

Information Literacy Standards and Benchmarks Grade 5

Standard 1: Reads widely both for information and in pursuit of personal interests.

Indicators:

- *Is a competent and self-motivated reader*
- *Reads both fiction and non-fiction fluently*
- *Uses a variety of reading strategies to understand non-fiction and informational text*
- *Develops a background in types of literature and literary elements*
- *Connects ideas to personal interests and previous knowledge and experience*
- *Applies critical thinking skills when reading, viewing and listening*
- *Responds to literature and other creative expressions of information in many formats*

Key

- Black** – State Recommended Standards and Benchmarks
- Black*** - Added Grade Level Benchmarks
- Red** – ISTE
- Green** – Math
- Blue** – Reading (Treasures)
- Orange** – Social Studies
- Brown** - Science

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
<p>A. Uses both text and visuals to understand literature</p>	<ul style="list-style-type: none"> • Think and Search • Generate Questions • Author and Me • Plot • Character • Setting • Theme • point of view • Story structure • Generate questions • Summarize • Cause and effect • Inferences • Main idea • Details • Drawing conclusions • Fact and opinion • Conflict/resolution/climax • Author’s purpose • Making generalizations • Visualization • Consonance and symbolism 	<ul style="list-style-type: none"> • Identifies literary elements of plot, character, setting, theme, point of view, story structure, generate questions, summarize, cause and effect, inferences, main idea, details, drawing conclusions, fact and opinion, conflict/resolution/climax, author’s purpose, making generalizations, visualization, consonance and symbolism 	<ul style="list-style-type: none"> • Uses both text and visuals to understand literature • Increases understanding of literature by participating in discussion (opinions & responses, compare/contrast, inferences, predictions) 	<ul style="list-style-type: none"> • QAR • Graphic Organizers • Treasures Reading Program (refer to Information Literacy Maps) <ul style="list-style-type: none"> • Realistic Fiction (1, 2, 3, 6) • Nonfiction (1, 2, 3, 4,5, 6) • Tall Tales (1) • Online article (1) • Fantasy (1, 5) • Legends (2) • Biography (2, 3) • Song Lyrics (2) • Historical fiction (3) • Poetry (3) • Textbooks (3) • Science Fiction (4) • Newspaper (4) • Autobiography (4) • Speeches (4) • Survival (5) • Mood (5) • Book reviews (5) • Fairy Tales (6)

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<p>B. Selects a "just right" book independently for personal reading</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Understands the concept of selecting a book ideal for the reader. * 	<ul style="list-style-type: none"> • Selects a "just right" book independently for personal reading 	<ul style="list-style-type: none"> • Library Collection • OPAC
<p>C. Distinguishes between different types and elements of literature</p>	<ul style="list-style-type: none"> • Iowa's Children Choice Award • Newbery Award • Coretta Scott King, • Caldecott • Robert F. Sibert Informational Book Award • Genre 	<ul style="list-style-type: none"> • Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, finger plays, songs, poetry, reader's theater or visual arts 	<ul style="list-style-type: none"> • Distinguishes between different types and elements of literature • Applies guidelines for choosing a "just right book" during literature selection • Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, trickster tales, fables, tall tales, legends, myths) • Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction) • Reads or listens to nonfiction (biography, information books, poetry) • Reads or listens to a variety of authors and illustrators • Engages in an in-depth study of an author's and/or illustrator's body of work • Reads or listens to award-winning literature (Iowa Children's Choice, Coretta Scott King, Caldecott, Newbery, Robert F. Sibert Informational Book Award) • Identifies a variety of formats (magazines, books, non-print, electronic resources, newspapers) 	<ul style="list-style-type: none"> • Library Collection • Public Library

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Standard 2: Uses inquiry and critical thinking skills to acquire, evaluate, use and create information.

Power Benchmark 1: *The learner accesses information efficiently and effectively.*

Indicators:

- Recognizes the need for information
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Uses technology effectively to locate information
- Uses a variety of print and electronic tools to find information

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Explains an information need	<ul style="list-style-type: none"> • Photos and captions 	<ul style="list-style-type: none"> • Understand the need to obtain information and how to use the information. * 	<ul style="list-style-type: none"> • Asks a question about finding a book or locating information • Identifies author, title, title page, illustrator, cover, spine, publisher, copyright date • Uses table of contents, index and glossary to find information within sources • Begins to understand visual literacy clues 	<ul style="list-style-type: none"> • Library collection • Public Library
B. Understands the concept of keywords	<ul style="list-style-type: none"> • Keyword • Search Engine 	<ul style="list-style-type: none"> • Understand the concept of keyword. * 	<ul style="list-style-type: none"> • Uses strategies to identify appropriate keywords 	<ul style="list-style-type: none"> • OPAC • Internet • Search engines
C. Demonstrates skill in using electronic catalog	<ul style="list-style-type: none"> • OPAC 	<ul style="list-style-type: none"> • Understands how to use OPAC to search subject. 	<ul style="list-style-type: none"> • Uses the electronic library catalog to search by keyword, author, title, subject 	<ul style="list-style-type: none"> • OPAC
D. Locates materials on library shelves by call number	<ul style="list-style-type: none"> • Call Number • Dewey Decimal System 	<ul style="list-style-type: none"> • Understands the Dewey Decimal System. * 	<ul style="list-style-type: none"> • Locates materials on library shelves by call number 	<ul style="list-style-type: none"> • Library Collection • Public Library

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<p>E. Uses print and electronic sources to access, extract and process information</p>	<ul style="list-style-type: none"> • Internet • Dictionary • Encyclopedia • Thesaurus • Skim & scan • Note taking • Outline • Primary Sources • Print and Non-print Encyclopedias • Maps • Diagrams • Graphs • Databases 	<ul style="list-style-type: none"> • Begins to understand that information can be found in a variety of sources and recognizes the unique features of each • <i>Understands the skim and scan process.</i> * (Search) 	<ul style="list-style-type: none"> • Uses dictionary, encyclopedia, atlas • Uses basic online information tools (EBSCO, encyclopedia) • <i>Uses the skim and scan process to gather information.</i> * 	<ul style="list-style-type: none"> • Internet • Dictionary • Encyclopedia • Thesaurus • Primary Sources • Print and Non-print Encyclopedias • Maps • Diagrams • Graphs • AEA databases
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Standard 2: Uses inquiry and critical thinking skills to acquire, evaluate, use and create information.

Power Benchmark 2: The learner evaluates information critically and competently.

Indicators:

- *Determines accuracy, relevance, and comprehensiveness*
- *Distinguishes among fact, point of view, and opinion*
- *Identifies inaccurate and misleading information*
- *Selects information relevant to the problem or question at hand*
- *Derives meaning from information presented in a variety of formats*

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
A. Differentiates between fact and fiction	<ul style="list-style-type: none"> • Fact • Fiction • Nonfiction 	<ul style="list-style-type: none"> • Understand the difference between factual material and made up material.* 	<ul style="list-style-type: none"> • Uses fact and fiction appropriately. * 	<ul style="list-style-type: none"> • Library Collection • Public Library
B. Identifies appropriate and relevant sources of information	<ul style="list-style-type: none"> • <i>Presearch (Pathways)</i> • <i>Guiding Questions</i> • <i>QAR</i> • Website, • Html • Home page • URL 	<ul style="list-style-type: none"> • <i>Understand the Pathways to Knowledge research Model</i> • <i>Identify technologies used every day</i> • <i>Define basic Internet terminology (e.g. website, html, home page, URL, etc.)</i> • <i>Understand how changes in technology affect the workplace and society</i> 	<ul style="list-style-type: none"> • Identifies the appropriate use of reference materials, e.g. encyclopedia, atlas, non-fiction book • Identifies and extracts relevant information in print and electronic resource • <i>Select websites that best meet specified criteria</i> • <i>Utilize the Pathways To Knowledge research model</i> 	<ul style="list-style-type: none"> • <i>Pathways to Knowledge Research Model Poster for Presearch</i> • <i>Pathways to Knowledge Research Model</i>

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<p>C. Identifies appropriate and relevant information within sources</p>	<ul style="list-style-type: none"> • <i>Search (Pathways)</i> 	<ul style="list-style-type: none"> • Understand how to check for validity in all media. (e.g. websites, television, email) • <i>Understand the Pathways to Knowledge Model.</i> • <i>Understand the concept of Search (Pathways).</i> 	<ul style="list-style-type: none"> • Uses headings, subheadings, table of contents, index • Determines authenticity and relevance of print and non-print information • Applies evaluation criteria to Internet sites and other information sources • Selects appropriate resources from a list of "hits" obtained in an electronic catalog search and on the Internet • Use Internet search engines to access information • Use appropriate digital resources for research (e.g. on-line databases, electronic card catalog, search engine) • <i>Uses the Pathways to Knowledge Model accurately.</i> 	<ul style="list-style-type: none"> • <i>Pathways to Knowledge Research Model Poster for Search</i> • Treasures Reading Program Research Topics (science fairs, life in American west, famous person's travels, state tree, flower, etc., compare/contrast trees, planets, astronauts, different dogs, snakes, national monument, plains/ecology, discoveries, civil war artifacts, US voting rights, water conservation, desert environment, water usage, climates, music technology, political polls, US Senators, Antarctica, exploration, traveling, plant/hybrids, nature, talking codes, animal communication, whales, animal relationships, Dominican Rep., dreams, personal needs, invention) • Parks and recreation visit: Snakes*
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<p>D. Evaluates search process</p>	<ul style="list-style-type: none"> • <i>Evaluation (Pathways)</i> 	<ul style="list-style-type: none"> • <i>Understands the process of evaluating using the Pathways to Knowledge Model. *</i> 	<ul style="list-style-type: none"> • Develops note taking skills • Uses conventions of the source to determine usefulness • Use Inspiration (Kidspiration) to organize information • Plan and deliver a presentation using media and technology appropriate to the topic, audience, purpose, and/or content • Evaluate the reliability of information sources • Classify collected data and construct a simple database by defining fields, entering and sorting data and producing a report or chart • Develop a course of action based on an established criterion of questions to be asked and answered, resources need to be used • Assess and evaluate personal process during Pathways project. 	<ul style="list-style-type: none"> • <i>Pathways to Knowledge Research Model Poster for Evaluation</i> • <i>Pathways to Knowledge Research Model</i>
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Standard 2: Uses inquiry and critical thinking skills to acquire, evaluate, use and create information.

Power Benchmark 3: *The learner uses information accurately, creatively and ethically.*

Indicators:

- Organizes information for practical application
- Integrates new information into current knowledge
- Creates and communicates information and ideas in appropriate formats
- Uses technology effectively to organize, present and document research findings
- Designs, develops and evaluates information products and solutions both for school
- assignments and personal interests
- Reflects on strategies for revising and improving process and product

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
E.Communicates results of information search in format appropriate for content	<ul style="list-style-type: none"> • Charts • Toolbars • Links • Hyperlinks • Keywords • Italics • Underlining • Bar Graph • Interpretation (Pathways) • Communication (Pathways) • Relevancy • Paraphrasing • Classification • Inferencing • Edits, formats • Storyboarding or webbing • Multimedia 	<ul style="list-style-type: none"> • Select the appropriate technology given a task • Understands when information is relevant to the research question. * • Understands the note taking process using paraphrasing and classification. * • Understand inference. * • Understand the process of communicating information. 	<ul style="list-style-type: none"> • Edits, formats, spell checks, saves, proofreads, and prints original documents using a word processor • Organizes information using such techniques as graphic organizers, storyboarding or webbing • Creates products using multimedia techniques • Presents the results of information search in a new form • Presents, performs or shares a product successfully • Evaluates projects • Create Bar graph. * • Demonstrate the use of basic word processing functions (font, size, color, cut, paste, etc) • Construct a simple spreadsheet, enter data and interpret the information • Plot and use different types of charts and graphs in a spreadsheet • Create a PowerPoint presentation • Move text and graphics data from one document to another • Create a storyboard for a project or presentation 	<ul style="list-style-type: none"> • Internet • Microsoft Word • EXCEL • Graph Club • Pathways to Knowledge Research Model Poster for Communication • Pathways to Knowledge Research Model Poster for Interpretation • Pathways to Knowledge Research Model

