

Unit 5 - Information Literacy

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

LIBRARY/MEDIA, 2ND GRADE INFORMATION LITERACY

Belleville Board of Education

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Unit Overview

The library is a place that promotes a love of reading and supports students in their personal reading needs. The library is where students can acquire knowledge and gain insight. Informational literacy has progressed from the simple definition of using reference resources to finding information. Research shows that student test scores are higher when classroom teachers plan with school librarians and schedule research in the school library using books, online databases, and the Internet. The 21st-century learners must become proficient at analyzing and evaluating information and new knowledge from multiple resources. The library media specialist will model and collaboratively teach these skills and strategies. In Unit 5, Informational Literacy, the library media specialist will provide in depth information and help students develop their research and informational skills. There are multiple types of resources and tools available for gathering and disseminating information that include award-winning books, nonfiction books that support the curriculum, online resources, dictionaries, encyclopedias, and atlases.

Enduring Understanding

Enduring understandings:

- Library materials are arranged in a logical manner and may be retrieved using knowledge of that arrangement.
- Researchers gather and critique information on a topic from a variety of sources for specific purposes.
- Researchers synthesize information from a variety of sources to answer a question.
- Understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.

Essential Questions

Essential Questions are:

- What is the information and understanding needed to successfully and independently locate a specific resource, in an elementary school library media center, or using OPAC (Online Public Access Catalog) from the public library?
- How can the skills you use to search the OPAC be used to search other databases?
- Where is information that I plan to use located?
- How do I find books related to my personal interests and curriculum?
- How does my understanding of library organization affect how I access, evaluate, and use information?
- How do I find information in the library?
- How does understanding a text's structure help me better understand its meaning.

Exit Skills

By the end of second grade, Unit 5 - Information and Literacy, students will be able to:

- Select appropriate resources based on age, reading level, and personal interest.
- Identify the title page and table of contents page.
- Identify and classify nonfiction books.
- Begin to use a dictionary to find information.
- Begin to understand that websites can be used for gathering information.
- Beginning knowledge of Print/Nonprint Resources (Dictionaries, encyclopedias and Atlases) available in the school library/public library.
- Locate a nonfiction book about a topic (Dewey Decimal System).
- Explain and demonstrate alphabetizing an author's last name.

New Jersey Student Learning Standards (NJSL-S)

New Jersey Student Learning Standards applicable to 2nd Grade, Unit 5 - Information Literacy include:

| | |
|-----------------|--|
| LA.L.2.2.A | Capitalize holidays, product names, and geographic names. |
| LA.W.2.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| LA.W.2.7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| LA.W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. |
| LA.RI.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| LA.RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| LA.RI.2.5 | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| LA.RI.2.10 | Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. |
| LA.SL.2.1.C | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| LA.SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| LA.SL.2.3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| SOC.6.1.4.D.CS3 | Personal, family, and community history is a source of information for individuals about the people and places around them. |

| | |
|------------------|---|
| AAAA.K-12.1.1.1 | Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life. |
| AAAA.K-12.1.2.1 | Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. |
| AAAA.K-12.1.2.2 | Demonstrate confidence and self- direction by making independent choices in the selection of resources and information. |
| AAAA.K-12.1.2.3 | Demonstrate creativity by using multiple resources and formats. |
| AAAA.K-12.1.2.4 | Maintain a critical stance by questioning the validity and accuracy of all information. |
| AAAA.K-12.1.3.3 | Follow ethical and legal guidelines in gathering and using information. |
| AAAA.K-12.2.1.2 | Organize knowledge so that it is useful. |
| AAAA.K-12.2.1.3 | Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations. |
| AAAA.K-12.2.1.4 | Use technology and other information tools to analyze and organize information. |
| AAAA.K-12.2.1.5 | Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. |
| AAAA.K-12.4.3.2 | Recognize that resources are created for a variety of purposes. |
| TECH.8.1.2.E.1 | Use digital tools and online resources to explore a problem or issue. |
| TECH.8.1.2.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
| TECH.8.1.2.E.CS3 | Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. |
| 2-LS4-1 | Make observations of plants and animals to compare the diversity of life in different habitats. |
| 2-PS1-3.6.1 | Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. |

Interdisciplinary Connections

Interdisciplinary Connections used in Unit 5-Information Literacy include:

- **Language Arts**
- **Social Studies**
- **Science**
- **Mathematics**
- **Technology**

Learning Objectives

Effective Learning Objectives Used in Unit 5 - Information Literacy Lesson Planning include:

