Unit 5 - Information Literacy

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

LIBRARY/MEDIA, 3RD 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:

- Reading for information has lifelong applications.
- Information from various resources must be analyzed and applied appropriately.
- Acquisition, evaluation, and use of materials should meet a specific need.

- 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 are the learning skills and strategies that students need to successfully find information?
- Where can students find relevant and authorative information?
- What is the research process?
- How does the research process differ depending on my need (personal vs. school)?
- 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?i
- 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 Third grade, Unit 5 - Information and Literacy, students will be able to:

- **Select appropriate resources based on age, reading level, and personal interest.**

- **Identify, select, and utilizes print and online reference materials to satisfy a particular information need (i.e. dictionary, encyclopedia, atlas, almanac, etc.).**
- **Identify and utilize the table of contents page, index, and glossary.**
- **Effectively use a dictionary (i.e. guide words, parts of speech, etc.).**
- **Navigate a print and online encyclopedia to find information.**
- **Extract information from a website or informational text for a research proect.**
- **Select and use appropriate biographies in narrative and informational formats.**
- **Utilize the Super3 Research/Big 6 Research process https://www.pitt.k12.nc.us/cms/lib6/nc01001178/centricity/domain/34/0910_files/big6andsuper3pdf.pdf**

New Jersey Student Learning Standards (NJSLS-S)

New Jersey Student Learning Standards applicable to 3rd Grade, Unit 5 - Information Literacy include:

LA.L.3.2.A	Capitalize appropriate words in titles.
LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
LA.W.3.7	Conduct short research projects that build knowledge about a topic.
LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
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-12.1.3.4	Contribute to the exchange of ideas within the learning community.
AAAA.K-12.2.1.1	Continue an inquiry- based research process by applying critical- thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
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.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.1.5.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.5.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
3-LS3-1.4	Analyzing and Interpreting Data
3-LS3-2.6.1	Use evidence (e.g., observations, patterns) to support an explanation.

Interdisciplinary Connections

Interdisciplinary Connections used in Unit 5-Information Literacy include:

- **Language Arts**
- **Social Studies**
- **Science**

- **Mathematics**
- **Health**
- **Technology**

Learning Objectives

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

- **Select** appropriate resources based on age, reading level, and personal interest.
- **Determine** reference materials and research skills to support their classroom units of study.
- **Outline** and **generate** research utilizing the Super3/Big 6 Research Process.
- **Identify** features of a nonfiction book.
- **Select** a nonfiction book and record some facts about the subject.
- **Recognize** the purpose of a dictionary and continue to learn dictionary skills.
- **Navigate** print and nonprint dictionaries and encyclopedias.
- **Compare** and **Select** Print and Nonprint resources.
- **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 Convert Discuss Estimate Extrapolate Generalize Predict	Interpolate Manipulate Modify Operate Subtract		
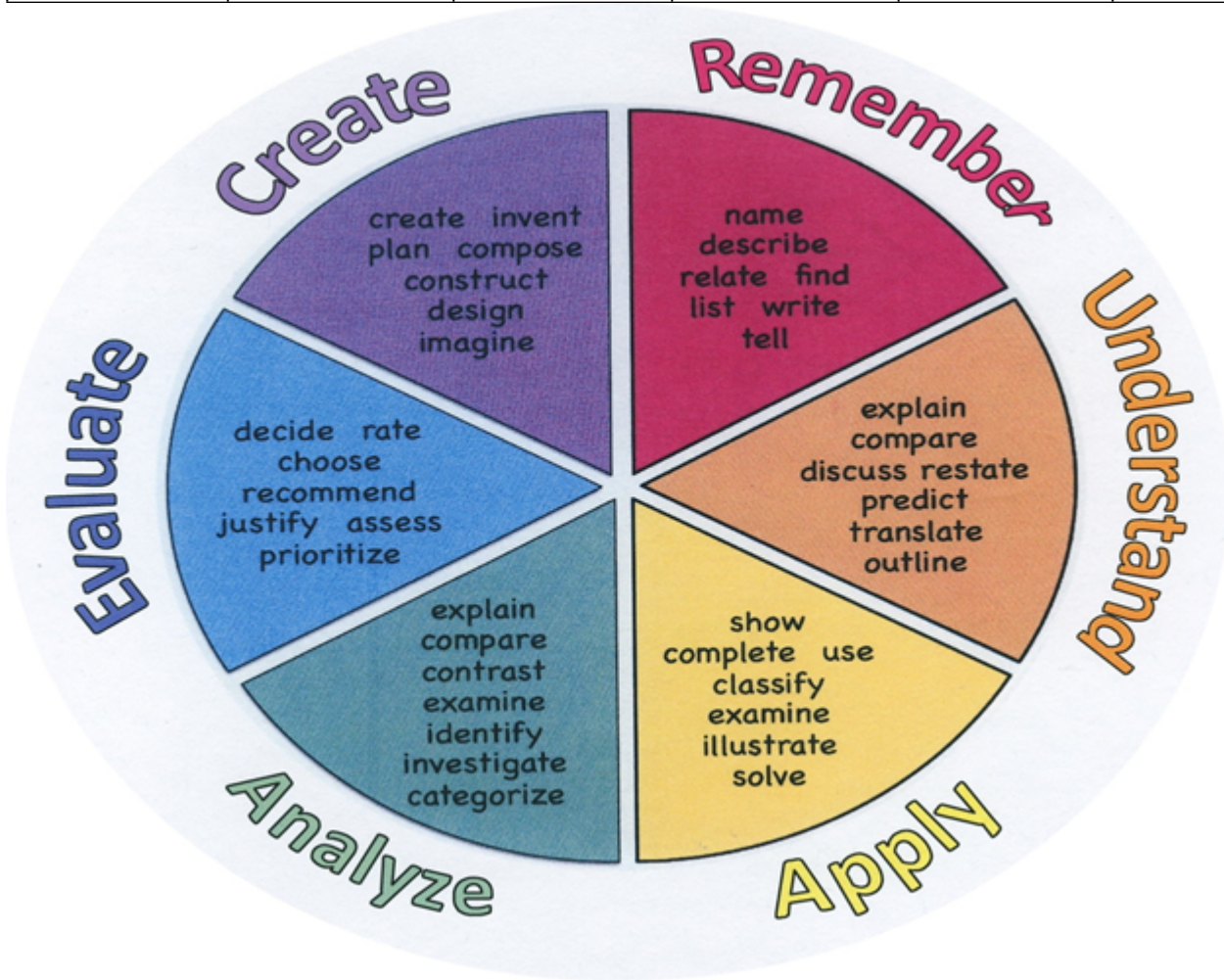
Suggested Activities & Best Practices

