

Grade 5 Library Curriculum – Information Literacy

Pennsylvania Standards	Topics/Performance Objectives	Activities/Resources	Assessment Strategy	Scope and Sequence	Info Power
<p>1.8.5 A Select a topic for research</p> <p>1.8.5 B Locate information using appropriate sources and strategies</p>	<p>Determine Information Needs:</p> <p>Topic Reference Need -Masters the ability to determine informational needs</p> <p>Develop Information Seeking Strategies: Information Providers School library -Identifies, defines, & uses library vocabulary -Utilizes call numbers to locate materials -Review & masters understanding of the Dewey Decimal System -Accesses information from on-line resources</p> <p>Utilizes Public Library</p> <p>Search Strategies -Expands library vocabulary & computer terminology</p>	<p>Review strategy through questions and answers</p> <p>Review call numbers</p> <p>Review resources</p> <p>Review resources</p> <p>Review strategy Nonfiction books Fiction books</p>	<p>Statement of topic</p> <p>Observation</p> <p>Completion of project</p> <p>Observation</p> <p>Observation</p>	<p>X</p> <p>R/X</p> <p>R/X</p> <p>R/X</p> <p>R/X</p>	<p>1.1, 1.2, 3.2, 4.1</p> <p>1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 4.1, 5.2, 6.1, 6.2, 7.1, 7.2, 8.3</p>

<p>3.7.7 C Explain and demonstrate basic computer operations and concepts</p> <p>3.7.4 E Explain basic computer communication systems</p> <p>1.8.5 B Locate information using appropriate</p> <p>1.2.5 A Read and understand essential content of informational texts and documents in all academic areas</p>	<p>Locates and Acquires Information</p> <p>Electronic Catalog -Utilizes the electronic catalog to locate resources, using title, author, subject, & keyword searches</p> <p>On-line Searching -Performs a directed search -Introduced to internet terminology -Reviews Power Library - Completes subject search using an electronic encyclopedia</p> <p>Reference Sources -Completes subject search using a print encyclopedia -Utilizes dictionary, atlas, almanac, thesaurus</p>	<p>Review search process and strategies</p> <p>Review terms</p> <p>Review resources -reference activities</p>	<p>Observation</p> <p>Conducts search</p> <p>Conducts search</p>	<p>R/X</p> <p>R/X</p> <p>I/R</p>	<p>1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 4.1, 5.2, 6.1, 6.2, 7.1, 7.2, 8.3</p> <p>1.2, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3</p>
<p>1.8.5 C Organize, summarize and present main ideas from (the) research</p>	<p>Information Seeking Strategies -Discusses & selects most appropriate resources</p> <p>Information Use/Synthesis -Identifies & extracts relevant information from various sources -Utilizes graphic organizers to summarize & material read -Expands upon research skills for report writing</p> <p>Evaluates Information -Compares & Contrasts information from various sources</p> <p>Bibliography -Introduced to MLA style citation</p>	<p>Review process Apply to activity</p> <p>Review and discuss</p> <p>Apply to activity</p> <p>Review purpose</p> <p>Review purpose Bibliographic information</p>	<p>Observation</p> <p>Student questions</p> <p>Completion of project</p> <p>Bibliographic project</p>	<p>R</p> <p>I/R</p> <p>I/R</p> <p>R</p> <p>I/R</p>	<p>2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.3, 5.3, 6.1, 6.2</p>

Grade 5 Library Curriculum – Independent Learning

Pennsylvania Standards	Topics/Performance Objectives	Activities/Resources	Assessment Strategy	Scope and Sequence	Info Power
<p>1.1.5 A Identify the purpose and the types of text</p> <p>1.3.5 A Read and understand works Of literature</p> <p>1.3.5 F Read and respond to nonfiction and fiction including poetry and drama</p>	<p>Recognize Quality & Craftsmanship:</p> <p>Establish Clear Information Goals Book Selection -Locates, selects, & reads books of interest -Determines appropriate information from several sources</p> <p>Literature Appreciation -Expands knowledge of genres, authors, illustrators, & award-winning books -Responds to literature in written, oral, pictorial, & dramatic form -Demonstrates understanding of literary devices -Shows appreciation for various authors, illustrators, & genres -Relates culturally diverse literature -Introduced to Newbery Award books</p> <p>Genres -Demonstrates knowledge of genres -Identifies & defines various genres</p>	<p>Facilitate book selection</p> <p>Introduce and review strategy</p> <p>Read to students -Book talks - Discussion - Author/illustrator studies - author/illustrator website information study -Author visits</p> <p>Review and introduce elements of various genres</p>	<p>Observe circulation</p> <p>Observe circulation Student participation</p> <p>Student participation</p>	<p>X</p> <p>I/R</p> <p>I/R I/R</p> <p>I/R</p>	<p>1.1</p> <p>5.1</p> <p>5.1, 5.2</p>

Grade 5 Library Curriculum – Social Responsibility

Pennsylvania Standards	Topics/Performance Objectives	Activities/Resources	Assessment Strategy	Scope and Sequence	Info Power
<p>3.6.7 B Explain information technologies of receiving, storing, retrieving and decoding.</p> <p>3.8.7 A Explain how technologies are limited in their effects and influences on society.</p> <p>1.8.5 C Organize, summarize and present the main ideas from (the) research</p> <p>1.6.5 A</p>	<p>Demonstrate Social Responsibility:</p> <p>Equitable Access Circulation Procedures -Follows circulation procedures & guidelines Resources -Demonstrates acceptable use of print & on-line resources</p> <p>Ethical Behavior Intellectual Property Rights -Understands the concept of plagiarism -Reports research information accurately -Cites bibliographic information accurately Acceptable Use -Demonstrates appropriate listening, speaking, and discussion skills -Continues to develop responsible library citizenship -Demonstrates respectful use of the electronic catalog and on-line resources</p> <p>Member of Learning Group -Continues to practice group</p>	<p>Review procedures with questions and answers</p> <p>Review terminology Review reason for citing sources</p> <p>Discuss plagiarism</p> <p>Review policy and procedures</p>	<p>Follows procedures</p> <p>Discussion</p> <p>Check project and sources</p> <p>Observation</p>	<p>R/X</p> <p>I/R R</p> <p>R/X</p> <p>R/X</p>	<p>2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 5.3, 6.1, 6.2, 8.2, 8.3</p>

Listen to others	<p>dynamics</p> <ul style="list-style-type: none">-Actively participates in class/group discussions-Assists other students in finding materials and information-Works cooperatively with others to produce, evaluate and present group project	Review guidelines of working in groups	Observation	R/X	9.1, 9.2
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