

# Grade 5

Adopted 2010

**Students access information.**

**1.1 Recognize the need for information:**

- a. Define the topic of a research investigation.
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**1.2 Formulate appropriate questions:**

- a. Formulate and refine questions that cover the necessary scope and direction of the investigation.
  - b. Use key words, phrases, and notes to create an outline.
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**1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:**

- a. Use a thesaurus to identify word choices and meanings to facilitate research.
  - b. Interpret information from the automated library catalog.
  - c. Use call numbers, spine labels, and the library classification system to locate information in the library.
  - d. Identify a variety of online information sources.
  - e. Use appropriate reference materials, both print and online, to obtain needed information.
  - f. Understand how text features make information accessible and usable (e.g., chapter headings, subheadings, captions, indexes).
  - g. Use features of electronic text for locating information (e.g., indexes, key words, see and see also cross-references).
  - h. Use the library catalog to locate biographies available in the library.
  - i. Create and use complex key word searches to find specific information online.
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**1.4 Retrieve information in a timely, safe, and responsible manner:**

- a. Compare and contrast information obtained from library catalogs, subscription databases, and open-ended search engines on the Internet.
  - b. Use scanning and skimming skills to locate relevant information.
  - c. Locate relevant information by using specialized features of print (e.g., citations, endnotes, preface, appendix, bibliographic references) and digital text (e.g., key word, controlled vocabulary).
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**Students evaluate information.**

**2.1 Determine the relevance of the information:**

- a. Assess how new information confirms and/or changes the original questions (e.g., what I know, what I want to know, and what I learned [KWL] chart).
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**2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:**

- a. Describe how media resources serve as sources of information, entertainment, persuasion, interpretation of events, and transmission of culture.
  - b. Identify and assess evidence that supports the main ideas and concepts presented in texts.
  - c. Evaluate Internet resources for accuracy, credibility, and relevance.
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**2.3 Consider the need for additional information:**

- a. Evaluate information located to determine whether more information is needed and, if so, identify additional resources to search.
  - b. Ask questions that seek information not already located.
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**Students use information.**

**3.1 Demonstrate ethical, legal, and safe use of information in print, media, and online resources:**

- a. Record bibliographic information in an acceptable format.
  - b. Demonstrate an understanding of and show respect for personal intellectual property.
  - c. Demonstrate legal and ethical behavior in information use.
  - e. Use basic safety procedures when online (e.g., e-mailing, texting, chatting).
  - f. Recognize suspicious online offers and invitations (e.g., spam, phishing, polls, contests).
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**3.2 Draw conclusions and make informed decisions:**

- a. Use more than one resource, when needed, to verify and determine accuracy.
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**3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:**

- a. Use a thesaurus to edit and revise manuscripts to improve the meaning and focus of writing.
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**Students integrate information literacy skills into all areas of learning.**

**4.1 Read widely and use various media for information, personal interest, and lifelong learning:**

- a. Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).

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**4.2 Seek, produce, and share information:**

- a. Demonstrate maturity in consideration of others, both in person and during communications and interactions using technology.
- b. Understand the basic components of information literacy (e.g., identify, access, evaluate, and use information effectively).

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**4.3 Appreciate and respond to creative expressions of information:**

- a. Understand that genre is a term that describes types of literary works that are similar (e.g., drama, fable, fairy tale, fantasy, folklore, essay, speech).