- **Compare** and **Select** Print and Nonprint resources.
- **Select** a nonfiction book and **illustrate** some facts.
- **Develop** an awareness of nonprint reference materials as a valuable guide for information.
- **Arrange** and **Justify** alphabetizing an author's last name.
- **Select** appropriate resources based on age, reading level, and personal interest.
- **Determine** reference materials and research skills to support their classroom units of study.
- **Identify** features of a nonfiction book.
- **Recognize** the purpose of a dictionary and learn additional dictionary skills not taught in first grade.
- **Recognize** that websites can provide information for research.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----------|---------------|-------------|---------------|-----------|-------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



Suggested Activities & Best Practices

Guidelines for Suggested Activities:

- Review use of a dictionary and dictionary skills (alphabetical order).
- Reveal how to use an online dictionary and its usage.
- Display how to alphabetize author's last names (reinforcing ordering by first and second letter)and show how to use that information to find fiction/biographies books on a library shelf by author's last name.
- Utilize knowledge of Parts of a Book to find and locate information in a nonfiction book (Title, Table of Contents, Glossary, Index, etc.)
- Model fact finding searches (Using Table of Contents, Headings, index etc.) in a nonfiction book and an online resource.
- Student will choose and locate a biography about a famous person. Students will select at least 5 facts about their famous person report.
- After viewing a nonprint resource (website or video clip) on their famous person, students will gather additional facts for their famous person report.
- Reveal use of Belleville's Public Library -OPAC (Online Public Access Catalog) system to locate books of interest based on student's needs.

- Demonstrate use of print/nonprint resources (Encyclopedia, Atlases, etc.) to gather information for classroom projects.
- Familiarize students with the concept that nonfiction books are arranged by subject (Dewey Decimal System).

Evidence of Student Learning - Checking for Understanding (CFU)

Evidence of Student Learning with Checking for Understanding (CFU) techniques used during the lesson and/or for Closure (Madeline Hunter), will be chosen from the following list:

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes

- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

District-provided Primary Resources & Materials and/or those outside it that that are accessed with district resources include:

- The Complete Library Skills Grades K-2-McGraw-Hill Children's Publishing, 2004.
- LiBEARy Skills (Kindergarten through Grade Three) T.S. Denison and Company, Inc., 1990.
- Nonfiction/Informational texts
- Beginner Dictionaries
- Dictionary Skills, Scholastic, Inc.
- Book Reports Grade 2, McGraw-Hill Children's Publishing
- Various websites to support K-2 curriculum
 - factmonster.com
 - American Library Association - Great Reference Websites for Kids - <http://gws.ala.org/category/reference-desk>
 - American Library Association - Great websites for Kids <http://gws.ala.org/> (Animals, The Arts, History and Biography, Literature and Language, Mathematics and Computers, Reference Desk, Sciences, and Social Sciences)
 - Merriam-Webster Dictionary <https://www.merriam-webster.com/>
- Scholastic Bookflix website links for research <http://bkflix.grolier.com/>

Categories-

- Animals and Nature
- Earth and Sky
- People and Places
- ABC's and 123's
- Family and Community
- Music and Rhyme
- Adventure
- Celebrations
- Imagination

Scholastic Website for Librarians (Virtual Field Trips-Author/Illustrator Interviews-etc.) - <http://www.scholastic.com/teacher/videos/teacher-videos.htm#3194413933001/3250436379001>

Ancillary Resources

Ancillary Resources used:

Technology Infusion

Technology Infusion and/or strategies that are integrated into this unit to enhance learning include:

Utilization of the Smart TV to view the following websites:

- factmonster.com
- American Library Association - Great Reference Websites for Kids - <http://gws.ala.org/category/reference-desk>
- American Library Association - Great websites for Kids <http://gws.ala.org/> (Websites for research by category: Animals, The Arts, History and Biography, Literature and Language, Mathematics and Computers, Reference Desk, Sciences, and Social Sciences)
- Merriam-Webster Dictionary <https://www.merriam-webster.com/>
- World Book online <http://worldbookonline.com/wb/Login?ed=wb>

