

# Unit 5: Information Literacy

Content Area: **Library/Media**  
Course(s): **Library/Media Gr. 2**  
Time Period: **June**  
Length: **20 Days**  
Status: **Published**

## **Unit 5: Information Literacy**

---

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Second Grade: Library/Media**

**Unit 5: Information Literacy**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Ms. Colleen Fennelly & Ms. Stephanie Bermudez

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

## **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 Understandings**

---

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

---

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.

## New Jersey Student Learning Standards (NJSLS)

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

---

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.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.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.
LA.L.2.2.A	Capitalize holidays, product names, and geographic names.
I.A.1	Formulating questions about a personal interest or a curricular topic.
I.B.1	Using evidence to investigate questions.
I.B.3	Generating products that illustrate learning
I.C.1	Interacting with content presented by others.
I.D.2	Engaging in sustained inquiry.
V.A.1	Reading widely and deeply in multiple formats and write and create for a variety of purposes
V.A.3	Engaging in inquiry-based processes for personal growth.
V.C.1	Expressing curiosity about a topic of personal interest or curricular relevance
V.C.2	Co-constructing innovative means of investigation.
V.D.3	Open-mindedly accepting feedback for positive and constructive growth.
IV.A.1	Determining the need to gather information.
IV.A.2	Identifying possible sources of information.
IV.B.1	Seeking a variety of sources.

IV.C.1	Accessing and evaluating collaboratively constructed information sites.
IV.D.1	Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.

## Interdisciplinary Connections

---

**Interdisciplinary Connections used in Unit 5-Information Literacy include:**

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

SCI.2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
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.

## 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.

## **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).

## **Assessment Evidence - Checking for Understanding (CFU)**

---

### **Assessment Evidence/Checking for Understanding specifically used in Unit 5 will include:**

- Question Stems that are framed around Bloom's Taxonomy will be utilized throughout Unit 5 - Information Literacy to check for understanding various library skills.
- Learning Center Activities for Information Literacy (i.e. ABC order, Parts of a book, will be used as an assessment).
- Written Reports and/or Poster (Animals)using Information Literacy skills learned will be used as an assesment component.
- Fist-to-five or Thumb-Ometer will be used to check student's understanding of the Information

Literacy material that is presented.

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **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](http://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](http://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>

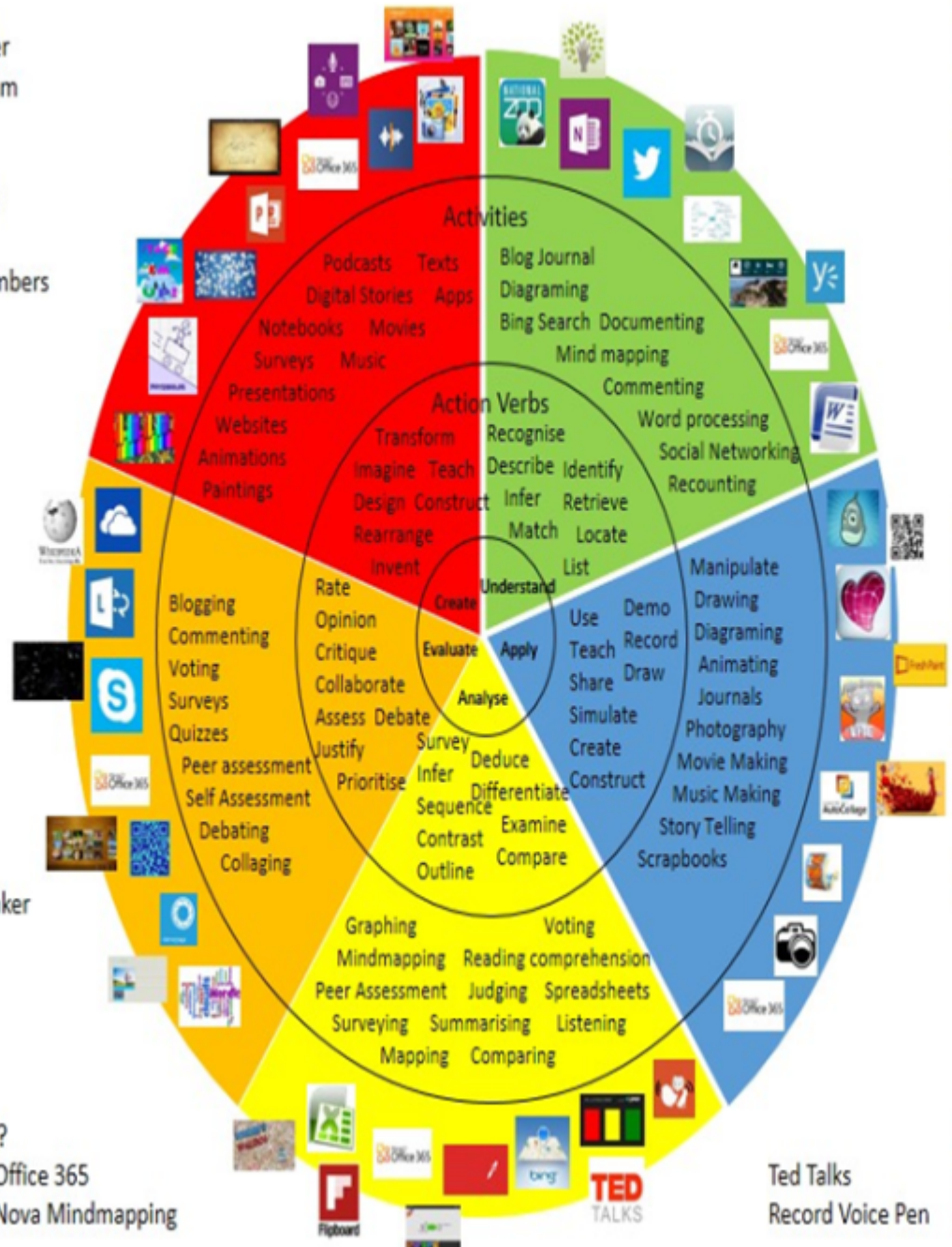
## Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
Photostory 3  
Kid Story Builder  
Music Maker Jam  
Paint A Story  
Office 365  
MS PowerPoint  
Stack 'Em Up  
NqSquared Numbers  
Physamajig  
Xylophone 8

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

Where's Waldo?  
MS Excel  
Flipboard  
Office 365  
Nova Mindmapping

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.

PFL.9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
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.

## **21st Century Skills/Interdisciplinary Themes**

---

The **21st Century/Interdisciplinary Themes** that will be incorporated into Unit 5 include:

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

- 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 Skills**

---

The **21st Century Skills** that will be incorporated into Unit 5 include:

- Civic Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global awareness
- Environmental Literacy

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

## **Differentiation**

---

Effective educational Differentiation used within Unit 5 include:

- The student will be provided visual presentations of the Introduction to the Library material and will have varied supplemental materials
- Students will practice "active listening skills" during the reading of a chapter book.
- Students will be provided with simple, specific directions as to what the student is required to do and will pair these instructions with a visual.

- students will practice independent research projects as they create their own table of contents page.

**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

## **Special Education Learning (IEP's & 504's)**

---

The **Special Education Learning** adaptations that will be utilized by the Library Media Specialist in Unit 5 include:

- Provide modifications as dictated in the student's own IEP/504 plan
- Preferential seating will be utilized
- Secure attention of the student before giving instructions/directions
- Have students repeat directions to check for understanding
- For completing library assignments the students will work with an assigned partner

- 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
- Provide modifications as dictated in the student's IEP/504 plan
- 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)**

---

The **English Language** Learning adaptations that will be employed in Unit 5 include:

1. When presenting the Introduction to the Library lessons, the media specialist will use videos, illustrations, pictures, and drawings to explain or clarify material.

2. The media specialist will teach the key aspects and will eliminate the nonessential information when introducing the students to the Library.

3. Asking peer tutors (and Google Translate) to assist the English Language Learner when they are required to complete a task

- 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

## **At Risk**

---

The Intervention Strategies for the "at risk" students for Unit 5 are listed below:

1. When presenting the Introduction to the Library lessons, the media specialist will use videos, illustrations, pictures, and drawings to explain or clarify material.
2. The media specialist will teach the key aspects and will eliminate the nonessential information when



introducing the students to the Library.

3. Asking peer tutors to assist the "at risk" student when they are required to complete a task

- 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

## **Talented and Gifted Learning (T&G)**

---

The **Talented and Gifted** adaptations that will be employed in Unit 5 include:

1. Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities. Ten websites that provide challenging activities <https://educationaladvancement.org/ten-websites-gifted-kids/>
2. Students can research and explore areas of interest and create a poster, story, or illustration.
3. Create a plan to solve an issue and write an informational story, providing illustrations that go along with the issue.
4. Utilize project-based learning for greater depth of knowledge. Explore other types of problems at home, school, or in the community.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## 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:

