

# LIBRARY

## GRADE FIVE

### STATE OF NEVADA INFORMATION LITERACY STANDARDS \_\_\_\_\_

- 1.0 The student who is information literate accesses information efficiently and effectively.
- 2.0 The student who is information literate evaluates information critically and competently.
- 3.0 The student who is information literate uses information accurately and creatively.
- 4.0 The student who is an independent learner is information literate and pursues information relating to personal interest.
- 5.0 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
- 6.0 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.
- 7.0 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
- 8.0 The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
- 9.0 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

### ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES \_\_\_\_\_

#### INFORMATION ACCESS

*It is expected that students will:*

- (5)1.1 assess whether a range of information problems or questions can be resolved based on one's own knowledge or whether additional information is required [NS 1.A.3]; [ELA/PS 4.5.1, 4.5.5]
  - a. utilize the library catalog, on-line sources, and CD ROMs to find appropriate resources by conducting author, title, subject, keyword, and Boolean type searches
  - b. utilize guide words, headings, subheadings, and thesis sentences of a paragraph to locate information within a source
- (5)1.2 with the teacher's assistance, judge the quality of decisions in terms of the accuracy and completeness of the information on which decisions were based [NS 1.B.3]; [ELA/PS 2.5.3, 4.5.6]
- (5)1.3 with the teacher's assistance, revise, add, and delete questions as information needs change [NS 1.C.3]; [ELA/PS 4.5.6, 4.5.5, 6.5.9]

## LIBRARY GRADE FIVE (continued)

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- (5)1.4 use a full range of information sources to meet differing information needs [NS 1.D.3]; [ELA/PS 4.5.5]
- (5)1.5 formulate and, with the teacher's assistance, revise, plans for accessing information for a range of needs and situations [NS 1.E.3]; [ELA/PS 4.5.5, 4.5.6]

### INFORMATION EVALUATION

*It is expected that students will:*

- (5)2.1 with the teacher's assistance, judge the accuracy, relevance, and completeness of sources and information in relation to a range of topics and information problems [NS 2.A.3]; [ELA/PS 4.5.1, 4.5.3, 4.5.6]
  - a. identify different forms of authorship including reteller, editor, compiler, and publisher
  - b. compare and contrast the quality of writing of various authors
- (5)2.2 assemble facts, opinions, and point of view as appropriate in one's own work [NS 2.B.3]; [ELA/PS 2.5.3, 4.5.6]
- (5)2.3 judge and with the teacher's assistance, support judgments as to the degree of inaccuracy, bias, or misleading information in information products [NS 2.C.3]; [ELA/PS 4.5.3, 4.5.6]
- (5)2.4 with the teacher's assistance, integrate accurate, relevant, and comprehensive information to resolve an information problem or question [NS 2.D.3]; [ELA/PS 2.5.3, 4.5.5, 4.5.6, 6.5.9]

### INFORMATION USE

*It is expected that students will:*

- (5)3.1 organize an information product that presents different types of information in the most effective ways [NS 3.8.3]; [ELA/PS 5.5.1, 6.5.7, 6.5.9]
- (5)3.2 integrate one's own previous knowledge with information from a variety of sources to create new meaning [NS 3.B.3]; [ELA/PS 2.5.1, 4.5.3, 4.5.6]
- (5)3.3 devise creative approaches to use information to resolve information problems or questions [NS 3.C.3]; [ELA/PS 4.5.5]
- (5)3.4 choose the most appropriate format for presenting information and justify that choice [NS 3.D.3]; [ELA/PS 4.5.3, 6.5.4, 6.5.5, 8.5.3]
  - a. retell stories with supporting details in sequential order
  - b. identify, interpret and analyze the qualities of well-written literature including fiction and non-fiction

### INFORMATION PURSUIT

*It is expected that students will:*

- (5)4.1 explore a range of sources to find information on aspects of personal interest or well-being and apply the information to real-life purposes [NS 4.A.3]; [ELA/PS 4.5.5]

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- (5)4.2 with the teacher’s assistance, judge the quality of one’s own information products and solutions relating to topics of personal interest and revise as needed [NS 4.B.3]; [ELA/PS 4.5.5, 6.5.4, 6.5.5, 6.5.9]

### LITERATURE APPRECIATION

*It is expected that students will:*

- (5)5.1 evaluate the strengths and weaknesses of the literature read [NS 5.A.3]; [ELA/PS 6.5.4, 8.5.3]
- compare the works of several award-winning authors and illustrators including Caldecott and Newbery
  - compare the works of several award-winning authors and illustrators including NYRA and other award-winning books
- (5)5.2 evaluate the strengths and weaknesses of various creative presentations of information [NS 5.B.3]; [ELA/PS 3.5.7, 4.5.1, 4.5.4, 6.5.4, 7.5.2, 7.5.3]
- compare and contrast the various genres of literature including mythology, short stories, drama, poetry, fiction and non-fiction
  - compare and contrast the quality of writing of various authors
- (5)5.3 express information and ideas creatively in unique products that integrate information in a variety of formats [NS 5.C.3]; [ELA/PS 6.5.5, 8.5.3]
- retell stories with supporting details in sequential order
  - evaluate the informational products

### INFORMATION SEEKING

*It is expected that students will:*

- (5)6.1 evaluate the information-seeking process at each stage as it occurs and make adjustments as necessary to improve the process and the product [NS 6.A.3]; [ELA/PS 4.5.5, 4.5.6, 6.5.9]
- (5)6.2 recognize gaps in one’s own knowledge and with the teacher’s assistance, select and apply appropriate strategies for filling the gaps [NS 6.B.3]; [ELA/PS 5.5.3, 6.5.9]

### INFORMATION LITERACY

*It is expected that students will:*

- (5)7.1 seek sources of information representing a variety of contexts, disciplines, and cultures, and with teacher’s assistance, evaluate their usefulness for resolving an information problem or question [NS 7.A.1]; [ELA/PS 3.5.7, 4.5.4]
- recognize multicultural books that reflect the heritage of groups within the United States
  - recognize multicultural books that reflect the traditions of groups within the United States
- (5)7.2 propose strategies for ensuring that classmates and others have equitable access to information, information sources, and information technology [NS 7.B.3]; [ELA/PS 4.5.5, 4.5.6]

## LIBRARY GRADE FIVE (continued)

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### ETHICAL BEHAVIOR REGARDING INFORMATION AND INFORMATION TECHNOLOGY

*It is expected that students will:*

- (5)8.1 predict what might happen if the principles of intellectual freedom were ignored in one's own community [NS 8.A.3]; [ELA/PS 3.5.3, 4.5.6]
- (5)8.2 avoid plagiarism by citing sources properly for a given format [NS 8.B.3]; [ELA/PS 6.5.9]
  - a. record resources used to prepare a bibliography
  - b. apply critical thinking strategies to evaluate information obtained
- (5)8.3 follow copyright guidelines for making copies and for using all sources (images, video, audio, and text) when creating information products [NS 8.B.3]; [ELA/PS 6.5.9]
- (5)8.4 follow all school guidelines relating to the use of computing and communications hardware, software, and networks when resolving information problems or questions [NS 8.C.3]; [ELA/PS 4.5.5]

### GROUP PARTICIPATION

*It is expected that students will:*

- (5)9.1 integrate one's own knowledge and information with that of others in the group [NS 9.A.3]; [ELA/PS 4.5.5, 7.5.2, 8.5.3]
- (5)9.2 help to organize and integrate the contributions of all the members of the group into information products [NS 9.B.3]; [ELA/PS 7.5.1, 7.5.2, 7.5.5]
- (5)9.3 devise solutions to information problems that integrate group members' information and ideas while participating actively in discussions with others, in person and remotely through technology with teacher's assistance [NS 9.D.2]; [ELA/PS 7.5.1, 7.5.2, 7.5.5]
- (5)9.4 create and evaluate with teacher's assistance, complex information products that integrate information in a variety of formats; make adjustments as necessary to improve both the process and content delivery; employ effective work habits while working with others, in person or remotely through technology [NS 9.D.3]; [ELA/PS 2.5.3, 6.5.4, 6.5.5, 6.5.6, 7.5.5, 7.5.2, 8.5.3]