

# Unit 1: 6th Informational Literacy

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

## GOALS/PURPOSE

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New Jersey is the first state to approve a set of informational literacy standards for learners. These have yet to be finalized, but ultimately their goal will be to promote “a set of skills that enables an individual to recognize when information is needed and to locate, evaluate, and use effectively the needed information. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy.” Per the New Jersey Association of School Librarians, the standards will include, at minimum, the following goals: “(1) the research process and how information is created and produced; (2) critical thinking and using information resources; (3) research methods, including the difference between primary and secondary sources; (4) the difference between facts, points of view, and opinions; (5) accessing peer-reviewed print and digital library resources; (6) the economic, legal, and social issues surrounding the use of information; and (7) the ethical production of information.”

<https://knowledgequest.aasl.org/nj-information-literacy-standard-the-journey-from-bill-to-law/>

All informational literacy standards should be incorporated in all middle grades (6-8), but this sixth grade crosswalk focuses on digital citizenship, determining source credibility, differentiating primary and secondary sources, differentiating facts and opinions, and avoiding plagiarism

ELA.W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
ELA.W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ELA.W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
ELA.W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELA.SL.PE.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
ELA.SL.PE.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
ELA.SL.PE.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments

	that contribute to the topic, text, or issue under discussion.
ELA.SL.PE.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
ELA.SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
ELA.SL.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

## INFORMATIONAL LITERACY STANDARDS

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### READ ALOUDS/TEXTS/EXCERPTS

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[The Popularity Code, by Stephanie Faris](#) - A fiction book that brings to light the importance of digital citizenship.

[What Do You Do With A Voice Like That?: The Story of Extraordinary Congresswoman Barbara Jordan, by Chris Barton, illustrated by Ekoa Holmes](#) - A picture book about Barbara Jordan's legacy that includes illustrations from primary sources. A good way to introduce primary and secondary sources.

[Breaking the News: What's Real, What's Not, and Why the Difference Matters, by Robin Terry Brown](#) - Per National Geographic, "Media literacy has never been more important. This book helps young people build the skills they need to navigate today's often chaotic media environment and sort through all the noise and misinformation out there."

["What is Plagiarism?", published by Nemours KidsHealth](#) - A student-friendly article that explains the ins and outs of plagiarism

### ARTICLES/VIDEOS

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[Noodle Tools](#) - a resource to support students in the research process, especially using for creating bibliographies or works cited pages - best introduced with teacher support

[NewsLit Podcast](#) - A great source of information on news literacy that also allows students to practice listening skills

[Educators Worry about Students Using Artificial Intelligence | PBS NewsHour](#) - video resource to watch and discuss with students

## **WEBSITES/APPS/TOOLS/DATABASES**

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[Common Sense Education](#) - a good resource for teaching and practicing digital citizenship

[National Geographic and National Geographic Kids](#) - great resource for facilitating research related to the sciences

[SweetSearch](#) - a student-focused search that produces quality, academically-focused results

[Checkology](#) - a free website to help students learn fact checking

## **PROFESSIONAL LEARNING**

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[Digital Citizenship Week modules](#) from CommonSense Media - A week's worth of 15-minute lessons that teach digital citizenship to middle school students

[Primary source-based lessons](#) from the Library of Congress

[Lesson on fact-checking and misinformation](#) from The News Literacy Project

## **RELIABLE NEWS SOURCES**

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[Newsela](#)

[The Learning Network](#) - A student-g geared news source from *The New York Times*

[Scholastic Kids Press](#) - news articles by and for students

