Saugerties Central School District

Library Curriculum &
Lesson Guidelines

Fifth Grade

Grade Level	5	Month	1	Week	1

Objective	Students will recall using the school library in the past. Students will have an assigned seat and go to that seat when directed.
"I Can" Statement	I can go to my assigned seat when directed by my teacher.

Common Core Standards	CC.5.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles. CC.5.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

AASL Standards	3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

Procedures	1. Seat students at tables according to seating chart. 2. Introduce library staff to new students. 3. Discuss things students liked about library class last year. 4. Review procedures for entering and exiting the library. 5. Practice entering and exiting the room with students.

Assessment	Students will demonstrate mastery of entering and exiting the room using the proper procedures. Students will go to their assigned seat when entering the room.

Additional Resources

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Grade Level	5	Month	1	Week	2

Objective	Students will be able to identify desirable library behaviors.
"I Can" Statement	I can correctly identify library rules.

Common Core Standards	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students in their assigned seats at tables. 2. Talk about library rules. 3. Show library rules Prezi. 4. Play Library Rules Jeopardy in teams or as a class. 5. Practice exiting library.

Assessment	Students will demonstrate their understanding of library rules by correctly answering the game questions.

Additional Resources	Library rules Prezi Library Rules Jeopardy game

Grade Level	5	Month	1	Week	3

Objective	Students will create a quiz about book care for their peers.
"I Can" Statement	I can create a quiz about book care.

Common Core Standards	CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

AASL Standards	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Procedures	1. Seat students at tables. 2. Briefly discuss proper book care behaviors. 3. Distribute blank paper and pencils. 4. Students will create a book care quiz for another classmate. 5. Once the quiz is complete, they should try to answer another classmate's quiz questions. 6. If time allows, students may type their completed quiz.

Assessment	Students will ask relevant questions about book care and answer book care questions correctly.

Additional Resources

Grade Level	5	Month	1	Week	4

Objective	Students will be able to search the OPAC and use proper checkout procedures.
"I Can" Statement	I can search the OPAC. I can demonstrate proper checkout procedures.

Common Core Standards	CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

AASL Standards	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 2.1.2 Organize knowledge so that it is useful.

Procedures	1. Seat students at tables. 2. Talk about organization in the library. 3. Demonstrate using the OPAC as review (or an introduction for new students). 4. Review checkout procedures. 5. If time allows, students should practice finding books using OPAC.

Assessment	Students will use the OPAC to find books they're searching for.

Additional Resources

Grade Level	5	Month	2	Week	1

Objective	Students will be able to describe what we'll learn in library class this month.
"I Can" Statement	I can describe this month's library class activities.

Common Core Standards	CC.5.R.I.2 Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at tables. 2. Assign center rotation groups using the group creator tool from Super Teacher Tools. 3. Briefly describe each center activity and display the Call Numbers Presentation on the interactive whiteboard. 4. Demonstrate the online games. 5. Ask students to describe each center.

Assessment	Students will describe the upcoming center activities.

Additional Resources	Super Teacher Tools website

Grade Level	5	Month	2	Week	2

Objective	Students will be able to put fiction and nonfiction books in their proper shelf order.
"I Can" Statement	I can put Fiction and Nonfiction books in their proper location.

Common Core Standards	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

AASL Standards	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 2.1.2 Organize knowledge so that it is useful.

Procedures	1. Students will go to their appropriate center. 2.Play a Fiction book shelving game. Divide students into teams. Have each student pick up a chapter book and a shelf marker and take it to its proper shelf location. The student should place the shelf marker in where he/she thinks the book should go. Students will raise their hands when they are ready for the location to be checked.

Assessment	The teacher will check each book and give a point for each correct placement on the shelves.

Additional Resources

Grade Level	5	Month	2	Week	3

Objective	Students will be able to answer questions using the dictionary.
"I Can" Statement	I can answer questions about words using the dictionary.

Common Core Standards	CC.5.L.4.c Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

AASL Standards	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

Procedures	1. Students will go to their appropriate center. 2. Distribute the Dictionary Review Fill in the Blank activity. 3. Students will work individually or with a partner (or the group) to complete the activity.

Assessment	Students will look up each word in the dictionary and put each word in the appropriate example sentence.

Additional Resources	Dictionary Review Fill in the Blank activity

Grade Level	5	Month	2	Week	4

Objective	Students will be able to put fiction and nonfiction books in their proper shelf order.
"I Can" Statement	I can put Fiction and Nonfiction books in their proper location.

Common Core Standards	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

AASL Standards	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 2.1.2 Organize knowledge so that it is useful.

Procedures	1. Students will go to their appropriate center. 2. Display the Shelver game at each student computer station. 3. Students will play the Shelver game to practice organizing library books.

Assessment	The online games give immediate feedback to students so it will be clear if their answer is right or wrong.

Additional Resources	Shelver Game

Grade Level	5	Month	3	Week	1

Objective	Students will be able to describe what we'll learn in library class this month.
"I Can" Statement	I can describe this month's library class activities.

Common Core Standards	CC.5.R.I.2 Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at tables. 2. Review center rotation groups. 3. Briefly describe each center activity and demonstrate the online games. 4. Ask students to describe each center.

Assessment	Students will describe the upcoming center activities.

Additional Resources

Grade Level	5	Month	3	Week	2

Objective	Students will be able to identify an author's opinion and facts that support the opinion.
"I Can" Statement	I can identify opinions and facts that support them.

Common Core Standards	CC.5.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

AASL Standards	2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

Procedures	1. Students will go to their appropriate center. 2. Distribute the Author's Evidence Activity. 3. Read through each passage and answer the questions. Assist students as needed.

Assessment	Students will correctly answer questions about evidence to support opinions in the passage.

Additional Resources	Author's Evidence Activity

Grade Level	5	Month	3	Week	3

Objective	Students will be able to determine the main idea based on supporting details.
"I Can" Statement	I can determine the main idea.

Common Core Standards	CC.5.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pa CC.5.R.I.2 Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

AASL Standards	3.1.3 Use writing and speaking skills to communicate new understandings effectively.

Procedures	1. Students will go to their appropriate center. 2. Prepare and distribute the Main Idea Clues Game. 3. Students will take turns drawing a Main Idea card (they should not read their own card). 4. The next student will read the Main Idea card to themselves and name supporting details to match the main idea. 5. The student who drew the card will listen to the clues and try to guess the main idea.

Assessment	Students will be able to guess the main idea based on supporting details.

Additional Resources	Main Idea Clues game

Grade Level	5	Month	3	Week	4

Objective	Students will be able to find information using the online encyclopedia.
"I Can" Statement	I can find information using online encyclopedias.

Common Core Standards	CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

AASL Standards	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Students will go to their appropriate center. 2. Distribute the Encyclopedia Treasure Hunt to students. 3. Students will use an online encyclopedia to answer the questions.

Assessment	Students will correctly answer questions using the online encyclopedia.

Additional Resources	Encyclopedia Treasure Hunt

Grade Level	5	Month	4	Week	1

Objective	Students will be able to describe what we'll learn in library class this month.
"I Can" Statement	I can describe this month's library class activities.

Common Core Standards	CC.5.R.I.2 Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Seat students at tables. 2. Review center rotation groups. 3. Briefly describe each center activity and demonstrate the online games. 4. Ask students to describe each center.

Assessment	Students will describe the upcoming center activities.

Additional Resources

Grade Level	5	Month	4	Week	2

Objective	Students will be able to create a short story about website evaluation.
"I Can" Statement	I can create a short story about website evaluation for a younger student.

Common Core Standards	CC.5.SL.2 Comprehension and Collaboration: Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.

Procedures	1. Students will go to their appropriate center. 2.Distribute the Web Sources Guidelines. 3. Students will use the guidelines to write and illustrate a short story about website evaluation. The story can be based on a real experience or a fictitious one. 4. If time allows, students will share their stories with their classmates.

Assessment	Students will describe appropriate or inappropriate website evaluation techniques in a short story.

