

## 6b. Benchmarks to Achieve by Grade 5

<b>Standard 1: Inquire, think critically, and gain knowledge.</b>
<b>Strand 1.1: Skills</b>
<b>Indicator 1.1.1: Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.</b>
<ul style="list-style-type: none"> <li>Follow a process whenever pursuing new information through inquiry or research.</li> </ul>
<b>Indicator 1.1.2: Use prior and background knowledge as context for new learning.</b>
<ul style="list-style-type: none"> <li>Connect ideas in text to own interests.</li> <li>Generate a list of key words for a research-based project with guidance.</li> <li>Use sources to acquire background information.</li> </ul>
<b>Indicator 1.1.3: Develop and refine a range of questions to frame the search for new understanding.</b>
<ul style="list-style-type: none"> <li>Formulate questions about the topic with guidance.</li> <li>Predict answers to inquiry questions based on background knowledge and beginning observation or experience.</li> <li>Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.</li> </ul>
<b>Indicator 1.1.4: Find, evaluate, and select appropriate sources to answer questions.</b>
<ul style="list-style-type: none"> <li>Understand the 10 major Dewey areas and what main topics are included in each.</li> <li>Use text features and illustrations to decide which resources are best to use and why.</li> <li>Select and use appropriate sources, including specialized reference sources and periodical databases, to answer questions.</li> <li>Use multiple resources, including print, electronic, and human, to locate information.</li> </ul>
<b>Indicator 1.1.5: Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</b>
<ul style="list-style-type: none"> <li>Distinguish between fact and opinion.</li> <li>Evaluate facts for accuracy.</li> <li>Determine important and unimportant details.</li> <li>Identify facts and details that support main ideas.</li> <li>Select information to answer questions or solve a problem.</li> </ul>
<b>Indicator 1.1.6: Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning</b>
<ul style="list-style-type: none"> <li>Use various note-taking strategies (e.g., outlining, questioning the text, highlighting, graphic organizers).</li> <li>Paraphrase or summarize information.</li> <li>Draw conclusions based on facts and premises.</li> </ul>
<b>Indicator 1.1.7: Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</b>
<ul style="list-style-type: none"> <li>Recognize when facts from two different sources conflict and seek additional sources to verify accuracy.</li> <li>Recognize own misconceptions when new information conflicts with previously held opinions.</li> </ul>
<b>Indicator 1.1.8: Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</b>
<ul style="list-style-type: none"> <li>Search an online catalog to locate materials.</li> <li>Use selected Websites and periodical databases to find appropriate information.</li> <li>Use selected search engines to find appropriate information.</li> <li>Use software or online tools (e.g., word processing, wikis, graphic organizers) to record and organize information.</li> </ul>
<b>Indicator 1.1.9: Collaborate with others to broaden and deepen understanding.</b>
<ul style="list-style-type: none"> <li>Contribute to project teams in producing original works or solve problems.</li> <li>Respect others' opinions through active listening and questioning.</li> </ul>

**Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**

**Strand 2.1: Skills**

**Indicator 2.1.1: Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.**

- Use different clues (placement in text, signal words, focal point of illustration) to determine important ideas in illustrations and text.
- Identify facts and details that support main ideas.
- Restate and respond with detailed answers to factual questions.
- Find similar big ideas in more than one source.
- Question the differences between sources and seek additional sources to resolve.
- Make inferences with guidance.
- Analyze and evaluate new information based on previous experience and knowledge.

**Indicator 2.1.2: Organize knowledge so that it is useful.**

- Organize notes and ideas to form responses to questions
- Organize the information in a way that is appropriate for the assignment or question.
- Use common organizational patterns to make sense of information (chronological order, main idea with supporting ideas).

**Indicator 2.1.3: Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.**

- Review ideas held at beginning of inquiry and reflections captured during note-taking.
- Match information found with questions and predictions.
- Make inferences about the topic at the conclusion of a research project.
- Draw a conclusion about the main idea.
- Identify connections to the curriculum and real world.

**Indicator 2.1.4: Use technology and other information tools to analyze and organize information.**

- Use word processing, drawing tools, presentation software, graphing software, and other productivity software to illustrate concepts and convey ideas.

**Indicator 2.1.5: Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.**

- Express own ideas appropriately and effectively while working in groups to identify and resolve information problems.
- Create individual or collaborative projects to share with others.
- Work in groups to create and evaluate information products.
- Work in groups to create pictures, images, and charts for development of word-processing reports and electronic presentations.

**Indicator 2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.**

- Use pre-writing to brainstorm ideas for most effective way to present conclusions.
- Determine audience before creating product.
- Draft the presentation/product following an outline of ideas and add supporting details.
- Create a product with a beginning, middle, and end.

## **Standard 3: Share knowledge and participate ethically and productively as members of our democratic society**

### **Strand 3.1: Skills**

#### **Indicator 3.1.1: Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.**

- Present information clearly so that main points are evident.
- Use information appropriate to task and audience.
- Identify and evaluate the important features for a good product.
- Identify own strengths and set goals for improvement.
- Reflect at the end of an inquiry experience about what ideas would still be interesting to pursue.

#### **Indicator 3.1.2: Participate and collaborate as members of a social and intellectual network of learners.**

- Show respect for and respond to ideas of others.
- Describe or restate ideas of others accurately.
- Acknowledge personal and group achievements.
- Rely on feedback to improve product and process.
- Respect the guidelines for responsible and ethical use of information resources.
- Share favorite literature.
- Develop projects that can be shared electronically and can challenge other students to answer questions or give opinions adding to the content (e.g., shared book reviews, shared PowerPoint presentations).
- Participate in discussions on fiction and nonfiction related to curriculum.
- Develop a product with peers.
- Share research and creative products with others.

#### **Indicator 3.1.3: Use writing and speaking skills to communicate new understandings effectively.**

- Use significant details and relevant information to develop meaning.
- Present information coherently in oral, written, and visual sequence.
- Use clear and appropriate vocabulary to convey the intended message.
- Speak clearly to convey meaning.

#### **Indicator 3.1.4: Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.**

- Use different technology tools for research to meet information needs.
- Use a variety of media and formats to create and edit products that communicate syntheses of information and ideas to multiple audiences.

#### **Indicator 3.1.5: Connect learning to community issues.**

- Gather ideas and information from different points of view.
- Base opinions on information from multiple sources of authority.
- Recognize the value of freedom of speech.
- Connect ideas and information to situations and people in the larger community.

#### **Indicator 3.1.6: Use information and technology ethically and responsibly.**

- Respect ideas of others.
- Examine the concept of freedom of speech.
- Express own opinion in an appropriate manner.
- Answer research questions with words and phrases from sources, but not by copying whole sentences.
- Understand the concept of plagiarism. Understand that authors and illustrators own their writings and art and it is against the law to copy their work.
- Credit all sources properly with title, author, and page number.
- Follow school guidelines related to use of technology.
- Observe Internet safety procedures including safeguarding personal information.
- Practice responsible use of technology and describe personal consequences of inappropriate use.
- Respect privacy of others (e-mail, files, passwords, book checkout).

## **Standard 4: Pursue personal and aesthetic growth.**

### **Strand 4.1: Skills**

#### **Indicator 4.1.1: Read, view, and listen for pleasure and personal growth.**

- Participate in book talks and book discussion groups.
- Seek information about personal interests, and ask for help in locating it when necessary.
- Set reading goals.
- Read, listen to, and view a variety of fiction and nonfiction for enjoyment and information.
- Read, listen, and view for a variety of purposes: to live the experiences of a character, to answer questions, to find out about something new, to explore personal interests.
- Visit the public library to attend programs and check out materials to read

#### **Indicator 4.1.2: Read widely and fluently to make connections with self, the world, and previous reading.**

- Use evidence from the text to discuss the author's purpose.
- Read widely to explore new ideas.
- Make predictions and inferences about events and characters.
- Identify problems and solutions in a story.
- Draw conclusions about the theme of a story.
- Describe how an illustrator's style, elements, and media represent and extend the meaning of the story or the narrative text.
- Connect story to previous reading.
- Recognize features of various genres and use different reading strategies for understanding.
- Demonstrate knowledge of favorite authors, genres, etc.

#### **Indicator 4.1.3: Respond to literature and creative expressions of ideas in various formats and genres.**

- Connect own feelings to emotions, characters, and events portrayed in a literary work.
- Use personal experiences to stimulate responses to literature and art.
- Understand and restate ideas presented through creative formats.
- Identify story elements in various fiction genres.
- Use evidence from stories to discuss characters, setting, plot, time, and place.
- Discuss theme of stories, using evidence to support opinions.

#### **Indicator 4.1.4: Seek information for personal learning in a variety of formats and genres.**

- Select books from favorite authors and genres; try new genres when suggested.
- Select texts in various formats based on a theme, topic, connection to classroom learning or personal interest.
- Select both "just right" books and challenging books on a regular basis.
- Recognize the works of a single author.
- Recognize why some authors and genres have become favorites.
- Select appropriate print, non-print and electronic materials on an individual level.

#### **Indicator 4.1.5: Connect ideas to own interests and previous knowledge and experience.**

- Use prior knowledge to understand and compare literature.
- Understand literal meaning and identify the main points.
- Compare the ideas in various types of resources to experiences in real life.

#### **Indicator 4.1.6: Organize personal knowledge in a way that can be called upon easily.**

- Use simple graphic organizers and scaffolding available through technology software to capture the main ideas and their relationships to each other.
- Use two-column approach to note-taking to capture personal connections to information.

#### **Indicator 4.1.7: Use social networks and information tools to gather and share information.**

- Identify ways that technology has been used to address real-world problems.
- Use online catalog strategies to locate information about personal interest topics in own and other libraries.

#### **Indicator 4.1.8: Use creative and artistic formats to express personal learning.**

- Present creative products in a variety of formats.

- Express the mood and main ideas of a story through creative formats.
- Use software packages for artistic and personal expression.
- Use multimedia authoring tools for independent and collaborative publishing activities.

## Action Example: Grade 3

**GRADE: 3**

**LIBRARY CONTEXT:**

- Fixed     Flexible     Combination     Individualized Instruction
- Stand-alone lesson     Lesson in a unit     Multiple lessons in a unit

**COLLABORATION CONTINUUM:**

- None     Limited     Moderate     Intensive

**CONTENT TOPIC:** Branches of the United States government.

**STANDARDS FOR THE 21<sup>ST</sup>-CENTURY LEARNER GOALS**

**Standard: 1** Inquire, think critically and gain knowledge

**Skills Indicator(s):**

**1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

**Benchmark(s):**

- Use various note-taking strategies (e.g., outlining, questioning the text, highlighting, graphic organizers).
- Paraphrase or summarize information.
- Draw conclusions based on facts and premises.

**Dispositions Indicator(s):**

**2.2.4** Demonstrate personal productivity by completing products to express learning.

**Responsibilities Indicator(s):**

NA

**Self-Assessment Strategies Indicator(s):**

**1.4.4** Seek appropriate help when it is needed.

**SCENARIO:**

*Third grade teachers have informed the school library media specialist (SLMS) that they are ready to begin their annual unit on the U. S. government. The teachers want their students to be able to name the three branches of government, the officials, and the responsibilities of each branch. They have requested that the SLMS, as he has done in previous years, introduce the unit to the students with the Schoolhouse Rock song and video, Three-Ring Government. During their weekly 40-minute library class, the SLMS guides the students in listening and watching for these facts. Each student, with assistance from the SLMS, fills in a graphic organizer matching the name of each branch with its officials and major responsibilities. The SLMS also prepares a display of books related to the topic, both fiction and nonfiction, that the students may browse and/or borrow during their 10-minute book-selection time at the end of the class. The third grade*

*teachers continue with further instruction in their classrooms. In subsequent, specially arranged library visits, the SLMS assists students in selecting resources for assignments on this topic.*

### **CONNECTION TO LOCAL OR STATE STANDARDS**

(List here relevant content, information literacy, and technology standards)

- Content Standards for Grade 3 Social Studies: The student can describe the purpose and structures of the three branches of the federal government.
- Content Standards for Grade 3 Language Arts: The student can explain the results of an investigation to an audience using simple data organizers (e.g., charts, graphs, pictures).

### **OVERVIEW:**

In social studies class, third grade students identify the structure of the federal government and describe the roles and responsibilities of government officials. The essential question framing the unit is: How is our government organized?

### **FINAL PRODUCT:**

Students complete a graphic organizer matching the names of the three branches of the federal government with the officials and major responsibilities of each branch.

### **LIBRARY LESSON(S):**

Students will learn to listen and watch for information, then record and categorize it using a graphic organizer.

### **ESTIMATED LESSON TIME:**

30 minutes

### **ASSESSMENT**

- **Product**
  - Students complete an SLMS-created graphic organizer that resembles a circus' three rings. They must (1) correctly identify the three government branches, (2) correctly list the official(s) for each branch, and (3) include one major responsibility of each branch.
- **Process**
  - SLMS observes students as they work on their graphic organizers and participate with the class in completing an accurate model.
- **Student self-questioning**
  - Did I understand my task?
  - Did I listen carefully enough to find the information I need?
  - Did I complete the organizer with all of the information required?
  - Did I place information correctly in the graphic organizer?
  - Was all the information I included in the graphic organizer accurate?

### **INSTRUCTIONAL PLAN**

- **Resources students will use:**
  - Online subscription database(s)    Web sites    Books    Reference
  - Nonprint: *Schoolhouse Rock* video, recording    Periodicals/newspapers

- ☑ Other (list): Song lyrics
- **Instruction/activities**
  - **Direct instruction:** The SLMS introduces the lesson by showing the students the *Schoolhouse Rock* video, *Three-Ring Government*. Following the viewing of the video, the SLMS displays a list of words from the song that pertain to the branches of the government on an interactive whiteboard and discusses their definitions with the class.
  - **Modeling and guided practice:** The SLMS distributes the lyrics of the song to the class. While they listen to the song again, students raise their hands each time they hear a word about a branch of the government. The SLMS highlights these words on the whiteboard while the students circle them on their lyric sheets.
  - **Independent practice:** Following a second viewing of the video, students label the three rings on their graphic organizers with the names of each branch and fill in the officials and major responsibility of the branches. The SLMS assists students who have questions.
  - **Sharing and reflecting:** When the students have completed their own graphic organizers, they take turns filling in the information on an organizer projected on the whiteboard. Together they determine the correct placement of all the labels. Then they check the accuracy of their own results by comparing them with the completed organizer.

# Action Example: Grade 4

**GRADE: 4**

**LIBRARY CONTEXT:**

- Fixed     Flexible     Combination     Individualized Instruction
- Stand-alone lesson     Lesson in a unit     Multiple lessons in a unit

**COLLABORATION CONTINUUM:**

- None     Limited     Moderate     Intensive

**CONTENT TOPIC:** Parts of a food web and major functions and relationships among the parts.

**STANDARDS FOR THE 21<sup>ST</sup>-CENTURY LEARNER GOALS**

**Standard: 2** Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

**Skills Indicator(s):**

**2.1.6** Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

**Benchmark(s):**

- Draft the presentation/product following an outline of ideas and add supporting details.
- Create a product with a beginning, middle, and end.
- Select and present creative products in a variety of formats.

**Dispositions Indicator(s):**

**2.2.4** Demonstrate personal productivity by completing products to express learning.

**Responsibilities Indicator(s):**

**1.3.5** Use information technology responsibly.

**Self-Assessment Strategies Indicator(s):**

**3.4.2** Assess the quality and effectiveness of the learning product.

**SCENARIO:**

*A school library media specialist (SLMS) uses long range planning forms to prepare for an activity with a fourth grade class. The students are nearing the end of a science unit on ecology. The SLMS divides the students into teams of three and escorts them to the green space surrounding the school. Each team is given a digital camera and the direction to photograph producers, consumers, and decomposers in order to incorporate the collected images into a multimedia presentation on food webs. On the following visit to the library the students use the digital images and supportive text to create multimedia projects demonstrating the elements of a food web and the relationship between elements.*

## CONNECTION TO LOCAL OR STATE STANDARDS

(List here relevant content, information literacy, and technology standards)

- Content Standards for Grade 4 Science: Illustrate and explain the relationships among producers, consumers, and decomposers in a food web.
- Content Standards for Grade 4 Educational Technology: Use technology tools (e.g., multimedia authoring, presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

## OVERVIEW:

As a connection to a unit on ecology, fourth grade students are given the opportunity to create multimedia projects in which they use digital images and text to illustrate food webs. The essential question is: How do food webs work?

## FINAL PRODUCT:

Multimedia presentation

## LIBRARY LESSON(S):

Students will learn how to use a multimedia software application in order to create a presentation on food webs. Students will use library resources as necessary for reference.

## ESTIMATED LESSON TIME:

Two 45-minute lessons

## ASSESSMENT

- **Product**
  - Teacher, SLMS, and students use an SLMS-created rubric to assess the multimedia presentation on some of the following general criteria: content accuracy, organization, visuals and format.
- **Process**
  - Students complete exit passes at the end of each session to briefly describe progress as well as problems they may be encountering.
- **Student self-questioning**
  - What technology tools will help me organize and make sense of my information?
  - Do I have enough information to prepare my presentation?
  - What new understandings did I develop about the topic or idea?

## INSTRUCTIONAL PLAN

- **Resources students will use:**
  - Online subscription database(s)     Web sites     Books    Reference
  - Nonprint                      Periodicals/newspapers
  - Other (list): digital cameras, Kidspiration®
- **Instruction/activities**

- **Direct instruction:** The SLMS will provide instruction in the use of digital cameras, transferring images from the camera to the computer, and how to use Kidspiration® to create a multimedia presentation
- **Modeling and guided practice:** Students will use digital cameras to collect images that will show parts of a food chain. They will explore and practice using the features of Kidspiration®.
- **Independent practice:** Students will use digital images and software to create a multimedia presentation and use library resources to create supportive text for the presentation.
- **Sharing and reflecting:** Students will share multimedia presentations in a gallery walk and complete a self evaluation rubric.

# Action Example: Grade 5

**GRADE: 5**

**LIBRARY CONTEXT:**

- Fixed     Flexible     Combination     Individualized Instruction
- Stand-alone lesson     Lesson in a unit     Multiple lessons in a unit

**COLLABORATION CONTINUUM:**

- None     Limited     Moderate     Intensive

**CONTENT TOPIC:** Nutritional value of snack food

**STANDARDS FOR THE 21<sup>ST</sup>-CENTURY LEARNER GOALS**

**Standard: 1** Inquire, think critically and gain knowledge.

**Skills Indicator(s):**

**1.1.3** Develop and refine a range of questions to frame the search for new understanding

**Benchmarks:**

- Formulate questions about the topic with guidance
- Predict answers to inquiry questions based on background knowledge and beginning observation or experience.
- Assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.

**Dispositions Indicator(s):**

**1.2.1** Display initiative and engagement by posing questions and investigating answers beyond the collection of superficial facts.

**Responsibilities Indicator(s):** NA

**Self-Assessment Strategies Indicator(s):**

**2.4.2** Reflect on systematic process, and assess for completeness of investigation

**3.4.2** Assess the quality and effectiveness of the learning product

**SCENARIO:**

*The school library media specialist (SLMS) attends a meeting of fifth grade teachers where they are discussing the annual Health Fair in which their students will focus on nutrition. The teachers want students to find information that goes beyond basic facts. The SLMS suggests a lesson for the students' next weekly 40-minute library visit in which they will learn how to construct higher-level questions. The team decides that the students will produce a brochure about healthy snacks. Together they determine criteria for the brochure and split other responsibilities. The teachers will introduce the unit and provide background information in the classroom; the SLMS will develop a lesson on questioning and a chart for students to record their questions. Subsequently, the teachers will continue instruction on this topic in their*

*classrooms and the SLMS will guide students through the process of selecting and using appropriate resources.*

### **CONNECTION TO LOCAL OR STATE STANDARDS**

(List here relevant content, information literacy, and technology standards)

- Content Standards for Grade 5 Health: The student can explain the importance of a healthy diet as part of a healthy lifestyle.
- Content Standards for Grade 5 Language Arts: The student can conduct research by using effective questioning.

### **OVERVIEW:**

Fifth grade students investigate the nutritional value of foods, specifically determining which snack foods are healthiest and prepare a brochure based on their research for the school health fair.

### **FINAL PRODUCT:**

Students design and produce information brochures to distribute at the school health fair.

### **LIBRARY LESSON(S):**

Students will identify the characteristics of higher-level questions. They will generate meaningful questions about the nutritional value of snack foods by creating a question chart that includes two columns: (1) factual questions and (2) higher-level questions.

### **ESTIMATED LESSON TIME:**

30 minutes

### **ASSESSMENT**

- **Product**
  - Teachers, the SLMS, and students use an instructor-designed rubric to assess the brochures on criteria including content accuracy, organization of information, visual content and layout, and creativity.
- **Process**
  - Teachers and SLMS use the question charts generated by students to determine (1) whether student pairs correctly identified higher-level as well as factual questions, and (2) whether all questions were relevant to the topic of snack foods.
- **Student self-questioning**
  - Did I show initiative by asking original questions?
  - Did I ask questions that went beyond basic information?
  - Will my questions lead me to find the information I need to produce an effective brochure?

### **INSTRUCTIONAL PLAN**

#### • **Resources students will use:**

Online subscription database(s)	Web sites	Books	Reference
Nonprint	Periodicals/newspapers		

- Other (list): Question chart
- **Instruction/activities**
  - **Direct instruction:** Engage interest by sharing a display of different popular snack foods. Challenge students with the following questions: If you were to select the healthiest of these snack foods, which two would you pick? How would you know?
  - **Modeling and guided practice:** Discuss the types of questions students might ask. Distinguish between factual questions and higher-order levels of questions. Use a matrix with examples of both types of questions.
  - **Independent practice:** Students work in pairs to create question charts with two columns, Basic Questions and Higher-Level Questions.
  - **Sharing and reflecting:** If time permits in the library (or if the classroom teachers are willing to continue the activity in the classroom), have students exchange their charts with another pair to discern the similarities and differences in their questions.