbullying, harassment, outing, rumors, flaming, sexting, etc.)
4. Report inappropriate online behavior (harassment, cyberbullying, threats, etc.)
5. Recognize and avoid inappropriate content (advertising, malware, phishing, viruses, pornography, etc.)
6. Protect electronic devices from physical harm and, with guidance, recognize and avoid potential damaging or invasive content

Common Core Standards

Reading Informational Text

Key Ideas and Details

- CC.5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CC.5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- CC.5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- CC.5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

- CC.5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CC.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

Text Types and Purposes

- CC.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Research to Build and Present Knowledge

- CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CC.5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

AASL National School Library Standards for Learners

III. Collaborate

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

B. Create - Learners participate in personal, social, and intellectual networks by:

- III.B.1. Using a variety of communication tools and resources.
- III.B.2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

D. Grow - Learners actively participate with others in learning situations by:

- III.D.1. Actively contributing to group discussions.
- III.D.2. Recognizing learning as a social responsibility.

IV. Curate

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

C. Share - Learners exchange information resources within and beyond their learning community by:

- IV.C.1. Accessing and evaluating collaboratively constructed information sites.
- IV.C.2. Contributing collaboratively constructed information sites by ethically using and reproducing others' work.
- IV.C.3. Joining with others to compare and contrast information derived from

ISTE Standards for Students

2. Digital citizenship

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- 2a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2b Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
- 2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 2d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

CC.5.W.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Speaking and Listening

Presentation of Knowledge and Ideas

CC.5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language

Vocabulary Acquisition and Use

CC.5.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

collaboratively constructed information sites.

VI. Engage

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

C. Share - Learners responsibly, ethically, and legally share new information with a global community by:

VI.C.1 Sharing information resources in accordance with modifications, reuse, and remix policies.

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