

**Howard County Public School System
Library Media**

**Essential Curriculum
Grades 4-5**

Goal 1: The students at all grade levels 4-5 will demonstrate an appreciation of literature as a reflection of human experience and reading as a pleasurable activity.

Literature Appreciation

Objective – The student will be able to:

- a. Identify relationships between text and situations in real life.
 1. Listen to, read, and discuss fiction titles that reflect personal interest and help provide virtual experiences as well as validation of own experiences and concerns.
 2. Make text-to-world connections as well as text-to-text and text-to-self connections.
 3. Expand use of story structure concepts (characters, setting, goal, action to reach goal, conflict or problem, action to solve conflict or problem, and resolution) as a means of comparing and contrasting different narrative works of literature.
 4. Expand use of informational materials to make connections between background knowledge and human actions.
- b. Use libraries to facilitate development of good reading habits.
 1. Utilize circulation procedures and policies to access reading materials.
 2. Choose to browse, select, and enjoy library materials.
 - (Method: Collaborate with teachers to provide time for students to interact with books from the library media center.)
- c. Experience the pleasure of recreational reading.
 1. Gain pleasure by listening to and independently reading books.
 - (Method: Book-talk titles to spark student interest in reading.)
 - (Method: Provide opportunities for readers to discuss with each other books they have read for fun.)
 - (Method: Sponsor reading incentive activities.)
 - (Method: Share experiences from own life demonstrating the pleasure of reading.)
 2. Use age-appropriate periodicals for recreational reading.
- d. Recognize the connection between reading and being a lifelong learner.
 1. Recognize the connection between the ability to read and success in daily life.
 - (Method: Share examples demonstrating the importance of lifelong learning and reading in the context of daily life.)
 - (Method: Invite community members to share experiences as lifelong learners and readers in careers and areas of personal interest.)

- (Method: Provide examples of the need to keep learning beyond formal schooling.)
2. Develop age-appropriate skills for independent learning.
 - (Method: Model and provide guided practice with skills needed to become an independent learner.)
 3. Take ownership of learning by setting goals focusing on aspects of becoming an independent, lifelong learner.

Goal 2: The students at all grade levels 4-5 will demonstrate the ability to use resources, in a wide variety of formats, to locate information to meet an identified need.

Locate Information

Objective – The student will be able to:

- a. Define and refine an information need by formulating compelling/effective questions.
 1. Practice developing effective research questions.
 - (Method: Provide practice in identifying keywords to determine what a question is really asking.)
 - (Method: Provide experiences analyzing what a question is asking and evaluating answers in terms of how well they match what was asked for in the question.)
 2. Practice using criteria of an assignment to generate effective questions.
 - (Method: Share products and have students identify information they think is missing and suggest additional information that they would like or need to know about the topic.)
 - (Method: Collaborate with teachers to design assignments involving the use of or generation of effective questions.)
 3. Analyze topics of personal interests to generate effective questions.
- b. Use systems of classification to identify, locate, and retrieve materials to meet current need.
 1. Become familiar with the Dewey classification numbers for topics of personal interest.
 - (Method: Provide an overview of the Dewey categories and an explanation of how a call number is generated; i.e., what the different digits reflect.)
 2. Independently make appropriate selections of narrative (fiction) and expository (nonfiction) materials to meet current need.
- c. Match resources to topic of interest or need.
 1. Develop independence in using the automated catalog.
 - (Method: Provide opportunities which require students to match appropriate items in the collection with their identified information need; e.g., an atlas from the reference section for maps, a biography for facts about a person's life, the fiction section for a novel with a historical setting.)
 - (Method: Develop student comprehension of content and relationships between major Dewey categories; e.g., 500s natural science and 600s man-made science, 900s geography and history, etc.)
 - (Method: Identify and interpret bibliographic information on catalog records.)
 2. Expand use of age-appropriate computer/online/digital resources to locate information to meet their need.
 - (Method: Provide access to and support use of a range of computer/online/digital resources.)

3. Independently apply knowledge of parts of a book to facilitate location of relevant information.
4. Apply knowledge of advantages and disadvantages of using print, nonprint, and computer/online/digital resources to practice selecting the most appropriate resource for their current need.
 - (Method: Discuss the advantages and disadvantages of print, nonprint, and computer/online/digital resources for various types of projects.)

Goal 3: The students at all grade levels 4-5 will demonstrate the ability to collect information relevant to the current information need.

Collect Information

Objective – The student will be able to:

- a. Use print resources effectively and efficiently.
 1. Apply strategies for collecting relevant information from print resources, recognizing issues related to access of information.
 - (Method: Expand on pros and cons of using a print source for locating information to meet specific needs.)
 2. Continue to practice and apply appropriate search terms and strategies when using print resources.
 - (Method: Address need to recognize relevant terms in the index, need to interpret standard formats and symbols used in indexes, need to generate related terms, need to apply both ways to alphabetize, 1) letter by letter - each letter as they come disregarding spaces - Newark comes before New York, and 2) word by word - stop at end of word, space comes before anything - New York comes before Newark, etc.)
 - (Method: Model “reading” pictures to gather information.)
- b. Use nonprint resources effectively and efficiently.
 1. Continue to use nonprint resources when appropriate, applying concepts related to access of information.
 - (Method: Analyze different formats of nonprint resources to identify their advantages and disadvantages for use.)
 2. Discover the importance of utilizing effective search strategies when using nonprint resources.
 - (Method: Model appropriate search strategies for using nonprint resources.)
- c. Use computer/online/digital resources effectively and efficiently.
 1. Apply strategies for collecting relevant information from computer/online/digital resources, applying concepts related to access of information.
 - (Method: Expand use of different types of searches using both basic and advanced search modes.)
 2. Continue generating and applying search terminology and strategies for using computer/online/digital resources.
 - (Method: Introduce concepts related to Boolean searching to focus searches as appropriate.)
- d. Evaluate the content of specific print resources to determine accuracy and relevance of content.
 1. Practice analyzing print resources using established criteria for determining authority of author, accuracy and currency of information presented.

2. Apply strategies for determining relevance of information collected in relationship to what is asked for in the question.
 - (Method: Practice analyzing questions and answers to identify when there is a good match.)
- e. Evaluate the content of specific nonprint resources to determine accuracy and relevance of content.
 1. Apply criteria related to determining authority of author, accuracy, and currency of information to select appropriate nonprint resources to meet current need.
 2. Apply strategies for determining relevance of information collected in relationship to what is asked for in the question.
 - (Method: Practice analyzing questions and answers to identify when there is a good match.)
- f. Evaluate the content of specific computer/online/digital resources to determine accuracy and relevance of content.
 1. Apply criteria related to determining authority of author, accuracy, and currency of information to select appropriate computer/online/digital resources to meet current need.
 2. Apply strategies for determining relevance of information collected in relationship to what is asked for in the question.
 - (Method: Practice analyzing questions and answers to identify when there is a good match.)
- g. Use appropriate graphic organizers to record relevant information.
 1. Practice using graphic organizers (e.g., note cards, webbing and outlining) in print formats.
 2. Practice using graphic organizers in electronic formats (e.g., *Kidspiration/Inspiration*).
- h. Use original words to capture concepts and avoid plagiarism.
 1. Capture key concepts using own words.
 2. Integrate use of technology to facilitate appropriate note-taking.
 - (Method: Provide activities to facilitate the mastery of appropriate note-taking practices.)
- i. Record appropriate bibliographic information to cite sources.
 1. Include a basic bibliography as a component of all research assignments.
 2. Practice citing information sources.
 - (Method: Model age-appropriate ways to cite a source used to gather relevant information.)

Goal 4: The students at all grade levels 4-5 demonstrate the ability to use appropriate print, nonprint and computer/online/digital formats to organize and manage data/information.

