

# Unit 1: 4th Informational Literacy

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

## **GOALS/PURPOSE**

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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 4th Grade:

- Recognition of the research process and how information is created
- Practicing critical thinking and using information resources
- Recognizing the difference between facts, points of views, and opinions
- Understanding the economic, legal, and social issues surrounding the use of information
- Understanding the ethical production of information
- Accessing peer reviewed print and digital library sources
- Practicing 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.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
ELA.RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
ELA.RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELA.RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated,

including the difference between first- and third-person narrations.

Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.

## INFORMATIONAL LITERACY STANDARDS

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### READ ALOUDS/TEXTS/EXCERPTS

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- *From the Desk of Zoe Washington*, Janae Marks

- "Zoe Washington isn't sure what to write. What does a girl say to the father she's never met, hadn't heard from until his letter arrived on her twelfth birthday, and who's been in prison for a terrible crime? A crime he says he never committed.

Could Marcus really be innocent? Zoe is determined to uncover the truth. Even if it means hiding his letters and her investigation from the rest of her family. Everyone else thinks Zoe's worrying about doing a good job at her bakery internship and proving to her parents that she's worthy of auditioning for Food Network's *Kids Bake Challenge*.

But with bakery confections on one part of her mind, and Marcus's conviction weighing heavily on the other, this is one recipe Zoe doesn't know how to balance. The only thing she knows to be true: Everyone lies."

- Use this book to show how investigative journalism works and why it's important.
- See Faith Hvisdas for a copy.

- *Who Was Nellie Bly?*, Margaret Gurevich

- "Elizabeth Cochrane Seaman had no idea that the open letter she'd written to a local newspaper in Pittsburgh in 1885 would change her life forever. The editor of the paper was so impressed with her writing, that he offered her a job! She'd later change her name to Nellie Bly and work as an investigative reporter in New York City."
- Use this book to learn about the life of a groundbreaking journalist.

- *The Technology Tail: A Digital Footprint Story*, Julia Cook

- "*The Technology Tail* is a cute, creative story about children and their texts, tweets, posts and pics. Don't be mean and irresponsible! That's the straight-to-the-point advice "Screen" has for young readers who are active on social media."
- Use this book to reinforce safety and responsibility with social media and the internet.
- See Faith Hvisdas for a copy.

- Read Aloud [Link](#)

- *Can You Believe it?*, Joyce Grant

- "Should we believe everything we read online? Definitely not! And this book will tell you why. This fascinating book explores in depth how real journalism is made, what "fake news" is and, most importantly, how to spot the difference. It's chock-full of practical advice, thought-provoking examples and tons of relevant information on subjects that range from bylines and credible sources to influencers and clickbait. It gives readers context they can use, such as how bias can creep into news reporting, why celebrity posts may not be truthful and why they should be suspicious of anything that makes them feel supersmart."
- Use this book to teach concepts about responsible journalism and fake news.

- *History Smashers: The American Revolution*, Kate Messner

- "On April 18, 1775, Paul Revere rode through Lexington and Concord, Massachusetts, shouting, "The British are coming!" to start the American Revolution. RIGHT?

WRONG! Paul Revere made it to Lexington, but before he could complete his mission, he was captured!

The truth is, dozens of Patriots rode around warning people about the Redcoats' plans that night. It was actually a man named Samuel Prescott who succeeded, alerting townspeople in Lexington and then moving on to Concord. But the Revolutionary War didn't officially start for more than a year after Prescott's ride. No joke."

- Use this book to show the importance of knowing how to research truthfully. Another book from this series was used in the 3rd grade crosswalk.
- See Faith Hvidas for a copy.

- *How Journalists Work*, Duchess Harris (This book was previously found on Epic, but currently is not there.)

- "How Journalists Work goes behind the scenes to give readers a glimpse at how reporters gather and synthesize information to produce the news reports that keep us informed."
- Use this book to give a nonfiction look at journalists and how they gather information to share news stories.

## ARTICLES/VIDEOS

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- *Digital Sharing*, [Lesson and Video](#), Copyright and Creativity
- How the Internet Works [Video](#), Peekaboo Kidz
- *What is a Biography*, [Article](#), Wonderopolis (This article references both slavery and the Holocaust, and would be a great opportunity to tie in the Amistad and Holocaust crosswalks.)
- *What Can You Discover at the Library*, [Article](#), Wonderopolis
- *Should You Believe Everything you Hear?* [Article](#), Wonderopolis

## WEBSITES/APPS/TOOLS/DATABASES

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- [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.
- [NJ State Library Jerseyclicks Primary Source Database](#)
  - This website can be navigated with a grown up's help, but will allow students to search and learn how to use a database.
- [Collingswood](#) and [Camden County Public Library Resources](#)
  - Many free online resources are available with a library card.
- Six Word Memoirs [website](#) (can be used in conjunction with biography resources)
- Goose Chase [website](#)
  - Use this to create fun searching experiences for students to help building informational skills

## **PROFESSIONAL LEARNING**

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- Commonsense Media for Families Youtube [Channel](#)
- [AASL](#) and [NJASL](#)
- [NAMLE](#)
- News Literacy Project Educator [Resources](#)
- Kate Messner, author [website](#)
- Smithsonian Educator Resource [website](#)
- [Fact Checking lesson](#), News Literacy Project
- [Tweens, Digital Spaces, and Cyberbullying Lesson](#), ADL
- *Developing Digital Detectives*, Jennifer LaGarde and Darren Hudgins
- *Fact Vs. Fiction: Teaching Critical Thinking Skills in the Age of Fake News*. Jennifer LaGarde
- *The Civically Engaged Classroom: Reading, Writing and Speaking for Change*, Mary Ehrenworth

- See Faith Hvisdas for copies of these three books.

## **RELIABLE NEWS SOURCES**

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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.)
- CBS Sunday Morning, [Kindness 101 with Steve Hartman](#)