

Grade 5 Library Guidelines

Information Literacy

Effective school library media programs provide information literacy skills instruction.

Information literacy is the ability to locate, process, evaluate and utilize information. School library media programs provide information resources in a variety of formats and readability levels. The school library media specialist teaches students how to access, use and evaluate information resources efficiently and ethically based on academic or personal need. This instruction should be correlated to specific academic content standards and taught as an integrated process.

Benchmark A: Access the library media center facility, staff and resources whenever an academic or personal information need arises, and demonstrate appropriate use of library materials.

Library Awareness	Date Achieved
1. Access the library facility and online library when needed.	
2. Describe information needs to the library media specialist or library staff member and develop strategies to fulfill the need.	
3. Select library media center materials based on format and need (e.g., print, nonprint, audio, video).	
4. Use a variety of library material formats to answer questions and solve problems.	
Lifelong Learning	
5. Follow circulation procedures.	
6. Participate in library activities appropriately and demonstrate responsible use of library materials.	
7. Suggest ways to participate in library media center activities and reading celebrations.	
8. Access the public library online when needed.	

Benchmark B: Understand that school library books and materials are organized in a system, and use the system to locate items.

Library Organization	Date Achieved
1. Locate easy, fiction, biography and information books on the shelf using call numbers/letters.	
2. Recognize Dewey Decimal Classification headings and become familiar with books found in several classes (e.g., sports books are in the 700s).	

3. Know that reference material is available in a variety of formats (e.g., print, electronic, online).	
4. Search the library catalog by title, subject, author and keyword to locate library materials and needed information.	

Benchmark C: Explore and use various forms of literature for schoolwork and personal enjoyment.

Reading Encouragement	Date Achieved
1. Read for pleasure and information and discuss the impact that plot, theme and events have on characters in reading material.	
2. Identify simple fictional genres (e.g., fantasy, mystery, romance, historical fiction, science fiction).	
3. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).	

Benchmark D: Describe types of information including facts, opinions, primary/secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose.

Understanding Information	Date Achieved
1. Develop a systematic plan for organizing information using a basic organizing concept (e.g., subject, chronology, date).	
2. Choose a variety of formats for presenting information (e.g., pictures, texts, slides).	
3. Understand that there are conditions where information cannot be used (e.g., copyright restrictions on the use of cartoon characters; copying a classmate's project).	
4. Distinguish between relevant and irrelevant information in an information source (e.g., information matches question to be answered, facts apply to the topic).	
Primary/Secondary Sources	
5. Apply primary and secondary sources to investigate a person, place, thing or event, and identify each source as primary or secondary.	
Reference Sources	
6. Locate information in reference sources, including: <ul style="list-style-type: none"> a. Subject-specific dictionaries and encyclopedias (e.g., animals, authors, presidents, science, space); b. Atlas/globe; c. Almanac; d. Thesaurus. 	

Benchmark E: Apply a research process to decide what information is needed, find sources, use information and check sources.

Decide	Date Achieved
1. Generate a topic, assigned or personal interest, and develop open-ended questions for research.	
2. Brainstorm possible keywords or resources.	
Find	
3. Develop a search strategy that uses appropriate and available resources including narrowing or broadening the search topic/question.	
4. Explore a variety of resources such as school, public or community resources.	
Use	
5. Use peer-evaluation techniques and authentic assessments to analyze information.	
6. Skim, take notes, paraphrase and organize information using graphic organizers.	
7. Create a list of resources using a simple bibliographic format.	
Check	
8. Communicate findings orally, visually or in writing and draw conclusions about findings.	
9. Evaluate the research project and process.	

Technology Literacy

Effective school library media programs provide technology literacy skills instruction in the use of library-based technologies.

Technology literacy skills include the appropriate and ethical use of technology for information access, retrieval, production and dissemination via electronic resource networks and the Internet.

Benchmark A: Use the online public access catalog to locate school library materials for classroom assignments and personal interests.

Online Public Access Catalog	Date Achieved
1. Locate and retrieve library materials by searching the OPAC.	
2. Select an item of interest by reading the summary located in the bibliographic record.	
3. Describe various components of the OPAC bibliographic record.	
4. Place materials on hold through the OPAC.	
5. Access the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or from home).	

Benchmark B: Use the Internet to find, use and evaluate information.

Internet Concepts	Date Achieved
1. Explain the elements and meaning of a Web site URL (e.g., name of the site, domain and extensions for specific pages).	
Beginning Searching	
2. Type a teacher- or librarian-selected URL into the address line of a Web browser to access a search engine and a Web directory.	
3. Perform a search in an age-appropriate search engine or a Web directory by typing in one or more search terms.	
4. Read list of results from the search and select potentially relevant Web sites.	
Website Evaluation	
5. Identify information on the Web site (e.g., URL extensions, author, title, date produced, special features (images, puzzles, activities), products, services, resources).	
6. Examine the information retrieved from the Web site for the author's expertise, the accuracy of the information presented and the bias.	

Benchmark C: Understand how to access technology-based school library materials, including library networks and electronic resources, for research.

Electronic Resources	Date Achieved
1. Identify and describe the purpose of various technology-based school library resources (e.g., computer network, multimedia resources).	
2. Understand that technology-based resources may be organized by format or topic (e.g., database of magazine articles, electronic photos, digital video).	
3. Examine coverage of information in magazine databases, online biography sources and subject guide sources.	
4. Use a username and password to access school library and electronic resource databases remotely from the classroom or home.	

Media Literacy

Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.

Media literacy encompasses the use of communication competencies and critical thinking skills, including the ability to access, interpret, evaluate and communicate information delivered in a variety of medium formats. Media-based resources include print and nonprint materials that use image, text, language, sound and motion to convey informational communications and messages.

Benchmark A: Explain the intended effect of media communications and messages when delivered and received by various audiences and for various purposes.

Communicating with Media	Date Achieved
1. Explain how multimedia visual and text components, production techniques, language choice, and facts and opinion are used in various combinations to shape listener, viewer and audience perception.	
2. Summarize an author's and/or artist's intent based on the choice and use of multimedia components to appeal to feelings and senses, suggest mood and meaning and inform or influence audience understanding.	
Media Messages	
3. Identify the intent behind the communication and delivery of information by individuals, groups, businesses and organizations.	

Benchmark B: Examine a variety of elements and components used to create and construct media communications for various audiences and for various purposes.

Media Elements	Date Achieved
1. Employ "use and function" of the various text elements and organizational structures used to construct and support a central idea of print or nonprint media documents and presentations (e.g., font characteristics, paragraph alignment, figurative language).	
2. Examine through simulation the roles of various people and careers involved in the construction of a media message (e.g., director, producer, actor, illustrator, photographer).	