

<b>3rd Quarter - RESEARCH SKILLS</b>	<b>5th Grade</b>	<b>SCS Library Curriculum</b>
--------------------------------------	------------------	-------------------------------

<b>Library Target Skills</b>	<b>Essential Questions and Learning Outcomes</b>	<b>Suggested Resources</b>	<b>AASL Standards</b>	<b>TN Academic Standards</b>
<ol style="list-style-type: none"> <li>1. Identify periodicals as a source of information that contains articles and provides information to answer questions and are published on a regular basis (weekly, monthly, bi-monthly, and quarterly)</li> <li>2. Demonstrate that nonfiction materials can be used to locate information</li> <li>3. Recognize that nonfiction resources (informational text) must be evaluated for validity of information offered</li> <li>4. Compare information found on the internet to the information found in print</li> <li>5. Utilize reference resources to complete a research project <ul style="list-style-type: none"> <li>● Dictionary</li> <li>● Periodicals</li> <li>● Internet</li> <li>● Trade books</li> <li>● Encyclopedia</li> <li>● Thesaurus</li> <li>● Atlas</li> <li>● Almanac</li> </ul> </li> <li>6. Summarize, organize, and evaluate information from text and digital sources using... <ul style="list-style-type: none"> <li>● Graphic organizers</li> <li>● Note-taking</li> <li>● Outlines</li> </ul> </li> <li>7. Define, explore and compare/contrast genres - <ul style="list-style-type: none"> <li>● Biography</li> <li>● Autobiography</li> <li>● Historical Fiction</li> </ul> </li> </ol>	<p>How are periodicals used to answer questions?</p> <ul style="list-style-type: none"> <li>● I can answer questions about an article in a periodical with my teacher's support.</li> </ul> <p>What roles does nonfiction materials play in finding factual information?</p> <ul style="list-style-type: none"> <li>● I can recognize that nonfiction text gives factual information.</li> </ul> <p>Why do nonfiction resources (informational text) have to be evaluated for validity of information offered?</p> <ul style="list-style-type: none"> <li>● I can recognize that nonfiction resources (informational text) must be evaluated for validity of information offered.</li> </ul> <p>How is information from print similar/different to information found on the internet?</p> <ul style="list-style-type: none"> <li>● I can compare ways that print is similar/different to information found on the Internet.</li> </ul> <p>What types of information can I find in different reference materials?</p> <ul style="list-style-type: none"> <li>● I can use various reference materials to locate information.</li> </ul> <p>What tools can I use to summarize, organize, and evaluate information from text and digital sources?</p> <ul style="list-style-type: none"> <li>● I can use graphic organizers and note-taking skills to effectively organize information that I collect.</li> <li>● I can show my understanding of a topic by compiling research into an informative product.</li> </ul>	<p><b><u>PRINT RESOURCES</u></b></p> <p>Bookworm for Kids (online Database of Print Trade Book Titles with ability to search by Genre, Grade, Level, etc.) <a href="http://www.bookworm4kids.com/">http://www.bookworm4kids.com/</a></p> <p><b>Trade Books</b></p> <ul style="list-style-type: none"> <li>● Reference Books: <ul style="list-style-type: none"> <li>✓ Dictionaries</li> <li>✓ Periodicals</li> <li>✓ Nonfiction books (Informational text)</li> <li>✓ Encyclopedias</li> <li>✓ Thesaurus</li> <li>✓ Atlas</li> <li>✓ Almanac</li> </ul> </li> <li>● Rookie Readers Biographies</li> <li>● <i>Who Was?</i> series</li> <li>● <i>I Survived</i> series</li> <li>● <i>The Pirates of Plagiarism</i> by Lisa Downey and Kathleen Fox</li> </ul> <p><b>Professional Books</b></p> <ul style="list-style-type: none"> <li>● Leveled Texts for Social Studies: American Biographies, Shell Education</li> <li>● <i>Complete Library Skills: Grades 4</i> by Instructional Fair</li> <li>● <i>Stretchy Library Lessons: Library Skills</i> by Pat Miller</li> <li>● <i>Stretchy Library Lessons: Research Skills</i> by Pat Miller</li> <li>● <i>Stretchy Library Lessons: More Library Skills</i> by Pat Miller</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p>EL Fifth Grade Modules- <a href="https://curriculum.leducation.org/curriculum/ela/grade-5">https://curriculum.leducation.org/curriculum/ela/grade-5</a></p> <p>TN Electronic Library Kids Page: <a href="http://www.tel4u.org/">http://www.tel4u.org/</a></p> <p>Britannica School: <a href="http://school.eb.com/">http://school.eb.com/</a></p>	<p><b><u>I - INQUIRE</u></b></p> <ul style="list-style-type: none"> <li>● I.D.1 Continually seeking knowledge.</li> <li>● I.D.2 Engaging in sustained inquiry.</li> <li>● I.D.4 Using reflection to guide informed decisions</li> </ul> <p><b><u>II – INCLUDE</u></b></p> <ul style="list-style-type: none"> <li>● II.C.1 Engaging in informed conversation and active debate</li> <li>● II.D.1 Actively contributing to group discussions</li> </ul> <p><b><u>III - COLLABORATE</u></b></p> <ul style="list-style-type: none"> <li>● III.A.1 Demonstrating their desire to broaden and deepen understandings</li> <li>● III.A.2 Developing new understandings through engagement in a learning group</li> <li>● III.B.1 Using a variety of communication tools and resources</li> <li>● III.B.2 Establishing connections with other learners to build on their own prior knowledge and create new knowledge</li> <li>● III.D.1 Actively contributing to group discussions</li> </ul>	<p><b><u>READING LITERACY</u></b></p> <ul style="list-style-type: none"> <li>● 5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul> <p><b><u>READING INFORMATION</u></b></p> <ul style="list-style-type: none"> <li>● 5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● 5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources</li> <li>● 5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points</li> <li>● 5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge</li> <li>● 5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</li> <li>● 5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts</li> <li>● 5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.</li> </ul> <p><b><u>SPEAKING &amp; LISTENING</u></b></p> <ul style="list-style-type: none"> <li>● 5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</li> </ul>

- This curriculum is flexible based on the needs and schedules of each school.

<b>3rd Quarter - RESEARCH SKILLS</b>	<b>5th Grade</b>	<b>SCS Library Curriculum</b>
--------------------------------------	------------------	-------------------------------

Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
<p>8. Differentiate between primary and secondary sources</p> <p>9. Compare and contrast primary and secondary sources</p> <p>10. Acknowledge and apply copyright and intellectual property right laws</p> <p>11. Cite sources used in a research project (MLA &amp; APA)</p>	<p>What are the characteristics of story genres – Biography, Autobiography and Historical Fiction?</p> <ul style="list-style-type: none"> <li>I can identify, explain and compare/contrast the characteristics of biographies, autobiographies and historical fiction.</li> </ul> <p>How is research conducted?</p> <ul style="list-style-type: none"> <li>I can select search terms to use in an internet search to find information on a given topic.</li> <li>I can select search terms to use in an OPAC search to find sources on a given topic.</li> <li>I can use nonfiction materials to find information on a research topic.</li> <li>I can locate information about a given topic on the internet.</li> <li>I can answer questions about an article in a periodical written for elementary students.</li> </ul> <p>What are primary and secondary sources and what are their differences?</p> <ul style="list-style-type: none"> <li>I can identify primary and secondary sources by their content and format.</li> <li>I can compare and contrast primary and secondary resources to find reliable and valid information on a given topic.</li> </ul> <p>What is copyright and intellectual property right laws and how do they pertain to me?</p> <ul style="list-style-type: none"> <li>I can understand my legal rights and responsibilities with respect to copyright with printed materials and technology use.</li> </ul>	<p>Encyclopedia Website: <a href="http://www.Encyclopedia.com">www.Encyclopedia.com</a></p> <p>Epic Books (Digital Library for Kids - access 35,000 of the best books, learning videos, quizzes &amp; more) <a href="https://www.getepic.com/app/edu-signup/more">https://www.getepic.com/app/edu-signup/more</a></p> <p>Biography for Kids Website: <a href="http://www.ducksters.com/biography/">http://www.ducksters.com/biography/</a></p> <p>Biographies vs. Autobiography PowerPoint: <a href="https://www.slideshare.net/ebrand21/biographies-vs-autobiographies">https://www.slideshare.net/ebrand21/biographies-vs-autobiographies</a></p> <p>Biography Website: <a href="https://www.biography.com/">https://www.biography.com/</a></p> <p>Biography and Autobiography Jeopardy Game: <a href="https://jeopardylabs.com/play/biography-and-autobiography-jeopardy">https://jeopardylabs.com/play/biography-and-autobiography-jeopardy</a></p> <p>Introducing the Biography Genre Lesson: <a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/introducing-biographies-getting-know-you/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/introducing-biographies-getting-know-you/</a></p> <p>Historical Fiction PowerPoint: <a href="http://www.westerville.k12.oh.us/userfiles/4649/Classes/45620/Historical%20Fiction.ppt?id=428835">http://www.westerville.k12.oh.us/userfiles/4649/Classes/45620/Historical%20Fiction.ppt?id=428835</a></p> <p>Digital Citizenship: <a href="https://www.commonsense.org/education/scope-and-sequence">https://www.commonsense.org/education/scope-and-sequence</a></p> <p>Digital Learning Lessons and Videos: <a href="http://isafe.org/">http://isafe.org/</a></p> <p>World Book Student Website: <a href="http://www.worldbookonline.com/student/home">http://www.worldbookonline.com/student/home</a></p> <p>Internet Reference Sources: <a href="http://www.americaslibrary.gov/aa/index.php">http://www.americaslibrary.gov/aa/index.php</a></p>	<p><b>IV – CURATE</b></p> <ul style="list-style-type: none"> <li>IV.A.2. Identifying possible sources of information</li> <li>IV.A.3. Making critical choices about information sources to use</li> <li>IV.B.1. Seeking a variety of sources</li> <li>IV.B.2. Collecting information representing diverse perspectives</li> <li>IV.B.3. Systematically questioning and assessing the validity and accuracy of information.</li> <li>IV.D.1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources</li> <li>IV.D.2 Integrating and depicting in a conceptual knowledge network their understanding gained from resources</li> </ul> <p><b>V – EXPLORE</b></p> <ul style="list-style-type: none"> <li>V.A.2. Reflecting and questioning assumptions and possible misconceptions</li> <li>V.A.3. Engaging in inquiry-based processes for personal growth</li> <li>V.B.1. Problem solving through cycles of design, implementation, and reflection</li> </ul>	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>5.W. RBPk.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.</li> <li>5.W. RBPk.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</li> <li>5.W. RBPk.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading</li> </ul> <p><b>FOUNDATIONAL</b></p> <ul style="list-style-type: none"> <li>5. FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly <ul style="list-style-type: none"> <li>a. Spell grade-appropriate words correctly consulting references as needed.</li> <li>b. Write legibly in manuscript and cursive.</li> </ul> </li> <li>5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>i. Use context as a clue to the meaning of a word or phrase.</li> <li>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</li> <li>iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> </li> </ul>