Additional Resources	Web Sources Guidelines

Grade Level	5	Month	4	Week	3

Objective	Students will be able to identify the theme of a short story.
"I Can" Statement	I can identify the theme of a story.

Common Core Standards	CC.5.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

Procedures	1. Students will go to their appropriate center. 2. Distribute the Theme Sorting Activity. 3. Students will read each sort story and decide which theme is relevant. 4. They should place the story beside the correct theme.

Assessment	Students will identify the correct theme for each short story.

Additional Resources	Theme Sorting Activity

Grade Level	5	Month	4	Week	4

Objective	Students will be able to research a topic of choice using the online encyclopedia.
"I Can" Statement	I can research a topic using the online encyclopedia.

Common Core Standards	CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

AASL Standards	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

Procedures	1. Students will go to their appropriate center. 2. Distribute the Free Choice Encyclopedia Activity. 3. Students will complete the activity according to the directions.

Assessment	Students will complete the activity using facts from the online encyclopedia.

Additional Resources	Free Choice Encyclopedia Activity

Grade Level	5	Month	5	Week	1

Objective	Students will choose a famous person or historical figure to research and begin their research.
"I Can" Statement	I can choose a topic and begin to research.

Common Core Standards	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

AASL Standards	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 2.4.1 Determine how to act on information (accept, reject, modify).

Procedures	1. Seat students at tables. 2. Briefly describe this month's biography timeline project. Students will choose a historical figure to research and create a timeline to document that person's accomplishments. 3. Using the online encyclopedia and interactive whiteboard, show students how to find relevant information for their timelines. 4. Display timeline examples on the interactive whiteboard (links in the Timeline Examples document). 5. If time allows, assign partners/groups (if desired). Students should choose a person to research.

Assessment	Students will choose a famous historical person to research.

Additional Resources	Timeline Examples document

Grade Level	5	Month	5	Week	2

Objective	Students will begin researching for their biography timeline projects
"I Can" Statement	I can research to find information about a historical figure.

Common Core Standards	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

AASL Standards	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 2.4.1 Determine how to act on information (accept, reject, modify).

Procedures	1. Students will go to a computer station to do research on their chosen historical figure. 2. Students will record major accomplishments and dates on the Biography Timeline Organizer.

Assessment	The teacher will monitor student progress and help with the research process as necessary.

Additional Resources	Biography Timeline Organizer

Grade Level	5	Month	5	Week	3

Objective	Students will continue work on their biography research projects.
"I Can" Statement	I can continue researching a famous person or historical figure.

Common Core Standards	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

AASL Standards	1.1.4 Find, evaluate, and select appropriate sources to answer questions. 2.4.1 Determine how to act on information (accept, reject, modify).

Procedures	1. Students will complete any unfinished research on their historical figure. 2. Once the research is complete, students will create a timeline using the method of your choice (see options in the Timeline Maker document).

Assessment	Students will work on their timeline using information on the Biography Timeline Organizer.

Additional Resources	Biography Timeline Organizer Timeline Maker Document

Grade Level	5	Month	5	Week	4

Objective	Students will complete work on their biography research projects.
"I Can" Statement	I can complete a timeline.

Common Core Standards	CC.5.SL.2 Comprehension and Collaboration: Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.5.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

AASL Standards	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

Procedures	1. Students will complete their timelines. 2. If time allows, students will present their timeline to their classmates.

Assessment	Students will complete their timeline using information on the Biography Timeline Organizer.

Additional Resources	Biography Timeline Organizer

Grade Level	5	Month	6	Week	1

Objective	Students will be able to describe the components of the upcoming research project.
"I Can" Statement	I can describe components of the upcoming research project.

Common Core Standards	CC.5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

AASL Standards	1.1.3 Develop and refine a range of questions to frame search for new understanding.

Procedures	1. Introduce this semester's research project - Countries Around the World. 2. Present and discuss PowerPoint presentation. 3. Distribute copies of rubric and discuss project scoring. 4. Separate students into teams (the project can also be completed by students individually if you prefer). 5. Distribute country idea sheet for groups to discuss.

Assessment	Students will be able to describe the basic components of the upcoming research project.

Additional Resources	Research project PowerPoint and project rubric

Grade Level	5	Month	6	Week	2

Objective	Students will be able to search for and locate a library book using targeted keywords.
"I Can" Statement	I can search for and locate a library book using targeted keywords.

Common Core Standards	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

AASL Standards	1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

Procedures	1. Briefly review OPAC search techniques with students. 2. Demonstrate a search for books on Brazil or another sample country of choice. (Note: If you do not have a relevant selection of books, you may want to work out an arrangement to borrow some from your local public library or another school in your district). 3. Locate the appropriate books on the library shelves. 4. Using the Research Project Question Guide, demonstrate how to use the book's Table of Contents and/or Index to find answers to the questions. 5. Demonstrate how to cite each source on the Research Project Sources page.

Assessment	Students will be able to describe the process for searching the library's OPAC and locating relevant books on the library shelves.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	5	Month	6	Week	3

Objective	Students will be able to search for and locate relevant information using online encyclopedias and/or academic databases.
"I Can" Statement	I can search electronic library resources to find relevant information.

Common Core Standards	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

AASL Standards	1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

Procedures	1. Briefly review login information for the online encyclopedia and/or online databases. 2. Demonstrate a search for articles on Brazil. 3. Using the Research Project Question Guide, demonstrate how to find the appropriate information in the article/s. 4. Model citing each source on the Research Project Sources page.

Assessment	Students will be able to describe the process for searching the online encyclopedia and/or online databases.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	5	Month	6	Week	4

Objective	Students will be able to describe various ways to present their research findings.
"I Can" Statement	I can describe various ways to present research findings.

Common Core Standards	CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

AASL Standards	1.3.3 Follow ethical and legal guidelines in gathering and using information. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Review the completed sample Research Project Question Guide. 2. Brainstorm presentation methods with the students and list the methods on a poster or on the interactive whiteboard (so they can be referred to again later). 3. Demonstrate the sample Brazil Prezi as one possible option. 4. Score the class's work as a whole group according to the scoring rubric.

Assessment	Students will be able to list at least 3 presentation options on the Research Project Presentation Exit Slip.

Additional Resources	Research Project Question Guide Research Project Sources page Research Project Exit Slip Sample Prezi: http://prezi.com/jkoaafmatnxp/?utm_campaign=share&utm_medium=copy&rc=ex0share

Grade Level	5	Month	7	Week	1

Objective	Students will be able to use the library's electronic catalog to locate books related to their chosen topic.
"I Can" Statement	I can use the library's catalog to find relevant books.

Common Core Standards	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

AASL Standards	1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

Procedures	1. If groups have not been assigned previously, assign each student to a group. 2. Assign, or ask groups to choose (depending on the availability of resources), a country to research over the next few months from the Research Topics Suggestion Guide (or alternative research topic). 3. Brainstorm out loud with students about which section of the library they will find books about their chosen topic. 4. Do a sample OPAC search on the interactive whiteboard and demonstrate finding relevant resources in the library. 5. Point out the questions students need to answer on the Research Project Question Guide, and remind them to cite each source on the Research Project Sources page. 6. If time allows, students should begin searching for books in the library.

Assessment	Students will be able to demonstrate finding relevant library materials using the online catalog.

Additional Resources	Research Topics Suggestion Guide Research Project Question Guide Research Project Sources page

Grade Level	5	Month	7	Week	2

Objective	Students will be able to locate books related to their research topic.
"I Can" Statement	I can use the library's catalog to find relevant books.

Common Core Standards	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

AASL Standards	1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

Procedures	1. Ask groups to look over their Research Project Question Guides, brainstorm, and write down some additional questions to investigate. 2. As students are ready, allow them to move to the computers to search the online catalog. 3. Remind students to record each source on their Research Project Sources page. 4. If time allows, help students locate answers to their questions using the materials they found in the library.

Assessment	Students will be able to locate relevant books and use those books to answer questions about a topic.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	5	Month	7	Week	3

Objective	Students will be able to use library books to answer research questions.
"I Can" Statement	I can use library books to answer research questions.

Common Core Standards	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

AASL Standards	1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

Procedures	1. This week, students will continue using relevant books to answer research-related questions. 2. Students should be finished searching for books on the shelves and should instead be searching for information inside the books at this point. 3. Help students locate answers to their questions. 4. Remind students to record each source on their Research Project Sources page.

Assessment	Students will be able to answer research-related questions using library books.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	5	Month	7	Week	4

Objective	Students will be able to use library books to answer research questions.
"I Can" Statement	I can use library books to answer research questions.

Common Core Standards	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

AASL Standards	1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

Procedures	1. This week, students will finish using library books to answer research-related questions. 2. Circulate to each group to make sure they have used an appropriate number of library book sources. 3. Also, check to make sure each source has been cited.

Assessment	Students will be able to answer research-related questions using library books.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	5	Month	8	Week	1

Objective	Students will be able to find answers to academic questions using the online encyclopedia.
"I Can" Statement	I can find answers to questions using the online encyclopedia.

Common Core Standards	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

AASL Standards	1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

Procedures	1. Review log in information for the online encyclopedia. 2. Do a sample search on the interactive whiteboard and demonstrate finding relevant information. 3. Instruct students to continue working on their Research Project Question Guide, and remind them to cite the online encyclopedia on the Research Project Sources page.

Assessment	Students will be able to answer research-related questions using an online encyclopedia.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	5	Month	8	Week	2

Objective	Students will be able to find answers to academic questions using the online encyclopedia.
"I Can" Statement	I can find answers to questions using the online encyclopedia.

Common Core Standards	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

AASL Standards	1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

Procedures	1. This week, students will continue using the online encyclopedia to answer research-related questions. 2. Circulate through the groups and help students locate answers to their questions. 3. Remind students to record the online encyclopedia on their Research Project Sources page.

Assessment	Students will be able to answer research-related questions using an online encyclopedia.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	5	Month	8	Week	3

Objective	Students will be able to find answers to academic questions using the online encyclopedia. They will also begin using search engines to find the answers to previously unanswered questions.
"I Can" Statement	I can find answers to questions using the online encyclopedia. I can search for information using the Internet.

Common Core Standards	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

AASL Standards	1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

Procedures	1. This week, students will finish using the online encyclopedia to answer research-related questions. 2. Circulate to each group to make sure they have appropriately used the online encyclopedia to answer questions. 3. Also, check to make sure each source has been cited. 4. If time allows, briefly discuss using search engines to find answers to unanswered questions 5. Ask students to give examples of what makes a website reliable and unreliable using the Website Reliability Exit Slip.

Assessment	Students will be able to answer research-related questions using an online encyclopedia. Students will be able to provide examples of what makes a website reliable and unreliable.

Additional Resources	Research Project Question Guide Research Project Sources page Website Reliability Exit Slip

Grade Level	5	Month	8	Week	4

Objective	Students will be able to find answers to academic questions using relevant websites.
"I Can" Statement	I can find answers to questions using websites.

Common Core Standards	CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

AASL Standards	1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.

Procedures	1. Students will find the answers to remaining unanswered questions using the Internet. 2. Circulate to each group to make sure they are on the right track and that they are finishing their research. 3. Remind students that each website must be cited on their Research Project Sources page.

Assessment	Students will be able to complete their research using information from the Internet.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	5	Month	9	Week	1

Objective	Students will be able to organize the information they've collected over the past couple of months for use in a multimedia presentation.
"I Can" Statement	I can organize my research findings and choose an appropriate presentation type.

Common Core Standards	CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Students will reflect on their research findings over the past several weeks using the Research Project Question Guide and Research Project Sources page. 2. Ask students to think about the type of presentation they'd like to use. If you are limited by resources, technology, etc., offer specific choices. 3. Once students have decided on a presentation style, they should begin organizing research findings to fit that particular presentation format. 4. Check with each group to make sure they understand the task at hand and that they are adequately prepared to take the next steps.

Assessment	Students will choose an appropriate presentation format and begin organizing their research findings accordingly.

Additional Resources	Research Project Question Guide Research Project Sources page

Grade Level	5	Month	9	Week	2

Objective	Students will be able to begin planning the presentation of their research findings.
"I Can" Statement	I can plan how to present research findings.

Common Core Standards	CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Using their preparation work from last week, students will begin drafting their multimedia research presentation. 2. Frequently circulate around to each group to ensure group members are on the same page, and that everyone is working appropriately.

Assessment	Students will plan the presentations for their research findings and begin work on the presentation if appropriate.

Additional Resources	Research Project Question Guide Research Project Sources page Appropriate technology sources

Grade Level	5	Month	9	Week	3

Objective	Students will be able to continue working on the presentation of their research findings.
"I Can" Statement	I can develop a multimedia presentation to present research findings.

Common Core Standards	CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Using their preparation work from last week, students will continue drafting their multimedia research presentation. 2. Frequently circulate around to each group to ensure group members are on the same page, and that everyone is working appropriately.

Assessment	Students will continue working on their multimedia presentations.

Additional Resources	Research Project Question Guide Research Project Sources page Appropriate technology sources

Grade Level	5	Month	9	Week	4

Objective	Students will be able to continue working on the presentation of their research findings.
"I Can" Statement	I can develop a multimedia presentation to present research findings.

Common Core Standards	CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Using their preparation work from last week, students will continue drafting their multimedia research presentation. 2. Frequently circulate around to each group to ensure group members are on the same page, and that everyone is working appropriately.

Assessment	Students will continue working on their multimedia presentations.

Additional Resources	Research Project Question Guide Research Project Sources page Appropriate technology sources

Grade Level	5	Month	10	Week	1

Objective	Students will finish work on their multimedia presentation and rehearse it.
"I Can" Statement	I can finish my multimedia presentation and rehearse it with my group.

Common Core Standards	CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

AASL Standards	2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information.

Procedures	1. Using their preparation work from last week, students will put the finishing touches on their multimedia research presentation. 2. Frequently circulate around to each group to ensure group members are on the same page, and that everyone is working appropriately. 3. As students finish, they should rehearse the presentation as a group.

Assessment	Students will finish work on their multimedia presentations.

Additional Resources	Research Project Question Guide Research Project Sources page Appropriate technology sources

Grade Level	5	Month	10	Week	2

Objective	Students will present their research findings to the rest of the class. Those who are not presenting will be active listeners.
"I Can" Statement	I can present research findings. When not presenting, I can be an active listener.

Common Core Standards	CC.5.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pa CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

AASL Standards	3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Procedures	1. Develop a presentation schedule for students. 2.Score each presentation according to the Research Project Rubric.

Assessment	Students will begin presenting their multimedia research presentations. They will be scored according to the project rubric.

Additional Resources	Research Project Rubric

Grade Level	5	Month	10	Week	3

Objective	Students will present their research findings to the rest of the class. Those who are not presenting will be active listeners.
"I Can" Statement	I can present research findings. When not presenting, I can be an active listener.

Common Core Standards	CC.5.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pa CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

AASL Standards	3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Procedures	1. The next groups will present their research findings. 2.Score each presentation according to the Research Project Rubric.

Assessment	Students will continue presenting their multimedia research presentations. They will be scored according to the project rubric.

Additional Resources	Research Project Rubric

Grade Level	5	Month	10	Week	4

Objective	Students will present their research findings to the rest of the class. Those who are not presenting will be active listeners.
"I Can" Statement	I can present research findings. When not presenting, I can be an active listener.

Common Core Standards	CC.5.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pa CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

AASL Standards	3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Procedures	1. The next groups will present their research findings. 2.Score each presentation according to the Research Project Rubric.

Assessment	Students will finish presenting their multimedia research presentations. They will be scored according to the project rubric.

Additional Resources	Research Project Rubric