

## Library Media Standards and Curriculum – Grades 3-5

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*Students use research skills to access information efficiently and effectively to inquire, think critically, and gain knowledge.*

Students will Inquire and Explore: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems; discover and innovate in a growth mindset developed through experience and reflection.

Benchmark	By the End of Fifth Grade, the Student Can:
<b>3-5.S1.1</b> — Understand and recognize the need for information to solve a problem or satisfy a question.	<ul style="list-style-type: none"> <li>• Understand and describe the concept of information.</li> <li>• Understand and describe how questions can be answered with information resources.</li> <li>• Learn about and understand the concept of experts in fields and how their knowledge can provide information that is unique.</li> </ul>
<b>3-5.S1.2</b> — Understand the concept of how an essential question may lead to the best information seeking results.	<ul style="list-style-type: none"> <li>• Continue to learn about, understand, and describe how questions can be formulated in different ways.</li> <li>• Begin to learn about, understand and, with guidance, describe how an essential question hones down all possibilities into a more focused question that can yield better results than a broad question.</li> <li>• Continue to learn about, begin to understand, and describe how using narrow vs. broad questions yields different information results.</li> <li>• Continue to learn about and understand that different questions require different types of search terms.</li> </ul>
<b>3-5.S1.3</b> — Understand that different sources and formats for information exist.	<ul style="list-style-type: none"> <li>• Continue to learn about, understand and describe how different sources of information exist: books, reference materials, experts, online sources, etc.</li> <li>• Continue to learn about, understand and describe the concept that information exists in different formats: print, audio, digital, visual.</li> </ul>
<b>3-5.S1.4</b> — Understand that a variety of methods may be used to locate materials.	<ul style="list-style-type: none"> <li>• Continue to learn about, understand and be able to describe how students may use a variety of methods to find materials: school librarian, peers, online catalog, signage, Dewey Decimal organization, genrefication, etc.</li> </ul>
<b>3-5.S1.5</b> — Understand that within the scope of information sources and formats, unique results exist that provide the most relevant information.	<ul style="list-style-type: none"> <li>• Continue to learn about, understand, and begin to describe how some information resources are better choices than others, depending on information need and level of understanding.</li> <li>• Begin to learn and understand how using a variety of unique combinations of search terms, dependent on the essential question, can yield the best selection of information to meet needs.</li> </ul>

*Students use research skills to share, manipulate, and create new information accurately, creatively, and ethically.*

Students will Collaborate, Curate, Explore and Engage: Work effectively with others to broaden perspectives and work toward common goals; make meaning for oneself and others by collecting, organizing and sharing resources of personal relevance; discover and innovate in a growth mindset developed through experience and reflection; demonstrate safe, legal and ethical creating and sharing of knowledge products.

Benchmark	By the End of Fifth Grade, the Student Can:
<b>3-5.S2.1</b> — Understand that information exists providing different perspectives.	<ul style="list-style-type: none"> <li>• Continue to learn about, understand and explain that information provides varying points of view and perspectives.</li> <li>• Continue to learn about and understand that the perspectives described by different sources will not necessarily share the same points of view.</li> <li>• Begin to learn and understand that a variety of perspectives is valuable for beginning to thoroughly learn about a topic of information.</li> <li>• Begin to learn about exploring a variety of perspectives as an aid for understanding material.</li> </ul>

Benchmark	By the End of Fifth Grade, the Student Can:
	<ul style="list-style-type: none"> <li>• Continue to learn about and understand the need for seeking information that presents factual, accurate, relevant, and current facts.</li> <li>• Begin to learn about the purposes of and differences between secondary and primary source materials.</li> </ul>
<p><b>3-5.S2.2</b> — Understand that information may be accurate, inaccurate, relevant, irrelevant, or biased.</p>	<ul style="list-style-type: none"> <li>• Continue to learn about, and be able to explain, with guidance, how various perspectives exist regarding all facets of information.</li> <li>• Continue to learn about, use, and describe, with guidance, information resources that provide factual, accurate, relevant, and current information.</li> <li>• Learn about and understand why researchers seek accurate, factual, relevant, and current information.</li> <li>• Learn about and begin to be able to describe fact and opinion, and how they impact both delivery and sharing of information.</li> <li>• Begin to learn about and understand the concept of bias and how it impacts both delivery and sharing of information.</li> <li>• Begin to learn about and understand how to identify and avoid using biased, inaccurate information resources.</li> </ul>
<p><b>3-5.S2.3</b> — Understand that organizing information helps to make it more useful for assignments and personal needs.</p>	<ul style="list-style-type: none"> <li>• Begin to learn about different information-gathering and note-taking models (both manual and digital).</li> <li>• Begin to learn about, understand and use manual and digital organizational tools that help students make sense of information.</li> <li>• Continue to learn about, understand and begin to actively apply aspects of an information-seeking model (such as Super 3/Big 6).</li> <li>• Learn about and understand how using an information model can help with both school and personal searches for information and meaning.</li> </ul>
<p><b>3-5.S2.4</b> — Understand what concepts of ethical behavior entail when interacting with information.</p>	<ul style="list-style-type: none"> <li>• Continue to learn, understand, and be able, with guidance, to tell why information has ethical and legal parameters that impact how it is used and shared.</li> <li>• Continue to learn, understand, and begin to demonstrate why and how to cite sources used for assignments and projects.</li> <li>• Begin to learn about the concept of intellectual property.</li> <li>• Begin to learn about Creative Commons and differing forms of licensure that may be attributed to different types of intellectual property.</li> </ul>
<p><b>3-5.S2.5</b> — Understand how group dynamics impact the sharing, manipulation and creation of information.</p>	<ul style="list-style-type: none"> <li>• Begin to learn about why and how a group dynamic can change the amount and quality of research and research end products.</li> <li>• Continue learning about, creating, and sharing information in a variety of formats that aid the group in completion of a task or assignment.</li> <li>• Continue learning about and be able to recognize and actively respect individual strengths when assuming group roles for task and assignment completion.</li> </ul>

*Students use research skills to evaluate information critically and competently.*

Students will Inquire, Curate and Explore: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems; make meaning for oneself and others by collecting, organizing and sharing resources of personal relevance; discover and innovate in a growth mindset developed through experience and reflection.

Benchmark	By the End of Fifth Grade, the Student Can:
<p><b>3-5.S3.1</b> — Determine an author's purpose for creating content.</p>	<ul style="list-style-type: none"> <li>• Continue to learn about, understand and be able to explain that information provides varying points of view and perspectives, dependent upon the author.</li> <li>• Continue to learn about, understand and explain, with guidance, that authors write for different audiences.</li> <li>• Learn about and understand that the same information may be changed or slanted towards specific audiences for a variety of purposes.</li> </ul>

Benchmark	By the End of Fifth Grade, the Student Can:
<p><b>3-5.S3.2</b> — Understand the need for learning how to locate and compare information sources in a variety of formats.</p>	<ul style="list-style-type: none"> <li>• Continue to learn, understand, and be able to describe how various perspectives exist for all facets of information.</li> <li>• Continue to learn about, use, and describe information resources that provide factual, accurate, relevant, and current information.</li> <li>• Begin to learn how to use searching tools to locate information resources that provide factual, accurate, relevant and current information.</li> <li>• Continue to learn and understand the concept of bias and how it impacts both delivery and sharing of information.</li> <li>• Continue to learn and understand how to identify and avoid using biased, inaccurate information resources.</li> </ul>
<p><b>3-5.S3.3</b> — Actively integrate discovered information into own schema.</p>	<ul style="list-style-type: none"> <li>• Learn how to recognize personal reactions to and opinions about discovered information.</li> <li>• Begin to learn how to defend opinions developed through access to and integration of discovered information.</li> <li>• Begin to learn how to scaffold a developing set of information skills to refine active learning throughout the information seeking process.</li> </ul>
<p><b>3-5.S3.4</b> — Understand how to organize information for practical applications.</p>	<ul style="list-style-type: none"> <li>• Continue to learn about and understand purposes for taking notes.</li> <li>• Begin to use an organizational format to take notes to gather relevant information from a variety of sources.</li> <li>• Begin to learn about how to organize notes into a cohesive whole for understanding and continued knowledge-building.</li> </ul>
<p><b>3-5.S3.5</b> — Produce and communicate information and ideas in appropriate formats.</p>	<ul style="list-style-type: none"> <li>• Continue to learn, understand, and demonstrate how to create and share information with others in a variety of formats.</li> <li>• Begin to learn about and understand how to use a variety of production formats to create a blended end product.</li> <li>• Begin to learn about and understand why some information formats are more suited for specific information needs and sharing than others.</li> </ul>

