California Library

Grade 5

Adopted 2010

Students access information.

1.1 Recognize the need for information:

a. Define the topic of a research investigation.

1.2 Formulate appropriate questions:

a. Formulate and refine questions that cover the necessary scope and direction of the investigation.

b. Use key words, phrases, and notes to create an outline.

1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:

a. Use a thesaurus to identify word choices and meanings to facilitate research.

b. Interpret information from the automated library catalog.

c. Use call numbers, spine labels, and the library classification system to locate information in the library.

d. Identify a variety of online information sources.

e. Use appropriate reference materials, both print and online, to obtain needed information.

f. Understand how text features make information accessible and usable (e.g., chapter headings, subheadings, captions, indexes).

g. Use features of electronic text for locating information (e.g., indexes, key words, see and see also cross-references).

h. Use the library catalog to locate biographies available in the library.

i. Create and use complex key word searches to find specific information online.

1.4 Retrieve information in a timely, safe, and responsible manner:

a. Compare and contrast information obtained from library catalogs, subscription databases, and open-ended search engines on the Internet.

b. Use scanning and skimming skills to locate relevant information.

c. Locate relevant information by using specialized features of print (e.g., citations, endnotes, preface, appendix, bibliographic references) and digital text (e.g., key word, controlled vocabulary).

Skip to main content

Students evaluate information.	**2.1**	**Determine the relevance of the information:** a. Assess how new information confirms and/or changes the original questions (e.g., what I know, what I want to know, and what I learned [KWL] chart).
	2.2	**Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:** a. Describe how media resources serve as sources of information, entertainment, persuasion, interpretation of events, and transmission of culture. b. Identify and assess evidence that supports the main ideas and concepts presented in texts. c. Evaluate Internet resources for accuracy, credibility, and relevance.
	2.3	**Consider the need for additional information:** a. Evaluate information located to determine whether more information is needed and, if so, identify additional resources to search. b. Ask questions that seek information not already located.
Students use information.	**3.1**	**Demonstrate ethical, legal, and safe use of information in print, media, and online resources:** a. Record bibliographic information in an acceptable format. b. Demonstrate an understanding of and show respect for personal intellectual property. c. Demonstrate legal and ethical behavior in information use. e. Use basic safety procedures when online (e.g., e-mailing, texting, chatting). f. Recognize suspicious online offers and invitations (e.g., spam, phishing, polls, contests).
	3.2	**Draw conclusions and make informed decisions:** a. Use more than one resource, when needed, to verify and determine accuracy.
	3.3	**Use information and technology creatively to answer a question, solve a problem, or enrich understanding:** a. Use a thesaurus to edit and revise manuscripts to improve the meaning and focus of writing.
Students integrate information literacy skills into all areas of learning.	**4.1**	**Read widely and use various media for information, personal interest, and lifelong learning:** a. Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).
		Seek, produce, and share information:

Skip to main content

a. Demonstrate maturity in consideration of others, both in person and during communications and interactions using technology.

b. Understand the basic components of information literacy (e.g., identify, access, evaluate, and use information effectively).

4.3 Appreciate and respond to creative expressions of information:

a. Understand that genre is a term that describes types of literary works that are similar (e.g., drama, fable, fairy tale, fantasy, folklore, essay, speech).