- Scholastic Bookflix website links for research <http://bkflix.grolier.com/>

Categories-

- Animals and Nature
- Earth and Sky

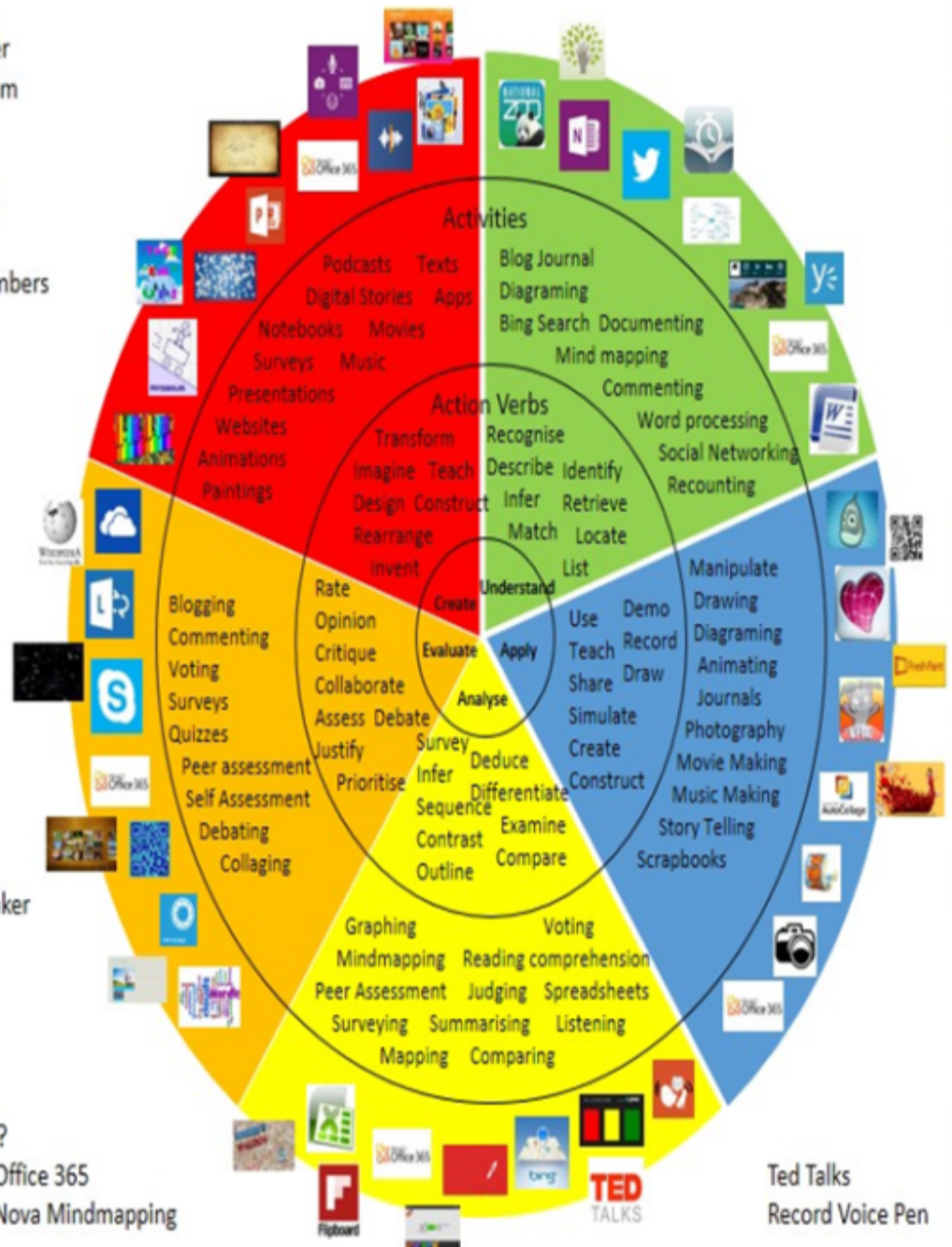
- People and Places
- ABC's and 123's
- Family and Community
- Music and Rhyme
- Adventure
- Celebrations
- Imagination

Scholastic Website for Librarians (Virtual Field Trips-Author/Illustrator Interviews-etc.) -
<http://www.scholastic.com/teacher/videos/teacher-videos.htm#3194413933001/3250436379001>

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/IPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Ted Talks
Record Voice Pen



Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills

The 21st Century Skills that will be incorporated into this unit include:

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century/Interdisciplinary Themes

The 21st Century/Interdisciplinary Themes that will be incorporated into this unit.

- Civic Literacy

- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations for this unit will be chosen from the following:

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options

- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

Intervention Strategies employed in this unit will be chosen from the following:

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives

- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

Special Education Learning adaptations that will be employed in Unit 5 will be chosen from the following list:

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

English Language Learning adaptations that will be employed in Unit 5 will be chosen from the following list:

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: