Illinois Standards-Aligned Instruction for Libraries • 2015

I SAIL

Aligned with Illinois Common Core Standards,
Next Generation Science Standards,
AASL Standards for the 21st Century Learner,
and Guided by the ISTE Standards

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The Illinois School Library Media Association (ISLMA) would like to express its appreciation to the following persons for assisting with the design and development of this project:

ISLMA Standards Committee consisting of:

2015: Holly Pantle, Chair; Laura Winters, Board Representative; Rebecca Swanson, Becky Robinson, Jennifer Campbell, Angie Green, Pat Salvatini, Dan Heaver, Nancy Wadin, Emily Pickell.

2011: Becky Robinson, Chair; Erin Wyatt, Board Representative; Pam Kramer, Adviser
Katie Alexander, Vandora Elfrink, Inma Galan-Leonard, Angie Green, Marianne O'Keefe,
Pat Salvatini, Christy Semande, Paula Shapiro, Karen Smith-Cox.

2008: Becky Robinson, Chair;
Connie Amon, Dorsey Chambers, Kristen Considine, Angie Green,
John Moranski, Daniel Russo, Christy Semande.

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Purpose

To empower, educate, and encourage school library information specialists to plan strategically with other teachers to incorporate information literacy skills in lessons and thereby provide college and career readiness for students.

Vision

The vision of the ISLMA Standards Committee is that this framework will be used to aid in demonstrating the cross-curricular value of school libraries. If used properly, this framework, along with collaboration with other classroom teachers, will provide the data many administrators use for making decisions.

History

Annually, the Alliance Library System consulting staff (now part of RAILS-Reaching Across Illinois Library System) conducted site visits at each of its member libraries. In 2007, the staff noticed a need for an information literacy or library skills curriculum aligned with the Illinois Learning Standards and the new American Association for School Librarians (AASL) standards. In January 2008, a focus group researched sample curricula and drafted the format of the final tool. In August 2008, the Alliance Library System staff, with the help of member librarians, published the first version in CD format and as an online wiki. In October 2008, the framework was presented to the Illinois School Library Media Association (ISLMA) for adoption as a statewide model. The 2011 revision occurred as a response to the adoption of the Illinois Common Core Standards in English and Math. The 2015 revision occurred as a response to the Next Generation Science Standards. The I-SAIL document will continue to be revised as needed to maintain its currency and usefulness.

I-SAIL Standards

Standard 1: Access information efficiently and effectively to inquire, think critically, and gain knowledge

- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

Standard 2: Evaluate information critically and competently

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

Standard 3: Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society

- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Uses problem-solving techniques to devise strategies for improving process or product
- Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

Standard 4: Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

Standard 5: Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

5th GRADE

Standard 1	LIBRARY BENCHMARKS
Access information efficiently and effectively to inquire, think critically, and gain knowledge • Recognize the need for information • Formulate questions based on information needs • Identify various potential sources of information • Develop and use successful strategies for locating information • Seek information from diverse sources	**A. Explain an information need** **B. Understand the concept of keywords** **LIBRARY OBJECTIVES** **1. Independently use reference materials** **2. Independently use keywords and search terms to locate information** **3. Articulate an information need and create a basic search strategy** **4. Use primary and secondary resources** **5. Locate materials and information using advanced features of library catalog**

English/Language Arts Strand Code: RL=Reading Literature; RI=Reading Informational Text; RF=Reading Foundational Skills; W=Writing; SL=Speaking and Listening; L=Language; RH=Reading in History/Social Studies; RST=Reading in Science and Technical Subjects; WHST=Writing in History/Social Studies, Science, and Technical Subjects; CC=Common Core
Math Standards Code: OA=Operations and Algebraic Thinking; NBT=Number and Operations in Base 10; MD=Measurements and Data; G=Geometry; NF=Number and Operations-Fractions; RP=Rations and Proportional Relationships; NS=Number System; EE=Expressions and Equations; SP=Statistics and Probability; A=Algebra