Organize and Manage Data/Information

Objective – The student will be able to:

- a. Identify appropriate formats for displaying and managing data/information.
 1. Select an appropriate format: i.e., text, graph, web, graphic organizer, database, spreadsheet, and then record and organize relevant data/information.
 2. Identify an appropriate format for organizing provided data/information and give reasons for the choice.
 - (Method: Provide data/information and discuss the advantages and disadvantages of various formats for displaying the same data/information.)
- b. Interpret data/information displayed in a variety of formats.
 1. Practice interpreting data/information in a variety of formats.
 2. Examine samples of the same data/information displayed in a variety of formats and discuss the advantages and disadvantages of each in terms of ease of interpretation.
- c. Match appropriate strategy/format with structure of content to be organized.
 - (Method: Demonstrate strategies for organizing data/information and the characteristics of each; i.e., alphabetical order, chronological order, part to whole, general to specific, main idea and supporting details, compare/contrast, cause and effect, categorizing, etc.)

Goal 5: The students at all grade levels 4-5 will demonstrate the ability to interpret information to generate new understanding and knowledge.

Interpret Information

Objective – The student will be able to:

- a. Analyze content of data/information and resources.
 1. Practice applying strategies to determine ideas being communicated in a variety of resources.
 - (Method: Provide experiences for students to identify the intended message of a story, passage, or video segment.)
 2. Practice applying strategies to identify evidence of bias or point of view.
 - (Method: Provide experiences for students to identify the intended message of a story, passage, or video segment.)
- b. Apply critical thinking and problem solving strategies.
 1. Apply strategies for identifying patterns and relationships.
 2. Apply strategies for drawing conclusions.
 3. Apply strategies for making valid inferences.
 4. Apply strategies for visualizing.
 5. Apply strategies for divergent thinking.
 6. Apply strategies for making personal connections with information.

Goal 6: The students at all grade levels 4-5 will demonstrate the ability to communicate findings/conclusions using a variety of formats.

Share Findings/Conclusions

Objective – The student will be able to:

- a. Make decisions to facilitate effective communication of ideas.
 1. Practice presenting findings in oral, written, visual, and multimedia formats.
 2. Practice and apply strategies for determining the most appropriate format for sharing findings in the context of the current need.
 - (Method: Collaborate with teachers to provide opportunities for students to meet content area outcomes by sharing information orally, in writing, and with visuals.)
 - (Method: Collaborate with teachers to help students make appropriate choices of format for finished products based on the criteria of the assignment, access to technology, and time issues. Suggest consideration be given to purpose of the product, intended audience, planning of content, generation of product, and evaluation of process and product.)
- b. Apply best practices related to content and layout of presentations.
 1. Practice strategies for designing layouts that communicate content effectively.
 - (Method: Collaborate with teachers to establish criteria for finished products to emphasize the learning rather than the re-packaging of information.)
 - (Method: Collaborate with teachers to provide opportunities for students to create and evaluate presentations for their effectiveness in communicating ideas and information.)
 2. Evaluate products created to communicate findings/conclusions.
 - (Method: Collaborate with teachers to develop rubric for evaluating products.)
- c. Evaluate the research process.
 1. Reflect on the research experience.
 2. Provide feedback about the research experience.
 - (Method: Provide feedback tools.)

Goal 7: The students at all grade levels 4-5 will demonstrate responsible attitudes toward the use of information and resources.

Ethical Use of Information and Resources

Objective – The student will be able to:

- a. Demonstrate proper care and handling of media and equipment in all formats.
- b. Exhibit respect for the intellectual property rights of others.
 1. Practice and apply strategies for avoiding plagiarism.
 - (Method: Collaborate with teachers to design assignments that facilitate interpretation rather than regurgitation.)
 - (Method: Collaborate with teachers to discourage plagiarism and assess all steps in the research process by evaluating notes, rough draft, and bibliography as well as the final product.)
 2. Practice and apply strategies for complying with fair use and copyright laws.
 - (Method: Discuss copyright issues related to use of digital files as well as print resources.)
 3. Practice and apply strategies for citing sources.
 - (Method: Expand use of standard format for citing sources; provide examples for different type of sources.)
- c. Utilize safe practices when working online.
 1. Discuss safety issues related to the use of the Internet.
 2. Follow safe Internet practices.