

**GRADE 5**

<b>INFORMATION POWER</b>  <b>NH State Framework</b>	<b>LIBRARY SKILLS</b>  to be taught in the library	<b>LANGUAGE ARTS</b>  to be reinforced in the library	<b>SCIENCE and MATHEMATICS</b>  to be reinforced in the library	<b>SOCIAL STUDIES</b>  to be reinforced in the library
<b>INFORMATION LITERACY</b> A student who is information literate:  - accesses information efficiently and effectively - evaluates information critically and competently - uses information accurately and creatively	-understands that the library has materials to borrow and use -locates different sections of the library -locates a fiction book by author's last name -understands the difference between fiction and non-fiction -demonstrates knowledge of available resources at both the school and public library -uses encyclopedias independently -locates biographies -uses the library catalog to locate materials -understands the Dewey Decimal system and uses Dewey call numbers to locate materials -develops an understanding of the different types of reference resources and uses them with assistance -develops an understanding of keyword searching techniques to locate materials	-use illustrations, maps, charts, diagrams, subheadings, tables and outlines to determine the organization of texts and better understand the materials that have been read -skim a variety of resource materials to acquire information -demonstrate the ability to access information/choose materials that are appropriate to their reading skills and for the task (such as reading for enjoyment, to complete an assignment, or to carry out a project) -demonstrate the use of resource materials (table of contents, index, glossary, dictionary, thesaurus, encyclopedia, atlas, globe, maps, resource books, technological resources, newspaper, and periodicals) -gather information from a variety of sources to support and defend their ideas and points of view in a presentation -access information from multiple sources (such as automated card catalogues, search engines, and personal interviews) -use graphic features, such as captions, graphs, headings, and drawings, as a means of locating information and checking understanding -draft, evaluate and revise a reference-based report with at least three (3) documented sources using MLA format	M- recognizes the use of math in all areas (among different topics in mathematics, in other curriculum areas, and in daily lives) M-identify and use place values of decimals to thousandths S- seek information for comparing past and present scientific ideas and theories S-use technology to capture information, compile and display data, etc., on a computer, on file, tape, etc. S-use graphs, geometric figures, number and time lines and other devices to represent events and processes in the natural world	-locate on a map or globe the continents; major nations; smaller political entities (provinces, states, cities); and major oceans, rivers and mountain ranges -examine historical documents, artifacts, and other materials and classify them as primary or secondary sources of historical data -use basic research skills to investigate and prepare a report on a historical person or event -access and use appropriate resources for research
<b>INDEPENDENT LEARNING</b> A student who is an independent learner is information literate and:  - pursues information related to personal interests - appreciates literature and other creative expressions of information - strives for excellence in information seeking and knowledge generation	-chooses own materials to borrow -is comfortable and confident in library use -develops an understanding of the ethical use of information	-identify a specific purpose for their reading such as learning, locating information or enjoyment -read for pleasure and information -understand that a single text, including poetry, novels, essays, spoken and audio-visual presentations, and accounts of events from real life, may elicit a variety of responses and interpretations -understand the characteristics of a wide variety of genres including short stories, mysteries, poetry, drama, legends, biographies, autobiographies, historical fiction, science fiction, adventure stories, informational articles, and factual presentations -demonstrate knowledge, understanding and appreciation of a wide variety of literary works such as Caldecott and Newbery books and worthy examples of writing by local, regional, national and international authors		
<b>SOCIAL RESPONSIBILITY</b> A student who contributes positively to the learning community and to society is information literate and:  - recognizes the importance of information to a democratic society - practices ethical behavior in regard to information and information technology - participates effectively in groups to pursue and generate information	-recognizes the role of librarian -understands proper care of materials borrowed -respects the rights of other library users -follows circulation procedures -knows that materials in the library are in a specific order and has an understanding of how to keep library materials in order -recognizes the library as a source of information and reading materials	-listen and respond thoughtfully and respectfully to others -express ideas clearly and concisely -use oral and written language to participate appropriately in social situations	M- demonstrate mathematical communication through discussion, reading, writing, listening and responding, individually and in groups	-observe and follow rules and laws at schools and within the community -demonstrate respect for other's opinions and relate to individuals within a group