*Students appreciate literature and pursue knowledge related to personal interests.*

Students will Include, Curate and Explore: Demonstrate an understanding of a commitment to inclusiveness and respect for diversity in the learning community; make meaning for oneself and others by collecting, organizing and sharing resources of personal relevance; discover and innovate in a growth mindset developed through experience and reflection.

Benchmark	By the End of Fifth Grade, the Student Can:
<p><b>3-5.S4.1</b> — Cultivate a love of reading and become a self-motivated reader.</p>	<ul style="list-style-type: none"> <li>• Continue to learn about, understand and describe the purpose of a library.</li> <li>• Continue to learn about, understand, and describe materials that are provided at the school library.</li> <li>• Continue to learn about and demonstrate how to locate a variety of materials in the school library.</li> <li>• Continue to learn about which stories and texts appeal to one's self.</li> <li>• Learn that literary preferences may change over time and adopt into schema a mindset for exploring new literature.</li> </ul>
<p><b>3-5.S4.2</b> — Develop a knowledge of genres and literary elements.</p>	<ul style="list-style-type: none"> <li>• Continue to learn about, understand, and describe, with guidance, genres of literature.</li> <li>• Continue to learn about, understand, and describe, with guidance, literary elements.</li> <li>• Begin to learn about how genres influence the way an author writes for an audience.</li> <li>• Begin to learn about how different literary elements come together to create a completed story.</li> <li>• Begin to learn about and understand how emphasis on specific literary elements can influence the tone of a piece of writing.</li> </ul>
<p><b>3-5.S4.3</b> — Derive meaning from information texts in various formats.</p>	<ul style="list-style-type: none"> <li>• Continue to learn about, understand, and identify elements that comprise an information text.</li> <li>• Continue to learn about and begin to demonstrate, with guidance, knowledge of the difference between fiction and non-fiction information texts, and be able to recognize when both exist within the same piece of writing.</li> <li>• Continue to learn about, understand, and apply knowledge to explain differences between different information text formats and how they impact satisfying an information need.</li> <li>• Continue to learn and understand how to integrate a text's meaning into one's own schema.</li> </ul>

Benchmark	By the End of Fifth Grade, the Student Can:
	<ul style="list-style-type: none"> <li>• Continue to learn about and begin to explain how textual and visual images may work together and separately to deliver different messages to the reader.</li> </ul>
<p><b>3-5.S4.4</b> — Develop an appreciation of other perspectives and cultures.</p>	<ul style="list-style-type: none"> <li>• Continue to learn about other cultures and perspectives through immersion into a variety of cultural and multi-cultural texts.</li> <li>• Begin to learn about and compare and contrast different cultures on a global scale with students' own culture.</li> <li>• Begin to learn about, understand, and appreciate how a story may be told in many different ways according to a cultural perspective.</li> <li>• Begin to understand the various elements that remain the same across the different cultural retellings of a similar tale.</li> <li>• Continue to learn, understand and describe why authors present different perspectives.</li> <li>• Continue to learn about, understand, and display respect for different cultural points of view.</li> <li>• Begin to learn how to integrate different cultural perspectives into one's own schema to build a knowledge base of cultural learning.</li> </ul>
<p><b>3-5.S4.5</b> — Practice lifelong inquiry habits through using school and non-school librarians, libraries, and resources.</p>	<ul style="list-style-type: none"> <li>• Continue to learn about and describe the purpose and location of the school library.</li> <li>• Continue to learn about and understand basic parameters of being an active user of the school library.</li> <li>• Continue to apply learning to become an active, curious, and consistent user of school library resources.</li> <li>• Continue to learn and understand the purposes of non-school libraries (public, special, medical).</li> <li>• Continue to learn, understand and describe the role of a librarian in helping students with information needs in any type of library.</li> </ul>

*Students apply digital citizenship guidelines for educational, social or recreational purposes.*

Students will Include, Collaborate, Curate, Explore and Engage: Demonstrate an understanding of a commitment to inclusiveness and respect for diversity in the learning community; work effectively with others to broaden perspectives and work toward common goals; make meaning for oneself and others by collecting, organizing and sharing resources of personal relevance; discover and innovate in a growth mindset developed through experience and reflection; demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Benchmark	By the End of Fifth Grade, the Student Can:
<p><b>3-5.S5.1</b> — Practice and model positive digital citizenship.</p>	<ul style="list-style-type: none"> <li>• Continue to learn about, understand and describe the concept of digital citizenship.</li> <li>• Continue to learn about, understand and describe the concept and habits of maintaining a digital reputation (digital footprint).</li> <li>• Begin to learn about and understand the concept of a positive digital identity.</li> <li>• Consistently and confidently display and model the aspects of digital citizenship.</li> </ul>
<p><b>3-5.S5.2</b> — Apply digital tools to gather, use, and evaluate information.</p>	<ul style="list-style-type: none"> <li>• Continue to learn about, understand, use, and describe digital tools to gather and evaluate information.</li> <li>• Continue to learn about how and why different digital tools are suitable for different information needs and projects.</li> </ul>
<p><b>3-5.S5.3</b> — Practice and model ethical behavior when using digital resources (such as freedom of speech, intellectual freedom, censorship, copyright, and plagiarism).</p>	<ul style="list-style-type: none"> <li>• Continue to learn about, understand and describe facets of ethical behavior.</li> <li>• Continue to learn about and understand that different digital tools and the resulting end products created by them require different levels of copyright and/or Creative Commons licensure.</li> <li>• Continue to learn about and understand that ethical behaviors should be consistently modeled and displayed when using digital resources.</li> <li>• Continue to learn about and begin to understand these concepts: freedom of speech, intellectual freedom, censorship, copyright, Creative Commons, and plagiarism.</li> </ul>
<p><b>3-5.S5.4</b> — Distinguish website authority, validity and purpose.</p>	<ul style="list-style-type: none"> <li>• Continue to learn about and understand that online information (such as web pages), just like other information sources, may contain information that is accurate, inaccurate, relevant, irrelevant, or biased.</li> <li>• Begin to learn about concepts of website authority, validity and purpose.</li> </ul>

Benchmark	By the End of Fifth Grade, the Student Can:
	<ul style="list-style-type: none"> <li>• Begin to learn about and understand that online subscription databases provide credible sources of information.</li> <li>• Continue to learn about and begin to practice rudimentary forms of evaluation to establish the credibility of a website.</li> </ul>
<p><b>3-5.S5.5</b> — Understand the need for protecting personal privacy when accessing digital sources.</p>	<ul style="list-style-type: none"> <li>• Continue to learn about and understand concept of privacy when using digital tools and resources.</li> <li>• Continue to learn about and understand password creation, protection, and maintenance.</li> <li>• Continue to learn about and understand that the concept of privacy must be carefully and consistently monitored.</li> <li>• Continue to learn and understand why others might want to bypass privacy settings for personal or financial gain.</li> <li>• Understand and be able to describe how to create a safe password.</li> <li>• Understand and be able to describe why sharing passwords and other private information is not appropriate.</li> </ul>
<p><b>3-5.S5.6</b> — Practice proper care of digital devices.</p>	<ul style="list-style-type: none"> <li>• Continue to learn about and understand that devices require specific types of care and maintenance.</li> <li>• Continue to learn about how to care for school-provided digital and personal devices.</li> <li>• Be able to explain who can help students with problems they may experience with devices.</li> <li>• Continue to learn about, understand, and describe consequences for improper care of devices.</li> </ul>