Guidelines for Suggested Activities:

- Introduce and continually review Parts of a Book when reading a story or a nonfiction book.
- Students complete Parts of a Book activities to reinforce instruction.
- Familiarize the learner with the roles of the author/illustrator.
- Students view popular author/illustrator video clips on the process of writing/illustrating a book.
- Students practice being an author/illustrator with completion of worksheet activities.
- Acquaint the learner with Print/Nonprint Resources (Dictionary, Encyclopedia, Almanac, Thesaurus, Atlases) available in the school library/public library and online.

- Suggest various factors readers use when choosing a nonfiction book for their research needs.
- Review Super3 Research Process and Introduce the Big 6 Approach to Research https://www.slideshare.net/camdenwjenkins/big6-overview-eisenberg-2011?qid=189d0bcb-fde6-41dd-8d00-a4ba1097b38a&v=&b=&from_search=6
- Citing text Evidence and Making Inferences

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 3-McGraw-Hill Children's Publishing.
- Great Activities for Learning How to Use Reference Books, Scholastic.
- The Mysteries of Internet Research /The Mysteries of Research, Upstart Books.
- Daily Comprehension, Remedia Publications monthly from Sept-June "On This Date in History....."
- LiBEARy Skills (Kindergarten through Grade Three) T.S. Denison and Company, Inc.
- Library Safari: Unique Library and Research Activities!
- Stretchy Library Lessons-Library Skills
- Stretchy Library Lessons-Multicultural Activities
- Stretchy Library Lessons-Research Skills
- Book Reports Grade 3, McGraw-Hill Children's Publishing
- Nonfiction/Informational texts
- Dictionaries
- Thesaurus
- World Almanac for Kids/Scholastic Almanac
- Atlas-United States
- Atlas- World

Various websites to support Grade 3-5 curriculum

- Factmonster.com Online Dictionary-Encyclopedia-Thesaurus-Almanac-Atlas-Timelines **https://www.factmonster.com/**
- How to Use the Dictionary-Developing Language Skills - World Almanac Education or Online dictionary https://www.merriam-webster.com/
- Using the Thesaurus: Activities to Encourage Creative Writing-World Almanac Education
- World Almanac for Kids Activities (Facts Take Shape Part 1, Facts Take Shape Part 2, State Stats Part 1, State Stats Part 2, Animal Facts, Going Global Part 1, Going Global Part 2, Sports Fun) to be used with the World Almanac for Kids book or online Almanac.
- Introducing the Big 6 Research Process https://www.slideshare.net/Big6/introducing-the-big6?qid=0e204206-29ce-45fb-abd0-2689527ba44d&v=&b=&from_search=1
- Super3/Big 6 Research Process **https://www.pitt.k12.nc.us/cms/lib6/nc01001178/centricity/domain/34/0910_files/big6andsuper3pdf.pdf**
- Cool Country Report Activity to be used with print/nonprint Encyclopedia https://www.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/
- NEWELA.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 Online Dictionary-Encyclopedia-Thesaurus-Almanac-Atlas-Timelines https://www.factmonster.com/
- worldbookonline.com (subscription if available)
- 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/

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

Categories-

- Animals and Nature
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- ABC's and 123's
- Family and Community
- Music and Rhyme
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- Celebrations
- Imagination

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

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 include:

- 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 workpresented 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 clarif

- 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 workpresented 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: