

## 5.3 Information Literacy and the Research Process

Content Area: **Instructional Media**  
Course(s):  
Time Period: **Marking Period 3**  
Length: **10 days**  
Status: **Published**

### Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

LA.5.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.W.5.8	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.
CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
CCSS.ELA-Literacy.RI.5.7	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.
CCSS.ELA-Literacy.RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
CCSS.ELA-Literacy.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.5.4	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.

### Essential Questions

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What are the steps necessary for research?

What are the best strategies for note taking and paraphrasing?

How can notes be organized into a cohesive report?

What is it important to cite references?

## **Enduring Understanding**

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Finding the right sources, skimming, reading captions, tables and charts all contribute to information literacy.

When the most important information is recorded as notes, interesting sentences and a comprehensive report can be created.

Citing where the information was found in a report gives credit to the author and prevents plagiarism. Please add your Enduring Understandings by clicking on the Lists tab above.

## **Content**

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Utilize relevant print and online sources to find information on their assignment

Analyze text, paraphrase and take notes

Create a cohesive, well written report, edited and proofread for accuracy

Cite references used in the research process

Choose from a variety of genres for independent reading

## **Assessment**

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## **Resources**

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Laptop, projector, document camera, computers, books, general supplies

Literature

Selections from the LMC may include:

Appropriate curriculum related books and information sources.