Unit 5 - Information Literacy

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

LIBRARY/MEDIA, 5TH 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 (Big 6 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?**
- **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 fifth 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 reerence 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 in a nonfiction book.
- Identify key words/phrases to effectively search for information.
- Find and utilize reliable, authoritative websites for research.
- Differentiate between skimming and scanning and when to use each technique.
- Paraphrase information from resources when completing research projects.
- Identify parts of a book, encyclopedia, and website needed to create a MLA citation.
- Effectively use a dictionary/thesaurus (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 (i.e. notetaking skills).
- Select and use appropriate biographies in narrative and informational formats.
- Understand, analyze, evaluate, synthesize and apply appropriate information.
- Use the research process (Big 6 Research Process) to better locate desired information.
- Understand and use techniques to avoid plagiarism.
- Understand the need to cite sources of information in the MLA format (Works Cited).
- Develop effective communication skills using technology/digital media tools.

New Jersey Student Learning Standards (NJSLS-S)

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

LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SOC.5-8.1.2.2	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
SOC.5-8.1.3.2	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
SOC.5-8.1.4.1	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
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-12.1.3.1	Respect copyright/intellectual property rights of creators and producers.

AAAA.K-12.1.3.3	Follow ethical and legal guidelines in gathering and using information.
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-12.2.2.4	Demonstrate personal productivity by completing products to express learning.
AAAA.K-12.3.1.3	Use writing and speaking skills to communicate new understandings effectively.
AAAA.K-12.3.1.4	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
AAAA.K-12.4.3.2	Recognize that resources are created for a variety of purposes.
AAAA.K-12.4.3.3	Seek opportunities for pursuing personal and aesthetic growth.
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
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.
TECH.8.1.5.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5-ESS1-2.4	Analyzing and Interpreting Data
5-ESS1-2.4.1	Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships.
5-ESS1-1.7.1	Support an argument with evidence, data, or a model.

Interdisciplinary Connections

Interdisciplinary Connections used in Unit 5-Information Literacy include:

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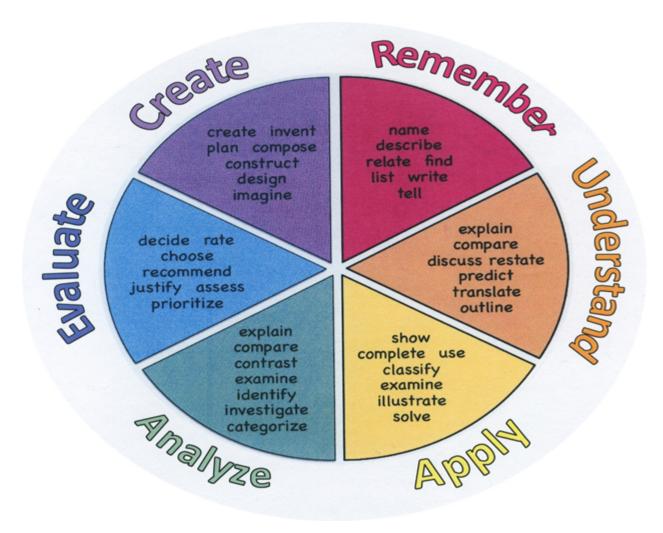- **Science**
- **Technology**

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.
- **Identify** features of a nonfiction book.
- **Select** a nonfiction book and **illustrate** some facts.
- **Recognize** the purpose of a dictionary and begin 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	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				

Suggested Activities & Best Practices

Guidelines for Suggested Activities:

- Introduce and continually review Parts of a Book.
- Students view popular author/illustrator video clips on the process of writing/illustrating a book.
- Acquaint the learner with Print/Nonprint Resources (Dictionary, Encyclopedia, Thesaurus, Atlases) available in the school library/public library and online.
- Show how to search and find realiable information when completing a research project.
- Demonstrate note taking skills while extracting information from a website and/or informational text.
- Explain the difference between scanning and skimming and when to use each technique.
- Discuss ways to paraphase information from resources and how to avoid plagiarism https://www.pinterest.com/kimjoo/library-plagiarism-lessons/
- 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
- Introduce Citing Sources-MLA (Modern Language Association) Works Cited
- To explain creating MLA (Modern Language Association) in-text citations and Works Cited use Bibme - http://www.bibme.org/mla
- To create MLA (Modern Language Association) citations use - Citation Machine http://www.citationmachine.net/mla
- To create MLA (Modern Language Association) citations show Easy Bib http://www.easybib.com/
- **Familiarize and/or Review with students the NJSLA-ELA/M and NJSLA-S Assessments or the replacement test. https://nj.mypearsonsupport.com/practice-tests/**

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.
- Nonfiction/Informational texts.
- Demonstrate and explain ways the student can avoid plagiarizing.
- To explain creating MLA (Modern Language Association) in-text citations and Works Cited use Bibme - http://www.bibme.org/mla
- To create MLA (Modern Language Association) citations - Citation Machine http://www.citationmachine.net/mla
- To create MLA (Modern Language Association) citations Easy Bib http://www.easybib.com/
- Beginner Dictionaries
- Various websites to support Grade 3-5 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/
- NEWELA.com
- Scholastic Bookflix website links for research http://bkflix.grolier.com/
- worldbook online - http://worldbookonline.com/wb/products?ed=all&gr=Welcome+Belleville+Middle+School

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**
- **To explain creating MLA (Modern Language Association) in-text citations and Works Cited use Bibme -**
  http://www.bibme.org/mla

- **To create MLA (Modern Language Association) citations - Citation Machine http://www.citationmachine.net/mla**
- **To create MLA (Modern Language Association) citations Easy Bib http://www.easybib.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/

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- **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: