

Howard County Public School System

Library Media Essential Curriculum

Grades 3-5 Benchmarks

***Based on the American Association of School Librarians' *National Standards Framework for Learners*

Standard I. Inquire: Learners will build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.			
A. Think	B. Create	C. Share	D. Grow
I.A Learners display curiosity and initiative:	I.B Learners engage with new knowledge by following a process:	I.C Learners adapt, communicate, and exchange learning products with others in a cycle:	I.D Learners participate in an ongoing inquiry-based process:
I.A.1 Formulate questions about a personal interest or a curricular topic.	I.B.1 Use evidence to investigate questions.	I.C.1 Interact with content presented by others.	I.D.1 Continually seek knowledge.
<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> • Ask “why” questions. • With guidance, formulate a question about a topic. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> • From a list, access a variety of information resources from a list to answer questions. • Identify facts and details that support main idea. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> • Use simple note-taking strategies about presented content. • Post a relevant comment or question on a shared document or respond to content presented in other media. • Recognize that people have different opinions. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> • Connect ideas or topics to own interests • Read regularly for personal enjoyment and growth. • Actively participate in reading and learning communities. • Brainstorm new ways of searching for information when existing strategy doesn't work.
I.A.2 Recall prior and background knowledge as a context for new meaning.	I.B.2 Devise and implement a plan to fill knowledge gaps.	I.C.2 Provide constructive feedback.	I.D.2 Engaging in sustained inquiry.

<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> • Use appropriate sources to gain background knowledge • Predict answers to questions based on prior knowledge • Make connections between what is known and formulating a new question to broaden or narrow a topic with guidance. 	<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> • Activate prior knowledge by generating a list of key words to use in searching. • With support, preview resources to decide which best meet information needs. • With support, note similarities and differences in information from different sources. 	<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> • Show respect and respond to the ideas and products of others in a variety of formats. 	<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> • With support, find new ways to search for information when existing strategy fails. • Generate additional questions and resources to deepen inquiry. • Continue inquiry process with new investigations.
	I.B.3 Generate products that illustrate learning.	I.C.3 Act on feedback to improve.	I.D.3 Enact new understanding through real-world connections.
	<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> • Present information clearly and accurately. • Create a simple product using information gathered during the inquiry process. • Use a variety of tools to illustrate concepts and convey ideas. • Create products that demonstrate knowledge based on established criteria appropriate to format and audience. 	<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> • Rely on feedback to improve process and product. • Apply revision suggestions to research and fill gaps in the knowledge product. 	<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> • Identify how a topic relates to the real-world. • Apply new knowledge to situations and people in the larger community current event. • With guidance, create products with real-world contexts.
		I.C.4 Share products with an authentic audience.	I.D.4 Use reflection to guide informed decisions.
		<i>What it looks like by the end of: Grade 5</i>	<i>What it looks like by the end of: Grade 5</i>

		<ul style="list-style-type: none">• Identify the audience and purpose before selecting a format for the product.• Share products in formal and informal settings.• Share information products with members of the learning community outside of the classroom.	<ul style="list-style-type: none">• Reflect on research to formulate an opinion and find evidence to support it.• Reflect on how understandings apply to new situations.• Reflect at conclusion of research to determine new ideas to pursue.
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Standard II. Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.			
A. Think	B. Create	C. Share	D. Grow
II.A Learners contribute a balanced perspective when participating in a learning community:	II.B Learners adjust their awareness of the global learning community:	II.C Learners exhibit empathy with and tolerance for diverse ideas:	II.D Learners demonstrate empathy and equity in knowledge building within the global learning community:
II.A.1 Articulate an awareness of the contributions of a range of learners.	II.B.1 Interact with learners who reflect a range of perspectives.	II.C.1 Engage in informed conversation and active debate.	II.D.1 Seek interactions with a range of learners.
<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> • Ask peers for guidance on a project. • Offer guidance to peers on a project. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> • Share ideas and opinions in a variety of groups. • With support, seek diverse opinions and points of view. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> • Respect others' opinions through active listening and questioning • Express ideas appropriately and effectively while working in groups. • Offer opinions with supporting evidence to group discussions. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> • Make connections with others outside of their school, city, state, country • Use social tools occasionally to share information and communicate with others. • Act responsibly and respectfully while communicating with others.
II.A.2 Adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.	II.B.2 Evaluate a variety of perspectives during learning activities.	II.C.2 Contribute to discussions in which multiple viewpoints on a topic are expressed.	II.D.2 Demonstrate interest in other perspectives during learning activities.

<p><i>What it looks like by the end of:</i> Grade 5</p> <ul style="list-style-type: none"> • Distinguish between fact and opinion. • Identify the author’s opinion or perspective • With guidance, look for relevance in information sources. • Recognize when facts conflict in different sources and seek additional sources to verify accuracy. • Recognize own misconceptions when new information conflicts with previously held opinions. 	<p><i>What it looks like by the end of:</i> Grade 5</p> <ul style="list-style-type: none"> • Show respect for differing viewpoints by listening intently and considering others’ ideas during discussions. • Accurately describe or restate ideas of others. 	<p><i>What it looks like by the end of:</i> Grade 5</p> <ul style="list-style-type: none"> • With guidance, actively engage with others by using appropriate discussion techniques. • Contribute opinions, ideas, and questions in a responsible manner. • Offer appropriate information to help groups deliberate and reach decisions together. 	<p><i>What it looks like by the end of:</i> Grade 5</p> <ul style="list-style-type: none"> • Consider point of view when drawing conclusions. • Explore the benefits of differing viewpoints for expanding understanding. • Build on ideas of others in group conversations and discussions. • Ask questions, thoughtfully comment appropriately, and challenge ideas when perspectives differ.
<p>II.A.3 Describe their understanding of cultural relevancy and placement within the global learning community.</p>	<p>II.B.3 Represent diverse perspectives during learning activities.</p>		<p>II.C.3 Reflect on one’s place within the global learning community.</p>
<p><i>What it looks like by the end of:</i> Grade 5</p> <ul style="list-style-type: none"> • Articulate and identify own place in the cultural fabric of the global community and respect others’ cultural identities. • With guidance, seek sources written by authors in other parts of the world, not just sources written by North American authors about other parts of the world. 	<p><i>What it looks like by the end of:</i> Grade 5</p> <ul style="list-style-type: none"> • Actively seek a variety of perspectives to deepen understanding of a topic. • With support, recognize misconceptions when new information conflicts with previously held opinions. 		<p><i>What it looks like by the end of:</i> Grade 5</p> <ul style="list-style-type: none"> • Through guidance and discussion, reflect on the question, “Where do I fit within the learning community?” • Through guidance and discussion, reflect on the question, “How has my thinking changed from my interaction with others who have different opinions and insights?”

Standard III. Collaborate: Work effectively with others to broaden perspectives and work toward common goals.			
A. Think	B. Create	C. Share	D. Grow
III.A Learners identify collaborative opportunities:	III.B Learners participate in personal, social, and intellectual networks:	III.C Learners work productively with others to solve problems:	III.D Learners actively participate with others in learning situations:
III.A.1 Demonstrate their desire to broaden and deepen understandings.	III.B.1 Use a variety of communication tools and resources.	III.C.1 Solicit and respond to feedback from others.	III.D.1 Actively contribute to group discussions.
<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> • Reflect at the end of the inquiry process and identify new or related ideas that would be interesting to pursue. • Explore print, digital, and other resources to find information on a topic of personal interest. • Work in teams to produce original works or solve problems. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> • With guidance, use a variety of selected oral, written, nonverbal, and digital communication tools and resources. • Search an online catalog to locate materials. • Use word processing, drawing, presentation, graphing, and other productivity tools to illustrate concepts and ideas. • With guidance, use social networking tools to create and share information. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> • Solicit and listen respectfully to ideas and opinions of others. • Seek common ground in discussions. • Rely on feedback to improve products and processes. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> • Respect others' opinions through active listening and questioning. • Formulate relevant, informed, and thoughtful responses to others during discussion times.
III.A.2 Develop new understandings through engagement in a learning group.	III.B.2 Establish connections with other learners to build on their own prior knowledge and create new knowledge.	III.C.2 Involve diverse perspectives in their own inquiry processes.	III.D.2 Recognize learning as a social responsibility.
<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> • Show respect for ideas of others by actively listening and 	<i>What it looks like by the end of: Grade 5</i>	<i>What it looks like by the end of: Grade 5</i>	<i>What it looks like by the end of: Grade 5</i>

<p>questioning in order to connect ideas.</p> <ul style="list-style-type: none"> • Modify point of view or conclusion based on new information presented. 	<ul style="list-style-type: none"> • Offer appropriate information to help groups deliberate and reach decisions together. • Connect beyond the classroom to collaborate, discuss or celebrate a common event. 	<ul style="list-style-type: none"> • Connect beyond the classroom to seek information from multiple sources. • Identify “expert” peers to assist in problem-solving process. 	<ul style="list-style-type: none"> • Respect others’ opinions through active listening and questioning. • Formulate relevant, informed, and thoughtful responses to others during discussion times.
<p>III.A.3 Decide to solve problems informed by group interaction.</p>			
<p><i>What it looks like by the end of:</i> Grade 5</p> <ul style="list-style-type: none"> • Encourage team members to share ideas and opinions. • Encourage a group consensus after all members have shared ideas. • Work in teams to produce original works or solve problems. 			

Standard IV. Curate: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.			
A. Think	B. Create	C. Share	D. Grow
VI.A Learners act on an information need:	IV.B Learners gather information appropriate to the task:	IV.C Learners exchange information resources within and beyond their learning community:	IV.D Learners select and organize information for a variety of audiences:
IV.A.1 Determine the need to gather information.	IV.B.1 Seek a variety of sources.	IV.C.1 Access and evaluate collaboratively constructed information sites.	IV.D.1 Perform ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> Generate questions about a topic and select a focal question to explore. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> Understand the library's organizational scheme and what main topics are included in each section. Select and use appropriate sources to answer questions (e.g. specialized reference sources, specialized databases). Use different types of sources from multiple perspectives, cultures, and formats. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> Access information from a provided list of collaboratively constructed information sites for specific research. Interpret information taken from maps, graphs, charts and other visuals. Discuss the validity and accuracy of information. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> With guidance, select the most credible, relevant, and useful sources from a given list.
IV.A.2 Identify possible sources of information.	IV.B.2 Collect information representing diverse perspectives.	IV.C.2 Contribute to collaboratively constructed information sites by ethically using and reproducing others' work.	IV.D.2 Integrate and depict in a conceptual knowledge network their understanding gained from resources.
<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> Make a list of all the possible sources of information that will help answer the questions/information need. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> Use sources that convey a large range of differing perspectives Find information to support one point of view, but 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> With guidance, cite sources used when presenting information. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> Use various note-taking strategies (e.g., outlining, highlighting, graphic organizers).