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			<ul style="list-style-type: none">• Import pictures, images or charts into documents• Design and produce a multimedia project (power point, digital movie, audio)• Transform one representation to another (e.g. table to graph, spreadsheet to chart, outline to graphic organizer)• Select an appropriate presentation format (e.g. paper, web page, multimedia presentation, speech, digital movies) to present key concepts to different types of audiences.• Use draw, paint or graphic software to create visuals that will enhance a document.• Communicate about technology using developmentally appropriate and accurate terminology	
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Standard 3: Seeks multiple perspectives, shares information and ideas with others and uses information and resources ethically.

Indicators:

- Seeks information from diverse sources, contexts, disciplines and cultures
- Respects intellectual property rights and understands the need for documenting sources
- Uses technology and resources responsibly
- Works independently and in groups to pursue information to solve problems
- Participates and collaborates as a member of a team of learners

Grade Level Benchmarks	Vocabulary	Knowledge	Skills	Classroom Resources
<p>A. Uses library materials and technology responsibly</p>	<ul style="list-style-type: none"> • Technology • Graphing Calculator • Digital Cameras • Science probes • USB drive-flash drive-pen drive-thumb drive • Citation 	<ul style="list-style-type: none"> • Demonstrate basic knowledge of current technologies used in that grade (e.g. calculators, LeapPads, graphing calculator, digital cameras, science probes) 	<ul style="list-style-type: none"> • Follows Internet safety rules and guidelines as defined in district policy • Practices responsible use of library materials and technology • Uses a number of sources for research projects • Keep right hand on right side and left hand on left side when keyboarding • Locate and start a specific program as directed by the teacher • Manage files (save to specific locations, change locations, ex edesk, USB drive)) • Exhibit responsibility by quitting applications and logging off network resources • Use proper citing of electronic resources • Participate in on-line discussions/collaboration with other students. • Use technology to find information and help solve problems and create connections • Use the Internet to investigate a topic or solve a problem • Use technology to collect data over a specific time period 	<ul style="list-style-type: none"> • Microsoft Word • OPAC • Library Collection

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<p>B. Understands the need for citing sources of information (copyright)</p>	<ul style="list-style-type: none"> • Copyright • Bibliography • Plagiarism 	<ul style="list-style-type: none"> • Understands that authors and illustrators own their work • Recognizes the need for citing sources and prepares bibliographies • Understand the consequences of violating confidential files including e-mail and e-lockers and the ethics involved with common files and folders • Understand the importance of citing electronic sources • Understand the copyright laws as they apply to copying and distributing electronic media • Understand the copyright laws as they apply to copying and using work from an electronic information source. "Plagiarism" 	<ul style="list-style-type: none"> • Answers research questions by paraphrasing • Uses citations to cite sources. * 	<ul style="list-style-type: none"> • <i>Pathways to Knowledge Research Model</i>
<p>C. Respects others' ideas and backgrounds and acknowledges their contributions</p>	<ul style="list-style-type: none"> • Collaboration • Teamwork • Acceptable Use Policy (AUP) 	<ul style="list-style-type: none"> • Demonstrate communication skills and gather information through the use of electronic communication to contact peers, family, teachers or experts. (e.g. Ask the Experts sites) 	<ul style="list-style-type: none"> • Respects different points of view and opinions • Works collaboratively on projects • Practice respectful and responsible use of technology through abiding by the school technology, Internet Acceptable Use Policy (AUP), as well as the positive use of technology in the home (chat rooms, blogs, instant messages, emails) • Use technology independently or collaboratively 	<ul style="list-style-type: none"> • Second Step Curriculum • Lifeskills

This is the Iowa *Sample Information Literacy Curriculum Framework* whose standards are based on *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998, and incorporates ideas from the revised standards of the American Association of School Librarians (in progress), *Framework for 21st Century Learning* and the *Model Core Curriculum* developed by the Iowa Department of Education and other documents. Benchmarks, objectives and other documents are based on the curriculum in use in the Iowa City Community School District and are used with permission.