- This curriculum is flexible based on the needs and schedules of each school.

<b>3rd Quarter - RESEARCH SKILLS</b>	<b>5th Grade</b>	<b>SCS Library Curriculum</b>
--------------------------------------	------------------	-------------------------------

Library Target Skills	Essential Questions and Learning Outcomes	Suggested Resources	AASL Standards	TN Academic Standards
	<p>How do researchers present their research ethically?</p> <ul style="list-style-type: none"> <li>I can acknowledge that online information is copyrighted by citing my sources in MLA or APA style.</li> <li>I can summarize and paraphrase information found during research.</li> </ul>	<p>Note taking Lessons:  <a href="http://www.educationworld.com/a_less/lesson/lesson322.shtml">http://www.educationworld.com/a_less/lesson/lesson322.shtml</a></p> <p>Rating Websites lesson:  <a href="https://www.common sense.org/education/lesson/rating-websites-3-5">https://www.common sense.org/education/lesson/rating-websites-3-5</a></p> <p>Primary Sources Website:  <a href="http://www.infotopia.info/reference.html">www.infotopia.info/reference.html</a></p> <p>Google Custom Search Engine for Students:  <a href="http://www.kidtopia.info">www.kidtopia.info</a></p> <p>Library of Congress Primary Sources Sets:  <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/</a></p> <p>Evaluating Sources Overview:  <a href="https://owl.english.purdue.edu/owl/resource/553/01/">https://owl.english.purdue.edu/owl/resource/553/01/</a></p> <p>Citations Website:  <a href="http://www.easybib.com/">http://www.easybib.com/</a></p> <p>Citation Machine Website:  <a href="http://www.citationmachine.net/">http://www.citationmachine.net/</a></p> <p>Citation Website:  <a href="http://www.citethisforme.com/">http://www.citethisforme.com/</a></p> <p><b>LITERARY EVENTS</b></p> <ul style="list-style-type: none"> <li>100<sup>th</sup> Day of School (January)</li> <li>Martin Luther King Jr. Day (January)</li> <li>Multicultural Children’s Book Day (January)</li> <li>African American History Month (February)</li> <li>World Read Aloud Day (February)</li> <li>National Reading Awareness Month (March)</li> <li>Read Across America Day (March)</li> </ul>	<p><b>VI - ENGAGE</b></p> <ul style="list-style-type: none"> <li>V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>VI.A.2. Responsibly applying information, technology, and media to learning</li> <li>VI.A.3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need</li> <li>VI.B.1. Ethically using and reproducing others’ work</li> <li>VI.B.2. Acknowledging authorship and demonstrating respect for the intellectual property of other</li> <li>VI.B.3. Including elements in personal-knowledge products that allow others to credit content appropriately</li> <li>VI.D.2. Reflecting on the process of ethical generation of knowledge</li> <li>VI.D.3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors</li> </ul>	

- This curriculum is flexible based on the needs and schedules of each school.