EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: LIBRARY
Topic: Reading Strategies for constructing meaning

Days:
Grade Level:5

Key Learning
Students will learn strategies for constructing meaning before, during, and after reading text.

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Unit Essential Question: What are the steps for finding (locating) different information from various (many) sources or texts?

Concept Locate information from various print & digital sources to answer question or solve problem.	**Concept** Strategies for understanding and reading text	**Concept** Explain how the author uses reason or evidence to support a particular point.
Standards: CC.1.2G	**Standards: CC.1.2.G**	**Standards: CC.1.2 H**

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Lesson Essential Question How do you find information from different sources to answer your research question?	**Lesson Essential Question** **How does reading information from various sources contribute to understanding text?**	**Lesson Essential Question** How does the author use reason and evidence to support a particular point?

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Vocabulary *RELIABLE SOURCES *RELEVANT SOURCES *SKIM VARIOUS SOURCES	**Vocabulary** *COMAPRE/CONTRAST DIFFERENT SOURCES *SYNTHESIZE INFORMATION FOUND IN VARIED SOURCES FOR BETTER UNDERSTANDING	**Vocabulary** *KEY VOCABUARY *SPECIFIC DETAILS FROM TEXT *EXAMPLES FROM TEXT

Concept	Concept	Concept
Standards:	**Standards:**	**Standards:**
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Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
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Vocabulary	**Vocabulary**	**Vocabulary**

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: LIBRARY   Days:
Topic: Reading Strategies for   Grade Level:5
constructing meaning

Key Learning
Students will learn strategies for constructing meaning before, during, and after reading text.

Unit Essential Question: How do readers know what to believe when selecting grade-level appropriate texts while also being able to determine the difference between non-fiction and informational texts as well as correctly using digital (on computer) and print (books, encyclopedias, pamphlets, etc.) sources?

Concept	Concept	Concept
Readers need to be able to determine whether or not digital or print media items are reliable and on grade-level.	Identify non-fiction and informational texts.	Gain knowledge concerning the correct usage of digital and media print.
Standards: CC.1.2L	**Standards: CC.1.2.L**	**Standards: CC.1.2.L**

Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
Why is it important to be able to recognize reliable reading content? How do you know whether or not the material is grade-level appropriate?	*What is non-fiction? *What are informational texts?	How do you correctly use digital and media print when researching and looking for information?

Vocabulary	**Vocabulary**	**Vocabulary**
*RELIABLE TEXT *RELIABLE CONTENT *READER BELIEVABILITY *READER TRUST *GRADE-LEVEL APPROPRIATE (DRA LEVEL/NUMBER)	*TRUE, FACTUAL MATERIAL *INFORMATIVE *PROVIDES DETAILS *EXPLAINS CONCEPTS	*WORKS CITED *AUTHOR BIOGRAPHY *TEXT IMAGES *PUBLISHING INFORMATION—SUCH AS .org, .edu, .gov, etc.

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Concept	Concept	Concept
Standards:	Standards:	Standards:
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Lesson Essential Question	Lesson Essential Question	Lesson Essential Question
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Vocabulary	Vocabulary	Vocabulary

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: LIBRARY   Days:
Topic: Reading Strategies for   Grade Level:5
constructing meaning

Key Learning
Students will learn strategies for constructing meaning before, during, and after reading text.

Unit Essential Question: How do you independently choose fiction and other literary genres that are appropriate for your reading level as well as apply strategies to create meaning from the fiction you are reading and gain meaning though reading of self-selected literary fiction?

Concept	Concept	Concept
How do readers know whether or not fiction texts and other chosen genres are appropriate for their reading levels?	Create meaning from read fiction.	Gain meaning through self-selected literary fiction.
Standards: CC.1.3K	**Standards: CC.1.3K**	**Standards: CC.1.3K**

Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
Why is it important to choose reading material that is easy for you to understand and interpret?	**Why is it critical that you are able to create meaning from the fiction titles you read?**	How do you gain meaning through self-selecting pieces of literary fiction?

Vocabulary	**Vocabulary**	**Vocabulary**

*DRA LEVEL/NUMBER
*COMPREHENSIVE VOCABULARY
*DRA LEVELS & READING TESTING
*TEACHER APPROVAL
	*CONNECT/RELATE to the book's plot, characters, and themes. Make the literature REAL.
	*SUMMARIZE/RETELL portions of reading to a partner.
	*Write a journal entry or post to online discussion board.
		*USE ACTIVE READING STRATEGIES
		    *QUESTIONING
		    *REFLECTING
		    *RESPONDING
		    *EVALUATIG

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Concept	**Concept**	**Concept**
Standards:	**Standards:**	**Standards:**
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Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
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Vocabulary	**Vocabulary**	**Vocabulary**

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: LIBRARY   Days:
Topic: ACTIVE CRITICAL   Grade Level:5
THINKING

Key Learning
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

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Unit Essential Question: How does interaction with text make you (provoke) think and respond when searching for a research topic?

Concept Choose aspects of topic to research	**Concept** With guidance, develop questions to be answered about topic	**Concept** Locate appropriate sources to answer questions pertaining to research topic.
Standards: CC.1.4I	**Standards: CC.1.4I**	**Standards: CC.1.4I**

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Lesson Essential Question Why is it important to narrow one's topic for research?	**Lesson Essential Question** **What would you like to know about your research topic?**	**Lesson Essential Question** How do you find sources that answer your questions about your research topic?

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Vocabulary *BIOGRAPHY/LIFE *WORKS *STYLES OF ART *INTERESTING FACTS	**Vocabulary** *QUESTIONS *BIOGRAPHICAL INFORMATION *ART WORK	**Vocabulary** *ENCYCLOPEDIAS *BOOKS *REFERENCE BOOKS/MATERALS *WEB SITES

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Concept	**Concept**	**Concept**
Standards:	**Standards:**	**Standards:**
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Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
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Vocabulary	**Vocabulary**	**Vocabulary**

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: LIBRARY
Topic: ACTIVE CRITICAL
THINKING

Days:
Grade Level:5

Key Learning
Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Unit Essential Question: What strategies (steps) do active listeners use to make meaning (understanding) of what they hear, and how do they know what to believe when listening to information?

Concept	Concept	Concept
Capture main points of text read aloud or presented orally or in other media formats.	*Paraphrase when restating from texts. *Be as specific as possible, using details from text.	
Standards: CC.1.5 B	**Standards: CC.1.5B**	**Standards:**

Lesson Essential Question	Lesson Essential Question	Lesson Essential Question
How do you restate a part of a text that hear out loud or read in a book, magazine, online, etc.?	**Why is it important to paraphrase when using/reading texts and other forms of media?**	

Vocabulary	Vocabulary	Vocabulary
*LISTEN CAREFULLY *LISTEN CRITICALLY *SUMMARIZE IN YOUR OWN WORDS *WRITE A SUMMARY *SUMMARIZE WITH A PARTNER	*AVOID PLAGIARISM *LEARN TO PARAPHRASE AND SUMMARIZE *DETAILS	

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Concept	**Concept**	**Concept**
Standards:	**Standards:**	**Standards:**
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Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
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Vocabulary	**Vocabulary**	**Vocabulary**

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: LIBRARY   Days:
Topic: EFFECTIVE SPEAKERS   Grade Level:5

Key Learning
Effective Speakers prepare and communicate messages to address the audience and purpose.

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Unit Essential Question: How do task, purpose, and audience influence how speakers write (craft) and deliver a message (give a speech or present information), and how do speakers employ (use) language and utilize (make use of) sources to effectively communicate a message (make sure your audience understands what you are saying)?

