

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

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

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|---------------------------------|---|
| 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

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

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

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

Resources

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

Literature

Selections from the LMC may include:

Appropriate curriculum related books and information sources.