Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources

Standards and Components	Third	Fourth	Fifth
Select relevant material for reading, writing, and speaking	• Select relevant material for reading, writing, and speaking purposes • Have a general knowledge of where reference materials are located • Use a variety of resource materials (encyclopedia, dictionary, thesaurus, newspaper, magazine, from others, Internet, etc.) • Understand purpose of search	• Select relevant material for reading, writing, and speaking purposes • Have a general knowledge of where reference materials are located • Use a variety of resource materials (encyclopedia, dictionary, thesaurus, newspaper, magazine, from others, Internet, etc.) • Understand purpose of search	• Select relevant material for reading, writing, and speaking purposes • Know the general location of reference materials in a library • Use a variety of resource materials (encyclopedia, dictionary, thesaurus, newspaper, magazine, from others, Internet, etc.) • Understand purpose of search
Understand the structure, organization, and use of various media, reference, and technological sources	• Use organizational features of printed text (e.g., page number, alphabetizing, glossary, titles and sub-titles, table of content, index, captions, charts and graphs) • Recognize and use organizational features of electronic information: Password Entry and pull- down menus Icons Key Word searches	• Use organizational features of printed text to locate information (page number, alphabetizing, glossaries, chapter heading, table of contents, index, captions, maps etc.) • Recognize and use organizational features of electronic information: Entry and pull-down menus Keyword searches Menus Icons	• Use organizational features of printed text to locate information (page number, alphabetizing, glossaries, chapter heading, table of contents, index, captions, maps prefaces, and appendices, etc.) • Locate other's ideas, images, or information in a bibliography (quotes, italics, etc.) • Locate information in the organizational features of electronic information: Entry and pull-down menus Keyword searches Menus Icons
Take notes, outline, and identify main ideas in resource materials	• Select appropriate definitions from the dictionary, glossaries, other sources • Take notes, outline, and identify main ideas in resource materials • Sort information as it relates to a specific topic or purpose • Analyze information for reliability • Integrate information	• Select appropriate definitions from the dictionary, glossaries, other sources • Take notes, outline, and identify main ideas in resource materials • Sort information as it relates to a specific topic or purpose • Analyze information for reliability • Integrate information	• Select appropriate definitions from the dictionary, glossaries, other sources • Take notes from relevant sources (time lines, speakers, etc.), outline, and identify main ideas in resource materials • Sort information as it relates to a specific topic or purpose • Analyze information for reliability • Integrate information
Give credit for borrowed information	• Give credit for borrowed information by creating a bibliography (teacher generated bibliography)	• Give credit for borrowed information by creating a bibliography entry (adding entry to a sample bibliography)	• Give credit for borrowed information by listing resources in a bibliography (do independently)