COMMON CORE STANDARDS	NGSS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
Reading Informational Text ***Integration of Knowledge and Ideas*** CC.5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **Writing** ***Research to Build and Present Knowledge*** CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CC.5.W.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. CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **Speaking and Listening** ***Comprehension and Collaboration*** CC.5.SL.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**Physical Science** ***Motion and Stability: Forces and Interactions*** 5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down. **Life Science** ***From Molecules to Organisms: Structures and Processes*** 5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water. ***Ecosystems: Interactions, Energy, and Dynamics*** 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. **Earth and Space Science** ***Earth's Place in the Universe*** 5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth. ***Earth's Systems*** 5-ESS2-1 Develop a model using an example to describe ways the	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. 1.1.2 Use prior and background knowledge as context for new learning. 1.1.3 Develop and refine a range of questions to frame the search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 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. 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. 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. 1.1.9 Collaborate with others to broaden and deepen understanding.	**1. Creativity and Innovation** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: c. use models and simulations to explore complex systems and issues. **2. Communication and Collaboration** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. c. develop cultural understanding and global awareness by engaging with learners of other cultures. **3. Research and Information**

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Language

Vocabulary Acquisition and Use

CC.5.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CC.5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Number and Operations in Base 10

CC.5.NBT.3 Understand the place value system. Read, write, and compare decimals to thousandths.

geosphere, biosphere, hydrosphere, and/or atmosphere interact.

5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Earth and Human Activity

5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Engineering, Technology, and Application of Science

Engineering Design

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

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

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.3.1 Respect copyright/intellectual property rights of creators and producers.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.3.5 Use information technology responsibly.

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.4 Seek appropriate help when it is needed.

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

Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

c. collect and analyze data to identify solutions and/or make informed decisions.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

d. transfer current knowledge to learning of new technologies.

		construct new understandings, draw conclusions, and create new knowledge. 2.1.2 Organize knowledge so that it is useful. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.4 Use technology and other information tools to analyze and organize information. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. 2.4.1 Determine how to act on information (accept, reject, modify). 3.1.2 Participate and collaborate as members of a social and

		intellectual network of learners. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 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. 3.1.6 Use information and technology ethically and responsibly. 3.2.3 Demonstrate teamwork by working productively with others. 3.3.5 Contribute to the exchange of ideas within and beyond the learning community. 4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

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5th GRADE

Standard 2	LIBRARY BENCHMARKS
Evaluate information critically and competently • Determine accuracy, relevance, and comprehensiveness of information • Distinguish among fact, point of view, and opinion • Identify inaccurate and misleading information • Select information appropriate to the problem or question	**A. Determine appropriate sources of information** **B. Identify facts and details that support main ideas** **C. Analyze and evaluate new information based on previous experience and knowledge** **D. Find similar ideas in more than one source** **E. Recognize the differences between sources** **LIBRARY OBJECTIVES** **1. Select facts and details to include in note taking** **2. Use appropriate print and/or electronic resources** **3. Determine important ideas in illustrations and text** **4. Apply common organizational patterns to make sense of information** **5. Work in groups to create and evaluate projects and information products** **6. Compare content and ideas in different resources** **7. Select the most appropriate source to fulfill the information need**

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COMMON CORE STANDARDS	NGSS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
Reading Literature ***Key Ideas and Details*** CC.5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ***Integration of Knowledge and Ideas*** CC.5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem). CC.5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **Reading Informational Text** ***Key Ideas and Details*** CC.5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ***Craft and Structure*** CC.5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ***Integration of Knowledge and Ideas*** CC.5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.RI.8 Explain how an author uses reasons	**Physical Science** ***Matter and Its Interactions*** 5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen. 5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved 5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances. ***Motion and Stability: Forces and Interactions*** 5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down. ***Energy*** 5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun **Life Science** ***From Molecules to Organisms: Structures and Processes*** 5-LS1-1 Support an argument that plants get the materials they	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make real world connection for using process in life. 1.1.2 Use prior and background knowledge as context for new learning. 1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 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. 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. 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. 1.1.9 Collaborate with others to broaden and deepen understanding 1.2.1 Display initiative and engagement by posing	**1. Creativity and Innovation** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression. c. use models and simulations to explore complex systems and issues. **2. Communication and Collaboration** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

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and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CC.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

Text Types and Purposes

CC.5.W.1.b Provide logically ordered reasons that are supported by facts and details.