Concept	**Concept**	**Concept**
Add multimedia components and visual displays to presentations	Develop main ideas or themes through adding multimedia components	Share finished product.
Standards: CC.1.5 F	**Standards: CC.1.5F**	**Standards: CC.1.5F**
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Lesson Essential Question How do you incorporate multimedia components and media displays to presentations?	**Lesson Essential Question** **How does adding** multimedia components and media displays to presentations enhance the development of main ideas or themes**?**	**Lesson Essential Question** Why is it important to put together a culminating project that showcases your learning of multimedia components and media displays?
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Vocabulary *POWERPOINT *DISCOVERY EDUCATION *WORD DOCUMENT	**Vocabulary** *MULTIMEDIA COMPONENTS *MAIN IDEAS *THEME	**Vocabulary** *CULMINATING PROJECT *MULITMEDIA *MAIN IDEAS *THEMES

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Concept	**Concept**	**Concept**
Standards:	**Standards:**	**Standards:**
⬇	⬇	⬇
Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
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Vocabulary	**Vocabulary**	**Vocabulary**

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: LIBRARY   Days:

Topic: EFFECTIVE SPEAKERS   Grade Level:5

Key Learning
Effective Speakers prepare and communicate messages to address the audience and purpose.

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Unit Essential Question: **How do task(what you are asked to do), purpose (reason you are completing the assignment), and audience (people who will hear or see what you have done) influence(help to decide) how speakers craft (write) and deliver a message(present a speech)? How do speakers employ (use) language and utilize (add or use) sources to effectively communicate a message (successfully give a speech)?**

Concept	**Concept**	**Concept**
Add multimedia components and visual displays to presentations	Develop main ideas or themes through adding multimedia components	Share finished product.
Standards: CC.1.5 F	**Standards: CC.1.5F**	**Standards: CC.1.5F**

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Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
How do you incorporate multimedia components and media displays to presentations?	**How does adding** multimedia components and media displays to presentations enhance the development of main ideas or themes**?**	Why is it important to put together a culminating project that showcases your learning of multimedia components and media displays?

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Vocabulary	**Vocabulary**	**Vocabulary**
*POWERPOINT ***DISCOVERY EDUCATION**	*MULTIMEDIA COMPONENTS *MAIN IDEAS *THEME	*CULMINATING PROJECT *MULITMEDIA *MAIN IDEAS *THEMES

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Concept	Concept	Concept
Standards:	**Standards:**	**Standards:**
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Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
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Vocabulary	**Vocabulary**	**Vocabulary**

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: LIBRARY   Days:

Topic: EFFECTIVE RESEARCH   Grade Level:5

Key Learning
Effective research requires the use of varied resources to gain or expand knowledge.

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Unit Essential Question: *What does a reader look for, and where does a reader look for trusted (reliable) sources to organize (synthesize) into a chosen presentation that is made using several different sources (books, encyclopedia, websites, etc.)?

Concept	Concept	Concept
*Knowing how to find reliable and trustworthy sources—grade-level appropriate	Organize and synthesize information from various sources..	Present information in the best format. Conduct short research products and present.
Standards: CC.1.4 S&V CC.1.4.S	**Standards: CC.1.4 S&V**	**Standards: CC.1.4 S&V**

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Lesson Essential Question	Lesson Essential Question	Lesson Essential Question
*How do you know what sources are reliable and trustworthy when researching? *How do you know if sources are on your reading level?	**How do you take notes from different sources and combine them into one project?**	How do you decide the best way to present the information you find?

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Vocabulary	Vocabulary	Vocabulary
READING TEST CHECK **COMPREHENSION** **AUTHORSHIP (Who wrote or created (made) source?)** **WEB SITES—ENDINGS— REPUTABLE? (Can they be trusted as true or eal?)**	*COMBINE *SYNTHESIZE *ORGANIZE	*How would this information best be presented? *Poster and speech presentation? *Powerpoint presentation? *iMovie? *Skit? *Student-generated ideas, etc. .*Discovery Education

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Concept	**Concept**	**Concept**
Standards:	**Standards:**	**Standards:**
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Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
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Vocabulary	**Vocabulary**	**Vocabulary**

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: LIBRARY   Days:
Topic: AUDIENCE AND PURPOSE   Grade Level:5

Key Learning
Audience and purpose influence a writer's choice of organizational pattern language, and literary technique.

