

**The fifth grade student at St. Patrick’s will actively participate in a challenging learning environment. The library media specialist offers instruction and resources in print, audiovisual, and online formats to provide a foundation for using libraries and information resources in lifelong learning. The library media program, with close collaborations and involvement of classroom teachers, supports beginning reading, listening, communication, and technology skills through a regularly scheduled class time. Citing others’ work and other ethical uses of information are introduced and reinforced. Instruction and resources in more advanced reference materials in print, audiovisual, and online formats provide a foundation for using libraries and information resources in lifelong learning.**

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
<b>Information</b>	a. Present a book review	Six Traits	Teacher observation
<b>Literacy</b>	b. Read and perform a classic drama	Graphic Organizers	Student participation
A student who is information literate:	c. Choose quality books with an emphasis on biographies/autobiographies	Fiction Books	Oral discussion
- accesses information efficiently and effectively	d. Find materials independently using the Dewey Decimal numbers	Nonfiction Books	Student projects
- evaluates information critically and competently	e. Use heading to navigate an article from an encyclopedia or other reference source		Teacher assessments
- uses information accurately and creatively	f. Create a simple outline from notes		Rubrics
	g. Utilize intermediate and specialized subject dictionaries, atlases, almanacs and topical encyclopedias		
	h. Make a topical outline from notes		
	i. Construct a bibliography using title, author, page(s), publisher/web page authority, and copyright		
	j. Use maps, globes, and atlases		
	k. Recognize audience and purpose		
	l. Identify an informational need and begin to formulate questions to determine appropriate problem solving strategies		
	m. Integrate information and ideas from multiple resources		
	n. Use visual and textual cues to solve information problems		
	o. Use sequencing and other organizational strategies to restate information		
	p. Determine accuracy, relevancy, and comprehensiveness of information		
	q. Use the online catalog (OPEC)		

	<b>Standards/Goals</b>	<b>Instructional Tools</b>	<b>Assessment Tools</b>
<p><b>Independent Learning</b></p> <p>A student who is an independent learner is information literate and:</p> <ul style="list-style-type: none"> <li>- pursues Information related to personal interests</li> <li>- appreciates literature and other creative expressions of information</li> <li>- strives for excellence in information seeking and knowledge generation</li> </ul>	<ul style="list-style-type: none"> <li>a. Organize relevant information</li> <li>b. View and listen to a wide variety of literature</li> <li>c. Participate in activities that encourage the appreciation of literature</li> <li>d. Evaluate and respond to literature using a personal perspective</li> <li>e. Examine the qualities of award winning books including Newbery and Coretta Scott King awards</li> <li>f. Compare and contrast information from a variety of formats</li> <li>g. Recognize basic literary elements</li> <li>h. Identify literature by genre and develop personal genre preferences</li> <li>i. Find information from other organizations related to classroom assignments</li> <li>j. Ask questions and set a purpose for reading</li> <li>k. Select appropriate materials</li> <li>l. Develop an awareness of basic information problem solving steps</li> </ul>	<ul style="list-style-type: none"> <li>Six Traits</li> <li>Graphic Organizers</li> <li>Fiction Books</li> <li>Nonfiction Books</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student participation</li> <li>Oral discussions</li> </ul>
<p><b>Social Responsibility</b></p> <p>A student who contributes positively to the learning community and to society is information literate and:</p> <ul style="list-style-type: none"> <li>- recognizes the importance of information to a democratic society</li> <li>- practices ethical behavior in regard to information and information technology</li> <li>- participates effectively in groups to pursue and generate information</li> </ul>	<ul style="list-style-type: none"> <li>a. View and listen to literature and information in a variety of cultures and disciplines</li> <li>b. Develop and awareness of intellectual freedom and freedom of expressions while accepting personal responsibility to maintain community standards</li> <li>c. Avoid plagiarism and model appropriate use of basic copyright laws</li> <li>d. Cite sources appropriately</li> <li>e. Recommend titles to other students based on their experiences</li> <li>f. Participate and respond in group discussions by communicating specific facts, opinions, and points of view</li> <li>g. Demonstrate proper care and handling of library resources</li> <li>h. Show respect for others</li> </ul>	<ul style="list-style-type: none"> <li>DWP</li> <li>Six Traits</li> <li>Fiction Books</li> <li>Nonfiction Books</li> <li>Summarizing</li> <li>Note Taking</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student participation</li> <li>Oral discussions</li> </ul>