CC.5.W.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CC.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CC.5.W.2.e Provide a concluding statement or section related to the information or explanation presented.

CC.5.W.3.e Provide a conclusion that follows from the narrated experiences or events.

Research to Build and Present Knowledge

CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CC.5.W.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.

CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.5.W.9.b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an

need for growth chiefly from air and water.

Ecosystems: Interactions, Energy, and Dynamics

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Earth and Space Science

Earth's Place in the Universe

5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.

Earth's Systems

5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Earth and Human Activity

5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Engineering, Technology, and Application of Science

Engineering Design

3-5-ETS1-1 Define a simple design problem reflecting a need or a

questions and investigating the answers beyond the collection of superficial facts.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.3.1 Respect copyright/intellectual property rights of creators and producers.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.3.5 Use information technology responsibly.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.4 Seek appropriate help when needed.

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.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to

d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

b. plan and manage activities to develop a solution or complete a project.

c. collect and analyze data to identify solutions and/or make informed decisions.

d. use multiple processes and diverse perspectives to explore alternative solutions.

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author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Speaking and Listening

Comprehension and Collaboration

CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CC.5.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CC.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CC.5.SL.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

CC.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved

exchange ideas, develop new understandings, make decisions, and solve problems.

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

2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to a specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.2.2 Use both divergent/convergent thinking to formulate conclusions and test them against the evidence.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.2 Reflect on systematic process and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations.

3.1.3 Use writing and speaking skills to communicate new understandings effectively

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

d. transfer current knowledge to learning of new technologies.

Language ***Vocabulary Acquisition and Use*** CC.5.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	3.1.4 Use technology and other tools to organize and display knowledge and understanding in ways that others can view, use, and assess. 3.1.6 Use information and technology ethically and responsibly. 3.2.3 Demonstrate teamwork by working productively with others. 3.3.5 Contribute to the exchange of ideas within and beyond the learning community. 3.4.1 Access the process by which learning was achieved in order to revise strategies and learn more effectively in the future 4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

5th GRADE

Standard 3	LIBRARY BENCHMARKS
Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society • Organize information for practical application • Integrate new information into own schema • Produce and communicate information and ideas in appropriate formats • Use problem-solving techniques to devise strategies for revising and improving process and product • Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)	**A. Communicate results of information search in format appropriate for content** **B. Recognize ownership of written and illustrated material** **C. Observe Internet guidelines and protocols as defined in the district's policies** **LIBRARY OBJECTIVES** **1. Edit, format, spell-check, save, proofread, and print original document using a word processor** **2. Collaborate with other students to solve information problems** **3. Organize information using such differentiated techniques as graphic organizer, storyboarding, or webbing** **4. Present, perform, share, and evaluate the results of information searches in a new form** **5. Cite sources and record simple bibliographies** **6. Respect different points of view and opinions** **7. Differentiate between note taking and copying verbatim from sources used as demonstrated through paraphrasing**

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COMMON CORE STANDARDS	NGSS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
Reading Literature ***Key Ideas and Details*** CC.5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Reading Informational Text** ***Key Ideas and Details*** CC.5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ***Integration of Knowledge and Ideas*** CC.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **Writing** ***Text Types and Purposes*** CC.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CC.5.W.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. CC.5.W.1.b Provide logically ordered reasons that are supported by facts and details. CC.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and	**Physical Science** ***Matter and Its Interactions*** 5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. 5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances. ***Motion and Stability: Forces and Interactions*** 5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down ***Energy*** 5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. **Life Science** ***From Molecules to Organisms: Structures and Processes*** 5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water. ***Ecosystems: Interactions, Energy, and Dynamics***	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. 1.1.2 Use prior and background knowledge as context for new learning. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 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. 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. 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. 1.1.9 Collaborate with others to broaden and deepen understanding. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection	**1. Creativity and Innovation** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression. **2. Communication and Collaboration** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. d. contribute to project teams to produce original works or solve problems.

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information clearly.

CC.5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CC.5.W.2.e Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

CC.5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 5 on page 29.)

CC.5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CC.5.W.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.

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Earth and Space Science

Earth's Place in the Universe

5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.

5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Earth's Systems

5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Earth and Human Activity

5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment

Engineering, Technology, and Application of Science

Engineering Design

of superficial facts.

1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.3.1 Respect copyright/intellectual property rights of creators and producers.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.3.5 Use information technology responsibly.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.4 Seek appropriate help when needed.

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.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

d. process data and report results.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.

b. select and use applications

CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CC.5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

CC.5.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

CC.5.SL.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CC.5.SL.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

CC.5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CC.5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved

curricular areas, real world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

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

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

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.2 Reflect on systematic process and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

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

3.1.2 Participate and collaborate as members of a social and

effectively and productively.

c. troubleshoot systems and applications.

d. transfer current knowledge to learning of new technologies.

in presentations when appropriate to enhance the development of main ideas or themes.

Language

Conventions of Standard English

CC.5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.

intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

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.

3.1.5 Connect learning to community issues.

3.1.6 Use information and technology ethically and responsibly.

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills and dispositions to engage in public

		conversation and debate around issues of common concern. 3.3.4 Create products that apply to authentic, real-world contexts. 3.3.5 Contribute to the exchange of ideas within and beyond the learning community. 3.3.6 Use information and knowledge in the service of democratic values. 3.3.7 Respect the principles of intellectual freedom. 3.4.2 Assess the quality and effectiveness of the learning product. 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. 4.1.6 Organize personal knowledge in a way that can be called upon easily. 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. 4.3.1 Participate in the social exchange of ideas, both electronically and in person.

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		4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

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5th GRADE

Standard 4	LIBRARY BENCHMARKS
Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth • Cultivate a love of reading and become a self-motivated reader • Develop a knowledge of genres and literary elements • Derive meaning from informational texts in various formats	**A. Use both text and visuals to understand literature** **B. Select an appropriate book of interest for personal enjoyment** **C. Recognize different types and elements of literature** **D. Analyze and understand information presented creatively in various nontextual formats** **E. Seek information related to personal interests** **F. Select resources and materials based on interest, need, and appropriateness**
	LIBRARY OBJECTIVES
	1. Self-select reading material appropriate for a specific purpose **2. Read traditional literature including mythology** **3. Read various genres** **4. Read and comprehend informational texts** **5. Recognize various literary elements within works** **6. Participate in guided discussions about literature to share opinions and responses** **7. Determine individual taste in series, author, and genre reading** **8. Select award-winning literature as appropriate to personal interest** **9. Appreciate information presented creatively in various formats** **10. Read for pleasure, seek answers, and explore topics of personal interest** **11. Access libraries, library staff, and library resources both personally and virtually**

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COMMON CORE STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
Reading Literature ***Key Ideas and Details*** CC.5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. CC.5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). ***Integration of Knowledge and Ideas*** CC.5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem). CC.5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. ***Range of Reading and Complexity of Text*** CC.5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. **Reading Informational Text** ***Integration of Knowledge and Ideas*** CC.5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). CC.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. ***Range of Reading and Complexity of Text*** CC.5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	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. 1.1.2 Use prior and background knowledge as context for new learning. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 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. 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. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 1.2.3 Demonstrate creativity by using multiple resources and formats. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and	**3. Research and Information Fluency** Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks. **4. Critical Thinking, Problem Solving, and Decision Making** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: c. collect and analyze data to identify solutions and/or make informed decisions. d. use multiple processes and diverse perspectives to explore alternative solutions. **5. Digital Citizenship** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. c. demonstrate personal responsibility for

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Reading Foundational Skills

Fluency

CC.5.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Language

Knowledge of Language

CC.5.L.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

displaying a willingness to go beyond academic requirements.

1.3.1 Respect copyright/intellectual property rights of creators and producers.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.5 Use information technology responsibly.

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.