Unit Essential Question: *Why do writers write? *How do writers know that their writing is clear and effective (successful) for the chosen audience (people who will read the writing), and how do writer's know that their purpose (reason for writing) is a good (suitable) one?

Concept	**Concept**	**Concept**
*Write clear and effectively. *Create, with guidance and support, a two-page written product published through collaboration with others	*Know your writing purpose, reason, and given audience	*Know one's audience * Determine what purpose is appropriate for the given audience
Standards: CC.1.4 .U	**Standards: CC.1.4 S&V**	**Standards: CC.1.4 S&V**

Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
*How do you write clearly and effectively? *How do you create a one-page written document? *How might classmates help you to create a written document?	**How do you determine an author's purpose for writing?**	*How do you determine an author's audience? *How do you determine an author's purpose? *How do you know whether or not the author's purpose is appropriate for the audience?

Vocabulary	**Vocabulary**	**Vocabulary**
*ESSAY STRUCTURE *PARAGRAPH *INTRODUCTION *BODY *CONCLUSION *5-SENTENCE PARAGRAPHS— All paragraphs should contain AT LEAST 5 sentences. May have more, but should not go beyond or past 8. *KEYBOARDING SKILLS *COLLABORATION	*TEXT PURPOSE *TEXT MEANING *TEXT GOAL	AUDIENCE PURPOSE

Concept	Concept	Concept
Standards:	**Standards:**	**Standards:**
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Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
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Vocabulary	**Vocabulary**	**Vocabulary**

Additional Information/Resources: Revised 1-17-14

NOTES FOR VOCABULARY AUDIENCE/PURPOSE: *For whom is the book written? How do you know?
*What is the author trying to accomplish?
*What does the author want the audience to know or learn pertaining to the text?

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: LIBRARY   Days:
Topic: RESPONSIBLE CITIZENS &   Grade Level:5
INFORMATION USE

Key Learning
Responsible citizens use information ethically and productively in a global society.

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Unit Essential Question: *How do responsible citizens use information ethically (correctly without breaking rules) and productively (using information to complete work or projects) in a global society (online community in which you can communicate with anyone, anywhere)?

Concept	**Concept**	**Concept**
*Explain safe, legal, and responsible use of technology	*Identify and practice ethical and safe online behavior—go over consequences of inappropriate internet use	*Choose appropriate digital media that matches your project. *Use digital media legally
Standards: 15.3T	**Standards: CC.15.4B**	**Standards: CC.15.4K**

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Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
*How do you safely participate online as a responsible digital citizen?	**What is safe online behavior? What happens if you choose not to behave in an acceptable manner on the internet or other digital devices.**	*How do you know if the sources you choose are appropriate for your assignment? *How do you legally use/cite digital media?

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Vocabulary	**Vocabulary**	**Vocabulary**
*CYBER CITIZEN *SAFE ONLINE/DIGITAL MEDIA USAGE *GLOBAL SOCIETY *ETHICAL	*ONLINE SAFETY & PROCEDURES *CONSEQUENCES FOR NOT FOLLOWING ONLINE SAFETY CODE OF CONDUCT	*USE RELIABLE DIGITAL SOURCES *BE SURE DIGITAL SOURCES ARE RELATED TO YOUR TOPIC. *BE SURE YOU CORRECTLY SITE DIGITAL INFORMATION, INCLUDING TEXT, PICTURES, VIDEOS, ETC.

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Concept	Concept	Concept
Standards:	**Standards:**	**Standards:**
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Lesson Essential Question	**Lesson Essential Question**	**Lesson Essential Question**
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Vocabulary	**Vocabulary**	**Vocabulary**

Additional Information/Resources: Revised 1-17-14