4.3 Information Literacy and Analyzing Text

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.

LA.4.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.4.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.4.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.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
CCSS.ELA-Literacy.RF.4.4.a	Read grade-level text with purpose and understanding.
CCSS.ELA-Literacy.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Essential Questions

Are the results different searching by keyword, author, title or subject?
Which reference sources are more relevant in finding information on a research projcet?

Why is it important to find arelevant, grade level information on a topic before note-taking and proaphrasing?

How can students apply 6+1 writing traits to research report writing?

Enduring Understanding

The online catalog provides many ways to conduct a search to locate a specific title, with

varying results.

Information literacy requires thoughtful consideration and knowledge of various sources

and their contents.

Informational text must be able to be read and comprehended before it can be put into one's

Content

Review and continue to refine strategies using the Online Catalog to locate appropriate titles.

Compare and contrast various reference sources to develop science or social studies curriculum related research projects.

Apply the 6+1 writing traits to editing and writing reports.

Demonstrate public speaking skills by presenting reports.

Continue to select good fit fiction and nonfiction books to read for enjoyment and information.

Assessment

Resources

Selections from the LMC may include:

Reference print sources: encyclopedias, almanacs, atlases, dictionaries

World Book online

Nonfiction science and social studies books

Various fiction chapter books for book talks

Appropriate books written by favorite authors and illustrators

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