

Unit 1: 3rd 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 Third Grade:

- Practicing the research process and how information is created
- Practicing critical thinking and using information resources
- Accessing peer Reviewed Print and Digital Library Sources
- Understanding the difference between facts, point of views, and opinions
- Accessing 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.CT.3.8	Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
ELA.RI.CT.3.8	Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
ELA.W.AW.3.1.A	Introduce an opinion clearly.
ELA.W.AW.3.1.B	Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
ELA.W.AW.3.1.C	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
ELA.W.AW.3.1.D	Provide a conclusion related to the opinion presented.
ELA.W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.3.4.C	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
ELA.W.WR.3.5	Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
ELA.W.SE.3.6	Use discussion, books, or media resources to gather ideas, outline them, and prioritize the

information to include while planning to write about a topic.

ELA.W.RW.3.7

Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

INFORMATIONAL LITERACY STANDARDS

READ ALOUDS/TEXTS/EXCERPTS

- *That's Betty: The Story of Betty White*, Gregory Bonsignore
 - This innovative picture book biography follows a young boy who is doing a class presentation about Betty White...with a little help from Betty herself! Whimsical yet fact-filled, *That's Betty!* tells the story of a life well-lived while celebrating Betty's many fans.
 - This book can be used to show students how the research process works. In the story, a boy has to utilize the library and various sources to find information on the famous Betty White.
 - Each school has a copy of this book in its SEL collection.
- *But I Read it On the Internet!*, Toni Buzzeo
 - Hunter and Carmen disagree whether George Washington really had wooden teeth, and Mrs. Skorupski encourages them to research the story on the internet and use her "Website Evaluation Gizmo" to evaluate websites and come up with the correct answer.
 - Use this book to demonstrate how research using the internet works, and how to properly evaluate sources for authenticity.
 - Read Aloud [Video](#) (This is not the best quality, but there are not many versions out there.)
- *What's Hacking (What's the Issue)*, Daniel Donato
 - Hacking is a major problem for individuals and governments around the world. Hackers can steal private citizens' identities, release government secrets, and even try to influence elections. However, many people are working to stop hackers and to protect information. Readers develop a strong understanding of hacking and the efforts to combat it through informative text that focuses on facts rather than fear.
 - Use this book to foster conversations about internet safety in regards to hacking, as well as how hacking goes against copyright and taking credit for our own work.
- *History Smashers (The Mayflower)*, Kate Messner
 - Through illustrations, graphic panels, photographs, sidebars, and more, acclaimed author Kate Messner smashes history by exploring the little-known details behind the legends of the *Mayflower* and the first Thanksgiving.
 - Use this book (or any others from this series) to showcase commonly held beliefs and myths about true historical events as compared to the real events. This can illustrate why proper research is important when it comes to history.
- *I Survived: The Great Molasses Flood 1919*, Lauren Tarshis

- One hundred years ago, a killer wave of molasses struck a crowded Boston neighborhood. Discover the story of this strange disaster in the next book in the *New York Times* bestselling *I Survived* series.
- Use this book to showcase how research when writing historical fiction is important.
- This book is available through our Sora App partnership as an e-book.

All book descriptions are taken from www.amazon.com.

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.
- *Sharing Fairly* [Lesson and Video](#), Copyright and Creativity
 - This lesson is a follow up to the copyright lesson from 2nd grade, and continues concepts on fair use.
- *How the Internet Works* [Video](#), Peekaboo Kidz
 - This video offers a kid-friendly information on how the internet works.
- *Should You Believe Everything you Hear?*, [Article](#), Wonderopolis
 - This article gives great information on how to conduct your own research to make your own opinions, and how statistics work to support claims. There are also follow up activity ideas.
- [Interview](#) with author Lauren Tarshis, on her research and writing process
 - This interview supports the *I Survived* text, and includes information on how the author uses the research process in her books.

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.
- [Collingswood](#) and [Camden County Library Systems](#)
 - Use the free resources on their websites to practice searching for information.
- [NJ State Library JerseyClicks Primary Search Database](#)
 - This website is a free service from the NJ State Library. Students can use the Primary Search Database to research school age articles.

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.
- Kate Messner, author [website](#)
 - Use this website to learn about the author, her books, and see some activities to use with her books.
- Smithsonian Educator Resource [website](#)
 - Use this website to to find many activities that support information literacy and research in the classroom.

RELIABLE NEWS SOURCES

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

- [Time for Kids](#)
- [NewsEla](#)
- [Scholastic News](#)
- [News-o-Matic](#)
 - This one is not free, but it is being included as it is a strong resource to consider if funding becomes available. They also offer free content at times.