

ECASD Information Technology Literacy Curriculum

Information Fluency and Research

Sarah Lilly & Brittany Traynor

Grade Level: 5

Revision Date: Fall 2012

Instructional Timeline: Year Long

Learning Outcomes

ITLS Standard 3: Independent Problem-Solving, Information Fluency and Research ISTE NETS-S Standard 3, AASL Standard 1

Students in Wisconsin will use technology and other print and digital information tools to define a research problem or question, to conduct research for gathering pertinent information and resolving their information problem or question, and to analyze this information and to make informed decisions when creating a product to share new understandings with an applicable audience.

Learning Priority: Define authentic problems and information questions, plan and implement research strategies and share or present findings for inquiry-based research using all media types, including various print, audio, video and digital formats.

Common Core State Standards:

Anchor Standards R.2, R.3, R.4, R.7, R.8, R.9, R.10

Writing Standards W.1, W.2, W.3, W.4 W.5, W.6, W.7, W.8, W.9

Speaking and Listening Standards SL.2, SL.5

Focus:

- Learning the Research Process (Stripling Model of Inquiry): Wonder, investigate, construct, express, reflect, connect

Understanding/s:

Students will see themselves as inquiry-based learners by developing questions, searching for information, discovering answers and properly citing information from multiple sources.

Essential Questions:

- How do I effectively find and use information to solve problems and make decisions?
- Which pieces of information will I select to communicate to others?
- What do good researchers do?

Learning Targets:

- I can define research and explain how research is different from other types of writing.
- I can focus my research around a central question that is provided or determine my own research worthy question.
- I can choose several sources (e.g. biographies, non-fiction texts, online encyclopedia) and gather information to answer my research question.
- I can analyze the information found in my sources and determine if it provides enough support to answer my question.
- I can prepare a list of sources use in my research.
- I can determine and include an appropriate mode of communication.

Report Card Statements (End of Year Learning Target)

- Conducts short research projects while taking notes, categorizing information, and using multiple sources
- Uses technology to interact and collaborate with others and keys and composes a minimum of two pages
- Engages effectively in collaborative discussions on grade level topics and texts

Assessment

Formative Assessment:

- Rubrics
- Checklists
- Performance Assessment
- Observation

Performance Task:

CCSS W.5: Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Curriculum and Instructional Programs/Resources

- Nonfiction and Reference Books
- Badgerlink
- PebbleGo

- Magazines & Newspapers
- SAFARI Montage
- Reliable Internet Resources

Differentiation Strategies

- Provide just-in-time assistance
- Provide individualized assistance
- Group/Collaborative Work

“You Wouldn’t Want to Be” or “You Would Want to Be” Biography Project

Core Project:

Written & Oral report- persuasive paragraph

Must include:

Timeline

Note Sheet- Background

Possible Extensions:

Trading Card

Display Board

PowerPoint/Prezi

Interview Roleplay

Resume

Journal/Diary

Diorama

Pamphlet

Timeline

Poster/Display Board

- **Connect**

- What do students already know about biographies or their topic?
- Background info from librarian/teacher/classroom (May be getting from general classroom teacher)

- **Wonder**

- Have students brainstorm what they want to know about their topic/person
- Generate questions as a class to guide their investigation

- **Investigate**

- Using PebbleGo (explain *why* we use PebbleGo—reputable source, etc.) and books from the library (pulled ahead of time) students investigate their topic/person
- Students take notes on graphic organizer (see following).

- **Construct**

- Students complete the graphic organizer on their topic/person.
- Cite sources!!!
- Students complete pros/cons, persuasion map, and write a persuasive paragraph.
- Students who finish early may choose one of the extension projects such as a trading card, PowerPoint/Prezi, etc.

- **Express**

- Students share their paragraphs with the class and possible extension project.

- **Reflect**

- Reflection process occurs during pros/cons and creation of persuasive paragraph.

Name (s): _____

I wonder what it would be like to have been or to be _____.
Name of person you are studying

NOW INVESTIGATE!!

What is this person known as? What is their job/occupation?

Look at your person's timeline. Fill in when your person was born and where. Fill in when your person died and where. Now add two other events from this person's timeline in the empty boxes below.

The diagram features a horizontal red timeline bar. At the top left, there is a rectangular box for 'Born when:' and another for 'Where:', both connected by a red line to the timeline. At the bottom left, there is a large empty rectangular box. At the bottom right, there is a rectangular box for 'Died when:' and another for 'How/where:', also connected by a red line to the timeline.

Born when:

Where:

Died when:

How/where:

EARLY LIFE: List two facts about the early part of this person's life.

LATER LIFE: List two facts about the later part of this person's life.

What did this person contribute to history?

Other interesting facts about your person

Print out a picture of this person. Cut out the picture and glue it here. Or draw and color your own picture of the person.

Cite source/sources used:

NOW REFLECT!!

PROS AND CONS

PROS: WHAT WOULD BE GOOD ABOUT BEING THIS PERSON?	CONS: WHAT WOULD BE BAD ABOUT BEING THIS PERSON?

Use the persuasion map to plan your paragraph:

<http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf>

PERSUASIVE PARAGRAPH: Write 5—7 sentences about why or why not you would want to be this person. Review your pros and cons list to determine your decision.

Rubric for Assessment

Graphic Organizer- is it completed in its entirety before writing persuasive paragraph?
YES or NO

Persuasive Paragraph Rubric

	4	3	2	1
Goal/Thesis	Strongly and clearly states a personal opinion. Clearly identifies the issue.	Clearly states a personal opinion. Some references to the issue.	Personal opinion is not clearly stated. Little or no references to the issue.	Personal opinion is not easily understood. Has no reference to the issue.
Reasons and Support	Three or more excellent points are made with good support. It is evident the writer put much thought and research into this assignment.	Three or more points are made with support, but the arguments are somewhat weak in places. The writer doesn't persuade completely.	Two points made; shows some preparation, but weak arguments.	Preparation is weak; arguments are weak or missing; and less than three points are made.
Conclusion	Summarizes personal opinion in a strong concluding statement.	Summarizes personal opinion in a concluding statement.	Concluding statement is a weak summary of personal opinion.	Concluding statement makes no reference to personal opinion.
Organization	Sentences and paragraphs are complete, well written, and varied.	Sentence and paragraph structure is generally correct.	Sentence and paragraph structure is inconsistent.	Little or no evidence of sentence or paragraph structure.
Word Choice/Tone	Choice of words that are clear, descriptive, and accurate. Maintains consistent persuasive tone throughout letter.	Adequate choice of words that are clear and descriptive. Demonstrates a persuasive tone in parts of the letter.	Choice of some words that are clear and descriptive. Lacks consistent persuasive tone.	Language and tone of letter is unclear and lacks description.
Mechanics and Grammar	Contains few, if any punctuation, spelling, or grammatical errors.	Contains several errors in punctuation, spelling, or grammar that do not interfere with meaning.	Contains many punctuation, spelling, and/or grammatical errors that interfere with meaning.	Contains many punctuation, spelling, and/or grammatical errors that make the piece illegible.

Rubric from- <http://www.readwritethink.org/classroom-resources/lesson-plans/dear-librarian-writing-persuasive-875.html>