<ul style="list-style-type: none"> Use text features and illustrations to decide which resources are best to use and why. 	<p>acknowledge that another point of view exists.</p> <ul style="list-style-type: none"> Seek additional sources to verify accuracy. 	<ul style="list-style-type: none"> Use quotation marks for all material taken directly from a source. With guidance, follow legal guidelines in using information by using only excerpts and crediting the author or creator. 	<ul style="list-style-type: none"> Paraphrase or summarize information in various formats. Draw conclusions based on facts and premises. Recognize misconceptions when new information conflicts with previously held opinions. With guidance, make inferences.
<p>IV.A.3 Make critical choices about information sources to use.</p>	<p>IV.B.3 Systematically question and assess the validity and accuracy of information.</p>	<p>IV.C.3 Join with others to compare and contrast information derived from collaboratively constructed information sites.</p>	<p>IV.D.3 Openly communicate curation processes for others to use, interpret, and validate.</p>
<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> Use text features and illustrations to decide which resources are best to use and why. With guidance, evaluate a source based on a specific set of criteria (e.g., relevance, timeliness, authority, text features) to select and use most appropriate resource(s) for the information need. 	<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> With guidance, evaluate a source based on a specific criteria (relevance, timeliness, authority). Modify personal view based on analysis of new information and evidence. Read widely from varied sources to pinpoint inaccurate information. 	<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> With support, collect information from a variety of sources, and then compare the information from each source for relevance, validity and accuracy. Recognize when facts from two different sources conflict and seek additional sources to verify accuracy. Compare and contrast ideas in various types of resources to experiences in real life. Use simple graphic organizers and technology tools to capture the main ideas and their relationships to each other. 	<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> Explain how text features and illustrations can be used to determine which resources are best to use and why. Explain basic strategies (e.g., author, title, subject) to locate information using the library's online catalog. Explain personal criteria for selecting a particular resource. Use a variety of technology tools to retrieve and organize information. Share list of resources as a collaborative document.
	<p>IV.B.4 Organize information by priority, topic or other systematic scheme.</p>		

	<p><i>What it looks like by the end of:</i> Grade 5</p> <ul style="list-style-type: none">• Use common organizational patterns (e.g., chronological order, main idea with supporting ideas) to make sense of information.• Organize information into different formats.		

Standard V. Explore: Discover and innovate in a growth mindset developed through experience and reflection.			
A. Think	B. Create	C. Share	D. Grow
V.A Learners develop and satisfy personal curiosity:	V.B Learners construct new knowledge:	V.C Learners engage with the learning community:	V.D Learners develop through experience and reflections:
V.A.1 Read widely and deeply in multiple formats and write and create for a variety of purposes.	V.B.1 Problem solve through cycles of design, implementation, and reflection.	V.C.1 Express curiosity about a topic of personal interest or curricular relevance.	V.D.1 Iteratively respond to challenges.
<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> • Read, listen to, and view a range of resources for a variety of purposes (e.g., to live the experiences of a character, to answer questions, to find out about something new, to explore personal interests) <ul style="list-style-type: none"> • Recognize features of various genres and use different reading strategies for understanding. • Connect personal feelings to emotions, characters, and events portrayed in a literary work. • Set reading goals. • Demonstrate knowledge of favorite authors and genres. • Create learning products for a variety of audiences and purposes. • Use technology tools for independent and 	<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> • With support, follow an inquiry-based process in seeking knowledge to solve a problem. • With support, practice different ways to locate and evaluate sources for needed information. • With support, revise questions based on new information. • With support, modify search strategies to deal with emerging findings. • With support apply new skills and deepen understanding of new information. 	<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> • Explore and share favorite literature, both fiction and nonfiction. • Pursue answers to self-generated questions using an increasing range of print and digital resources. • Demonstrate an interest in reading, viewing, or listening to meet personal needs. 	<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> • With support, identify new pathways to knowledge when confronted with an obstacle or problem. • With support, practice a variety of strategies to solve simple problems. • With support, examine the success or failure of the strategies used to solve problems.

collaborative publishing activities.			
V.A.2 Reflect and question assumptions and possible misconceptions.	V.B.2 Persist through self-directed pursuits by tinkering and making.	V.C.2 Co-construct innovative means of investigation.	V.D.2 Recognize capabilities and skills that can be developed, improved, and expanded.
<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> With support, recognize when facts from two different sources conflict and seek additional sources to verify accuracy With support, recognize own misconceptions when new information conflicts with previously held opinions. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> Continue to pursue information or solve a problem when confronted with roadblocks. Try different tools, materials, or strategies when the first solution doesn't work. With support, describe how challenges and obstacles can add to the learning experience. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> With guidance, assign and perform roles within a group based on personal strengths. Collaboratively develop a plan to progress through an inquiry process or to solve a problem. With support, reflect on success of plan to complete investigation or solve a problem. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> Seek appropriate help when needed. With support, self-assess with a simple rubric and identify areas for self-improvement. With support, provide constructive feedback on the skills of others that need improvement.
V.A.3 Engage in inquiry-based processes for personal growth.		V.C.3 Collaboratively identify innovative solutions to a challenge or problem.	V.D.1 Open-mindedly accept feedback for positive and constructive growth.
<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> Independently select resources appropriate to one's individual level of comprehension. Explain personal criteria for selecting resources to meet personal learning needs. Seek reading opportunities to inquire based on personal interest. 		<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> With guidance, work in a group to identify, brainstorm and test multiple solutions to a problem. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> Identify characteristics of constructive feedback. With support, apply teacher or peer feedback when revising an inquiry product.

Standard VI. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.			
A. Think	B. Create	C. Share	D. Grow
VI.A Learners follow ethical and legal guidelines for gathering and using information:	VI.B Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge:	VI.C Learners responsibly, ethically, and legally share new information with a global community:	VI.D Learners engage with information to extend personal learning
VI.A.1 Responsibly apply information, technology, and media to learning.	VI.B.1 Ethically use and reproduce others' work.	VI.C.1 Share information resources in accordance with modification, reuse, and remix policies.	VI.D.1 Personalize their use of information and information technologies.
<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> With guidance and support, use technology appropriately by avoiding plagiarism and citing information Articulate personal consequences of inappropriate use of information, technology and media. With support, use digital tools responsibly by protecting personal information and respecting the privacy of others. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> With support, use simple note taking strategies and summarize to avoid plagiarism. With guidance and support, give appropriate credit in source list or simple bibliography. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> With support, recognize that reworking and remixing multiple sources into an original product requires acknowledging the sources of information used. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> With support, use a set of criteria for choosing an information source that matches interests and needs.
VI.A.2 Understand the ethical use of information, technology, and media.	VI.B.2 Acknowledge authorship and demonstrate respect for the intellectual property of others.	VI.C.2 Disseminate new knowledge through means appropriate for the intended audience.	VI.D.2 Reflect on the process of ethical generation of knowledge.
<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> Demonstrate an understanding of 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> With support, cite sources using simplified bibliographic format. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> With guidance, choose from a variety of products to share information. 	<i>What it looks like by the end of: Grade 5</i> <ul style="list-style-type: none"> Follow school guidelines related to the acceptable use of technology.

<p>plagiarism by paraphrasing information or noting direct quotes</p> <ul style="list-style-type: none"> • Observe web safety procedures • With guidance and support, clearly differentiate between information gathered from sources and original thinking and conclusions. • With support, exercise the rights to read, view, listen, write, and express ideas freely. 	<ul style="list-style-type: none"> • With support, accurately represent the information gathered. 		<ul style="list-style-type: none"> • With guidance, develop a set of criteria to assess one's ethical use of information.
<p>VI.A.3 Evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.</p>	<p>VI.B.3 Include elements in personal-knowledge products that allow others to credit content appropriately.</p>		<p>VI.D.3 Inspire others to engage in safe, responsible, ethical, and legal information behaviors.</p>
<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> • With support, evaluate a source based on a provided set of criteria • With support, use additional sources to verify facts. • With support, distinguish between fact and opinion. • With guidance and support, identify bias and misleading information. 	<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> • With support, provide appropriate information following a simple bibliographic format on a product allowing others to credit one's original work. 		<p><i>What it looks like by the end of: Grade 5</i></p> <ul style="list-style-type: none"> • Discuss with peers guidelines related to the acceptable use of information.