

Unit 1: 2nd Informational Literacy

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

GOALS/PURPOSE

Goals: To help students develop a set of skills that will allow them to recognize when information is needed and to locate, evaluate, and use effectively and safely the needed information.

Specific Goals for 2nd Grade:

- Understanding the research process and how information is created
- Recognition of critical thinking and using information resources
- Recognition of research methods, including the difference between primary and secondary sources
- Introduction to the difference between facts, point of views, and opinions
- Understanding how to access information safely

Purpose: Information literacy includes digital, visual, media, textual and technological information. Developing this set of skills will allow students to think critically and allow them to identify misinformation, and know where to find strong information sources.

ELA.RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
ELA.RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
ELA.RL.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g., fables and folktales from diverse cultures).
ELA.RI.CI.2.2	Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
ELA.RL.IT.2.3	Describe how characters in a story respond to major events and challenges using key details within a text.
ELA.RI.IT.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
ELA.RL.TS.2.4	Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.
ELA.RI.TS.2.4	Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
ELA.RL.PP.2.5	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

INFORMATIONAL LITERACY STANDARDS

READ ALOUDS/TEXTS/EXCERPTS

- *The Sad Little Fact*, Jonah Winter
 - When the Authorities lock the sad little fact away, along with other facts, the world goes dark. But facts are stubborn things. With the help of a few skillful fact finders, they make a daring escape and bring truth back to brighten the world. Because after all, "a fact is a fact" and that's that!
 - This book is a great introduction to facts and the world of misinformation, showcasing the importance of truthful news.
 - See Faith Hvisdas for a copy.
 - Read Aloud [Video](#)
- *Once Upon a Book*, Grace Lin
 - Alice loves to imagine herself in the magical pages of her favorite book. So when it flaps its pages and invites her in, she is swept away to a world of wonder and adventure, riding camels in the desert, swimming under the sea with colorful fish, floating in outer space, and more! But when her imaginative journey comes to an end, she yearns for the place she loves best of all.
 - This book can be used as a celebration of all the reasons that we can love books, including as sources of information and for learning.
 - See Faith Hvisdas for a copy.
 - Read Aloud [Video](#) (NOTE: There are not many versions of this online, and this version is just okay.)
- *Facts Vs. Opinions Vs. Robots*, Michael Rex
 - Mike Rex introduces young readers to the very important distinction between facts and opinions, and he reminds us that it is nice to listen to one another's opinions, and to stand up for the facts!
 - This book can be used to illustrate the important differences between facts and opinions.
 - Read Aloud [Video](#)
- *Once Upon a Time Online*, David Bedford
 - Find out what happens in Fairy-tale land when a laptop arrives in Once Upon a Time... Online.
 - This book can be used to reinforce digital responsibility.
 - Read Aloud [Video](#)

ARTICLES/VIDEOS

- *5 Internet Safety Tips for Kids* [Video](#), Commonsense Media
 - This video has been previously shared, but serves as a strong refresh for digital responsibility and safety.
- *Creativity and Sharing Fairly* [Lesson and Video](#), Copyright and Creativity
 - This lesson is a follow up to the copyright lesson from 1st grade, and touches on fair use.
- *What Can You Discover at the Library*, [Article](#), Wonderopolis
 - This article reinforces how libraries can help us find information.

WEBSITES/APPS/TOOLS/DATABASES

- [BookCreator](#)
 - This website will help students become creators. They can write and design their own book ideas to share.
- [Epic](#)
 - This website/app houses many reliable e-books, audiobooks, and videos. It is easy to use, so young students can learn how to research and navigate information.
- [Sora](#) (Collingswood students and staff only)
 - This website/app is a partnership between Collingswood Public Schools and the Collingswood Public Library. It houses numerous e-books and audiobooks. Students and staff sign in with their Collingswood email and can have access. This tool is similar to Epic, and is another way students can access reading material.
- [MackinVia](#) (Oaklyn students and staff only)
 - This works in the same way as Sora, but with no public library partnership. Additionally, several databases and research tools are included here. Teachers have the opportunity to build collections.
- [Scratch Junior](#)
 - This website is another great tool to have students showcase their creativity and become creators. This one works by introducing concepts of coding.

- [National Geographic Kids](#)
 - This website was introduced in 1st grade, and is a great source for students to practice their information seeking skills.

PROFESSIONAL LEARNING

The following are helpful resources to extend professional learning:

- Commonsense Media for Families Youtube [Channel](#)
 - There are a number of helpful videos here that can be shared with students or families, to extend knowledge of various informational literacy concepts.
- [AASL](#) and [NJASL](#)
 - These are the websites for American Association of School Librarians and NJ Association of School Librarians. Lots of information pertaining to information literacy are found in both groups.
- [NAMLE](#)
 - This is the National Association of Media Literacy Education. There are many resources here.
- The News Literacy [Project](#)
 - Use the teacher resources section to learn more or get ideas.
- *Developing Digital Detectives*, Jennifer LaGarde and Darren Hudgins
 - This book has great ready to go lessons for information literacy. See Faith Hvisdas for a copy.

RELIABLE NEWS SOURCES

Teaching students about misinformation and reliable news sources includes having reliable news sources:

- [Time for Kids](#)
- [NewsEla](#)
- [Scholastic News](#)

