

Oregon School Library

Grade 5

INFORMATION LITERACY: Use strategies for locating, selecting, organizing, understanding, evaluating, using, and producing information, within physical and digital information environments

Standard 1 Use skills, resources, and tools to inquire, think critically, and gain knowledge

- A Follow an inquiry-based process to seek knowledge **LIB 1.1.A**
 - 5. Follow an inquiry process using a prescribed framework **LIB 1.1.A.5**
- B Apply prior knowledge to new learning **LIB 1.1.B**
 - 5. With prompting, guidance and support, evaluate accuracy of prior knowledge and explore ways in which prior knowledge can be used to inform next steps for research **LIB 1.1.B.5**
- C Develop, select, clarify, and use questions to search for information **LIB 1.1.C**
 - 5. With prompting, guidance and support, generate researchable questions and evaluate them for validity and purpose. **LIB 1.1.C.5**
- D Develop, select, clarify, and use strategies to search for information **LIB 1.1.D**
 - 5. With support, use research questions to find information by generating keywords, synonyms, and related concepts. **LIB 1.1.D.5**
- E Find, evaluate, and select appropriate sources to answer questions **LIB 1.1.E**
 - 5. With prompting, guidance, and support, identify, select, and use sources related to research task, and use criteria to evaluate for timeliness, relevance, accuracy, authority, and purpose **LIB 1.1.E.5**
- F Select and use tools within sources to access content **LIB 1.1.F**
 - 5. With guidance and support, use basic navigational tools within a variety of sources to access content **LIB 1.1.F.5**
- G Evaluate information for accuracy, validity, importance, and bias **LIB 1.1.G**
 - 5. With prompting, guidance, and support, evaluate information for accuracy, validity, importance, and bias **LIB 1.1.G.5**
- H Read, view, and listen to information in a variety of formats **LIB 1.1.H**
 - 5. With prompting, guidance, and support, identify the usefulness of reading, listening to, and viewing information in a variety of formats **LIB 1.1.H.5**
- I Collaborate to broaden and deepen understanding **LIB 1.1.I**
 - 5. With guidance and support, identify the benefits of collaboration within digital and physical environments specific to purpose **LIB 1.1.I.5**
- J Assess the effectiveness of questions, strategies, and processes used in research to find information **LIB 1.1.J**
 - 5. With prompting, guidance and support, ask relevant, answerable questions to guide research; evaluate questions and research

Standard 2 Use skills, resources, and tools to draw conclusions, make informed decisions, create new knowledge and apply knowledge to new situations

- A Analyze and evaluate information to draw conclusions [LIB 1.2.A](#)
 - 5. Draw conclusions referring to main ideas and supporting details across multiple sources [LIB 1.2.A.5](#)
- B Analyze and evaluate information to make informed decisions [LIB 1.2.B](#)
 - 5. Evaluate information for purpose and point of view [LIB 1.2.B.5](#)
- C Analyze, organize, and synthesize information using a variety of tools [LIB 1.2.C](#)
 - 5. With guidance and support, examine and use tools to organize, analyze, and synthesize information [LIB 1.2.C.5](#)
- D Use information to answer questions and inspire further investigation [LIB 1.2.D](#)
 - 5. With support, answer complex questions by citing details and examples from a source [LIB 1.2.D.5](#)
- E Use information to solve real-world problems and inspire further investigation [LIB 1.2.E](#)
 - 5. With prompting, guidance, and support, use credible information to identify real-world problems, generate possible solutions, and explore questions that arise from the investigation [LIB 1.2.E.5](#)
- F Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems [LIB 1.2.F](#)
 - 5. With guidance and support, identify the benefits of collaboration within digital and physical environments specific to need/purpose [LIB 1.2.F.5](#)
- G Reach and defend informed conclusions based on best evidence [LIB 1.2.G](#)
 - 5. With guidance and support, reach an informed conclusion based on evidence [LIB 1.2.G.5](#)
- H Evaluate the effectiveness of the skills and tools used to create new knowledge [LIB 1.2.H](#)
 - 5. With support, identify the skills and/or tools used to create new knowledge [LIB 1.2.H.5](#)

Standard 3 Use skills, resources, and tools to create and share work that expresses and demonstrates new understandings

- A Analyze delivery formats for sharing understanding **LIB 1.3.A**
 - 5. With guidance and support, evaluate and use delivery formats to create and share work based on purpose and audience **LIB 1.3.A.5**
 - B Use appropriate tools to create and share new work **LIB 1.3.B**
 - 5. With guidance and support, select appropriate tools to create and share work based on purpose and audience **LIB 1.3.B.5**
 - C Collaborate with others to create original products and share new understanding **LIB 1.3.C**
 - 5. With guidance and support, identify the benefits of collaboration within digital and physical environments specific to need/purpose **LIB 1.3.C.5**
 - D Reflect on a product's effectiveness in expressing and demonstrating new understandings **LIB 1.3.D**
 - 5. With guidance and support, identify ways to reflect on a product's expression of new understandings. **LIB 1.3.D.5**
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**READING ENGAGEMENT:
Read to pursue lifelong
intellectual, personal,
and emotional growth**

Standard 1 Develop an appreciation for reading

- A Read, listen to, and view a variety of genres and formats **LIB 2.1.A**
 - 5. With prompting, guidance, and support, select and read from a variety of genres and formats and identify their characteristics **LIB 2.1.A.5**
- B Identify, reflect upon and respond to works which exemplify the human experience **LIB 2.1.B**
 - 5. With prompting, guidance, and support, identify and reflect upon how personal experiences and perspectives are reflected in universal theme(s), and exemplify the human experience **LIB 2.1.B.5**
- C Read to answer questions, make decisions, or solve problems **LIB 2.1.C**
 - 5. With prompting, guidance, and support, expand and cultivate reading selections to explore personal interests, to make decisions, and solve problems **LIB 2.1.C.5**
- D Explore text to text, text to self, and text to world connections **LIB 2.1.D**
 - 5. With prompting, guidance, and support, select and read a wide range of texts, identifying similarities and differences among texts, between text to self, and between text to world **LIB 2.1.D.5**
- E Appreciate and evaluate author's craft and use of literary devices **LIB 2.1.E**
 - 5. With prompting, guidance and support, read a wide variety of texts to identify features of author's craft and use of literary devices **LIB 2.1.E.5**
- F Read to seek multiple diverse and inclusive perspectives **LIB 2.1.F**
 - 5. With prompting, guidance, and support, read a variety of fiction and nonfiction to identify diverse perspectives, cultural influences, and global issues, and explore how they impact personal perspectives **LIB 2.1.F.5**

Standard 2 Comprehend, interpret and evaluate informational and fictional text

- A** Read, listen to, view, and integrate information to build background knowledge **LIB 2.2.A**
 - 5.** Interact with a variety of sources to build background knowledge **LIB 2.2.A.5**
- B** Demonstrate reading for meaning by finding the main and supporting details **LIB 2.2.B**
 - 5.** With prompting, guidance, and support, identify and summarize main ideas, supporting details, relevant information, and contextual clues to demonstrate reading for meaning **LIB 2.2.B.5**
- C** Demonstrate reading for meaning by evaluating evidence, drawing conclusions, and forming opinions **LIB 2.2.C**
 - 5.** With prompting, guidance, and support, evaluate evidence used when drawing conclusions and forming opinions **LIB 2.2.C.5**
- D** Read to understand history, current events, and to make personal decisions **LIB 2.2.D**
 - 5.** With prompting, guidance, and support, demonstrate an understanding that reading broadly deepens knowledge of history and current events, and informs personal decisions **LIB 2.2.D.5**
- E** Evaluate text for author's purpose **LIB 2.2.E**
 - 5.** With support, interact with a variety of texts to determine author's purpose **LIB 2.2.E.5**

Standard 3 Build reading skills and behaviors for lifelong learning

- A Apply reading strategies across the content areas **LIB 2.3.A**
 - 5. With prompting, guidance and support, use a wide variety of text features, characteristic to, or specific of, different content areas, to increase reading comprehension **LIB 2.3.A.5**
- B Contribute to a reading and learning community **LIB 2.3.B**
 - 5. Participate in reading and learning communities by sharing ideas, asking and answering questions, listening to others, and understanding that learning communities are guided by rules and protocols **LIB 2.3.B.5**
- C Self-select reading materials from a variety of genres and formats **LIB 2.3.C**
 - 5. With support, identify genres and formats within fiction and nonfiction materials, and make a selection **LIB 2.3.C.5**
- D Make personal and global connections to the real world when reading a variety of texts **LIB 2.3.D**
 - 5. With prompting, guidance, and support, read or listen to text and use strategies and patterns of thinking to make personal connections to self, to others, and to the world **LIB 2.3.D.5**
- E Demonstrate resiliency, perseverance, and stamina when reading a variety of texts **LIB 2.3.E**
 - 5. With prompting, guidance and support, recognize and begin to identify and strengthen habits and techniques that build personal reading resiliency, perseverance, and stamina **LIB 2.3.E.5**

**SOCIAL
RESPONSIBILITY: Share
knowledge and
participate ethically and
productively as
members of a
democratic society****Standard 1 Practice ethical behavior to share knowledge**

- A Use appropriate language when communicating with others **LIB 3.1.A**
 - 5. With prompting, guidance, and support, consider audience and environment, and identify purpose of communication, presentation style and how it may be perceived when communicating with others **LIB 3.1.A.5**
- B Participate in and advocate for safe and ethical communication **LIB 3.1.B**
 - 5. With prompting, guidance, and support, practice safe and ethical communication, and demonstrate an understanding of digital citizenship and the responsibility of online behaviors **LIB 3.1.B.5**
- C Practice accuracy and consider bias when sharing information **LIB 3.1.C**
 - 5. With guidance and support, identify biased information, and demonstrate an understanding of the importance of sharing objective and accurate information **LIB 3.1.C.5**

Standard 2 Practice ethical behavior when using print and digital resources

- A Use a variety of authoritative sources, considering multiple perspectives and points of view **LIB 3.2.A**
 - 5. Use a variety of teacher-selected authoritative sources to answer a question or explore a topic **LIB 3.2.A.5**
- B Generate accurate source citations **LIB 3.2.B**
 - 5. With prompting, guidance, and support, identify components of citations for a variety of formats, and use a citation generator to create a bibliography **LIB 3.2.B.5**
- C Avoid plagiarism when gathering, presenting, or publishing information **LIB 3.2.C**
 - 5. With prompting, guidance, and support, define intellectual property and plagiarism, and use strategies to avoid presenting another's work/ideas as one's own **LIB 3.2.C.5**
- D Respect the intellectual property of others and copyright law when gathering, presenting, or publishing information **LIB 3.2.D**
 - 5. With prompting, guidance, and support, demonstrate an understanding that intellectual property refers to ownership of a creation or idea, that creators have rights to protect their work, and copyright laws exist to protect those rights and define parameters for which the work may be used **LIB 3.2.D.5**

Standard 3 Participate collaboratively, respectfully and productively as a member of a democratic society

- A Collaborate as members of a social and intellectual community **LIB 3.3.A**
 - 5. With prompting, guidance, and support, collaborate within social and intellectual communities, online and face-to-face, and demonstrate an understanding of their similarities and differences **LIB 3.3.A.5**
- B Advocate for intellectual freedom and uphold the rights of others **LIB 3.3.B**
 - 5. With prompting, guidance, and support, demonstrate an understanding that the principle of intellectual freedom is a protected right and is governed by policies which uphold the rights of others **LIB 3.3.B.5**
- C Demonstrate responsible citizenship in use of materials and resources **LIB 3.3.C**
 - 5. With prompting, guidance, and support, develop dispositions of a responsible citizen, and use policies and practices that govern the use of materials and resources **LIB 3.3.C.5**