2.1.2 Organize knowledge so that it is useful.

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

2.1.4 Use technology and other information tools to analyze and organize information.

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

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

2.4.1 Determine how to act on information (accept, reject, modify).

lifelong learning.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

	2.4.3 Recognize new knowledge and understanding. 2.4.4 Develop directions for future investigations. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.1.6 Use information and technology ethically and responsibly. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. 4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. 4.1.4 Seek information for personal learning in a variety of formats and genres. 4.1.5 Connect ideas to own interests and previous knowledge and experience. 4.1.6 Organize personal knowledge in a way that can be called upon easily. 4.1.7 Use social networks and information tools to gather and share information. 4.2.1 Display curiosity by pursuing interests through multiple resources. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.	

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	4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. 4.3.2 Recognize that resources are created for a variety of purposes. 4.3.3 Seek opportunities for pursuing personal and aesthetic growth. 4.4.1 Identify own areas of interest. 4.4.2 Recognize the limits of own personal knowledge. 4.4.3 Recognize how to focus the efforts in personal learning. 4.4.4 Interpret new information based on cultural and social context. 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed. 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.	

5th GRADE

Standard 5

Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

LIBRARY BENCHMARKS

A. Use personal and private information appropriately
B. Behave responsibly and respectfully in a networked environment
C. Use electronic devices safely and appropriately

LIBRARY OBJECTIVES

1. **Protect personal information, apply stranger-danger knowledge and skills on the Internet, and choose online friends wisely**
2. **Use the Internet to locate information safely**
3. **Recognize the consequences of inappropriate communication (cyberbullying, harassment, outing, rumors, flaming, sexting, etc.)**
4. **Report inappropriate online behavior (harassment, cyberbullying, threats, etc.)**
5. **Recognize and avoid inappropriate content (advertising, malware, phishing, viruses, pornography, etc.)**
6. **Protect electronic devices from physical harm and, with guidance, recognize and avoid potential damaging or invasive content**

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COMMON CORE STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	ISTE STANDARDS: STUDENTS
Reading Informational Text ***Key Ideas and Details*** CC.5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CC.5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. ***Craft and Structure*** CC.5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. CC.5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ***Integration of Knowledge and Ideas*** CC.5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **Writing** ***Text Types and Purposes*** CC.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. ***Research to Build and Present Knowledge*** CC.5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CC.5.W.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.	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. 1.1.2 Use prior and background knowledge as context for new learning. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 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. 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. 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. 1.1.9 Collaborate with others to broaden and deepen understanding. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources	**2. Communication and Collaboration** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. c. develop cultural understanding and global awareness by engaging with learners of other cultures. **3. Research and Information Fluency** Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks. **4. Critical Thinking, Problem Solving, and Decision Making** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: c. collect and analyze data to identify

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CC.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
CC.5.W.9.b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Speaking and Listening

Presentation of Knowledge and Ideas

CC.5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Language

Vocabulary Acquisition and Use

CC.5.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

and information.
1.2.3 Demonstrate creativity by using multiple resources and formats.
1.3.1 Respect copyright/intellectual property rights of creators and producers.
1.3.3 Follow ethical and legal guidelines in gathering and using information.
1.3.4 Contribute to the exchange of ideas within the learning community.
1.3.5 Use information technology responsibly.
1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
1.4.4 Seek appropriate help when needed.

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.
2.1.2 Organize knowledge so that it is useful.
2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.
2.1.4 Use technology and other information tools to analyze and organize information.
2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

solutions and/or make informed decisions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. demonstrate personal responsibility for lifelong learning.
d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
a. understand and use technology systems.
b. select and use applications effectively and productively.
c. troubleshoot systems and applications.
d. transfer current knowledge to learning of new technologies.

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Math Standards Code: OA=Operations and Algebraic Thinking; NBT=Number and Operations in Base 10; MD=Measurements and Data; G=Geometry; NF=Number and Operations-Fractions; RP=Rations and Proportional Relationships; NS=Number System; EE=Expressions and Equations; SP=Statistics and Probability; A=Algebra

	2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. 2.4.1 Determine how to act on information (accept, reject, modify). 3.1.6 Use information and technology ethically and responsibly. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.1.3 Use writing and speaking skills to communicate new understandings effectively 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. 3.2.3 Demonstrate teamwork by working productively with others. 3.3.5 Contribute to the exchange of ideas within and beyond the learning community. 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.	

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