# READINGTON TOWNSHIP PUBLIC SCHOOLS
## K-8 Information Literacy Curriculum

**Authored by:** April Berkin, Bridget Hartman, Stephanie Singer, and Valerie Zanardi
**Reviewed by:** Mrs. Kari McGann
Supervisor of Humanities
and
Dr. Barbara Sargent
Superintendent of Schools
**Approval Date:** August 2015
**Members of the Board of Education:**
Cheryl Filler, President
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Eric Zwerling
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Christopher Allen

**Readington Township Public Schools**
**52 Readington Road, Whitehouse Station, NJ 08889**
www.readington.kl2.nj.us

## I. MISSION STATEMENT

The mission of the Readington Public Schools Library Media Centers is to provide the resources and instruction necessary to help students engage in the essential 21st century skills involved in a guided inquiry process in which students acquire and share knowledge. Guided by the American Association of School Librarians' *Standards for the 21st Century Learner*, each Library Media Center strives to help students become proficient and ethical users of print and online resources in both academic and non-academic contexts. The K-8 grade information literacy curriculum is scaffolded to build on the curriculum from previous grades in order to encourage a lifelong love of reading.

## II. COMPONENTS OF AN EFFECTIVE LIBRARY MEDIA CENTER
A.      A certified and experienced library media specialist ensures that students and teachers become 21st century consumers and creators of information.
B.      A well-curated and up-to-date collection continuously evolves to meet the needs of the entire school population, including students and staff. The collection includes both print and online resources and is maintained by the library media specialist.
C.      Both standard and emerging technologies and proper connectivity is present in order to maximize access and provide instruction.
D.      The Library Media Center is a school community space that incorporates both formal and informal areas for instruction and exploration.

## III. COMPONENTS OF AN EFFECTIVE LIBRARY MEDIA PROGRAM
A.      The library media specialist focuses on activities and lessons that enhance student achievement, as well as collaborates with teachers to provide students with curriculum-based information literacy instruction.
B.      The program ensures that students become independent researchers and users of information of library resources and are able to transfer these skills into a real world context.
C.      Technology is used as an instructional aid, research platform, and hands-on productivity tool.
D.      The Library Media Center is a space which fosters creativity and collaboration and should be accessible to all patrons throughout the course of the school day.

## IV. STANDARDS ADDRESSED

### A.      STANDARDS FOR THE 21ST CENTURY LEARNER
The Information Literacy Curriculum is primarily guided by the American Association of School Librarians' Standards for the 21st Century Learner.

**STANDARDS FOR THE 21ST CENTURY LEARNER**

**Inquire, think critically, and gain knowledge.**

**1.1 Skills**
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.

1.1.2    Use prior and background knowledge as context for new learning.
1.1.3    Develop and refine a range of questions to frame the search for new understanding.
1.1.4    Find, evaluate, and select appropriate sources to answer questions.
1.1.5    Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
1.1.6    Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
1.1.7    Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
1.1.8    Demonstrate mastery of technology tools for assessing information and pursuing inquiry.
1.1.9    Collaborate with others to broaden and deepen understanding.

**1.2 Dispositions in Action**
1.2.1    Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
1.2.2    Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
1.2.3    Demonstrate creativity by using multiple resources and formats.
1.2.4    Maintain a critical stance by questioning the validity and accuracy of all information.
1.2.5    Demonstrate the adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
1.2.6    Display emotional resilience by persisting in information searching despite challenges.
1.2.7    Display persistence by continuing to pursue information to gain a broad perspective.

**1.3 Responsibilities**
1.3.1    Respect copyright/intellectual property rights of creators and producers.
1.3.2    Seek divergent perspectives during information gathering and assessment.
1.3.3    Follow ethical and legal guidelines in gathering and using information.
1.3.4    Contribute to the exchange of ideas within the learning community.
1.3.5    Use information technology responsibly.

**1.4 Self-Assessment Strategies**
1.4.1    Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
1.4.2    Use interaction with and feedback from teachers and peers to guide own inquiry process.
1.4.3    Monitor gathered information, and assess for gaps or weaknesses.
1.4.4    Seek appropriate help when it is needed.

**Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**

**2.1 Skills**
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.
2.1.2    Organize knowledge so that it is useful.
2.1.3    Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
2.1.4    Use technology and other information tools to analyze and organize information.

2.1.5    Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

2.1.    Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

**2.2 Dispositions in Action**

2.2.1    Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.2.2    Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

2.2.3    Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.2.4    Demonstrate personal productivity by completing products to express learning.

**2.3 Responsibilities**

2.3.1    Connect understandings to the real world

2.3.2    Consider diverse and global perspectives in drawing conclusions.

2.3.3    Use valid information and reasoned conclusions to make ethical decisions.

**2.4 Self-Assessment Strategies**

2.4.1    Determine how to act on information (accept, reject, or modify).

2.4.1    Reflect on systematic process, and assess for completeness of investigation.

2.4.3    Recognize new knowledge and understanding.

2.4.4    Develop directions for future investigations.

**Share knowledge and participate ethically and productively as members of our democratic society.**

**3.1 Skills**

3.1.1     Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning

3.1.2    Participate and collaborate as members of a social and intellectual network of learners.

3.1.3    Use writing and speaking skills to communicate new understandings effectively.

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.

3.1.5    Connect learning to community issues.

3.1.6    Use information and technology ethically and responsibly.

**3.2 Dispositions in Action**

3.2.1    Demonstrate leadership and confidence by presenting ideas to other in both formal and informal situations.

3.2.2     Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3    Demonstrate teamwork by working productively with others.

**3.3 Responsibilities**

3.3.1     Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.3.2    Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.3    Use knowledge and information skills for dispositions to engage in public conversations and

debate around issues of common concern.

3.3.4    Create products that can apply to authentic, real-world contexts.
3.3.5    Contribute to the exchange of ideas within and beyond the learning community.
3.3.6    Use information and knowledge in the service of democratic values.
3.3.7    Respect the principles of intellectual freedom.

**3.4 Self-Assessment Strategies**
3.4.1    Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
3.4.1    Assess the quality and effectiveness of the learning product.
3.4.2    Assess on own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

**Pursue personal and aesthetic growth**

**4.1 Skills**
4.1.1    Read, view, and listen for pleasure and personal growth.
4.1.2    Read widely and fluently to make connections with self, the world, and previous reading.
4.1.3    Respond to literature and creative expressions of ideas in various formats and genres.
4.1.4    Seek information for personal learning in a variety of formats and genres.
4.1.5    Connect ideas to own interests and previous knowledge and experience.
4.1.6    Organize personal knowledge in a way that can be called upon easily.
4.1.7    Use social networks and information tools to gather and share information.
4.1.8    Use creative and artistic formats to express personal learning.

**4.2 Dispositions in Action**
4.2.1    Display curiosity by pursuing interests through multiple resources.
4.2.2    Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
4.3.3    Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
4.2.4    Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

**4.3 Responsibilities**
4.3.1    Participate in the social exchange of ideas, both electronically and in person.
4.3.2    Recognize that resources are created for a variety of purposes.
4.3.3    Seek opportunities for pursuing personal and aesthetic growth.
4.3.4    Practice safe and ethical behaviors in personal electronic communication and interaction.

**4.4 Self-Assessment Strategies**
4.4.1    Identify own areas of interest.
4.4.2    Recognize the limits of own personal knowledge.
4.4.3    Recognize how to focus efforts in personal learning.
4.4.4    Interpret new information based on cultural and social context.
4.4.5    Develop personal criteria for gauging how effectively own ideas are expressed.
4.4.6    Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

B.  **NEW JERSEY CORE CONTENT CURRICULUM STANDARDS**

In addition to the AASL standards, the Information Literacy Curriculum supports New Jersey Core Content Curriculum Standards across all grade level and subject areas. Student achievement is higher when information literacy instruction is integrated with the subject-area curriculum. In addition to teaching library skills, library media specialists teach content area standards that entail information literacy.

Key examples of standards addressed across all grades in instruction are included below:

W. 03.W.07      Conduct short research projects that build knowledge about a topic.

W. 05.W.07.     Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W. 05.W.08.     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.

8.1.4.D.01      Explain the need for each individual as a member of the global community to practice cyber safety cyber security and cyber ethics when using existing and emerging technologies.

8.1.4.E.02      Evaluate the accuracy of relevance to and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

W.6.7-8.7.      Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.6.8-8.8.      Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8.1.8.A.5       Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

8.1.8.D.1       Model appropriate online behaviors related to cyber-safety, cyber-bullying, cyber-security and cyber-ethics.

8.1.8.D.2       Summarize the application of fair use and Creative Commons guidelines.

8.1.8.D.3       Demonstrate how information on a controversial issue may be biased.

## V.  ASSESSMENT
Student learning will be assessed based on project-based rubrics, class participation, and learning progression.

## VI.    K-8 TOPIC SCOPE

The definition of information literacy has become more complex as resources and technologies have changed. Information literacy has progressed from the simple definition of using reference resources to finding information. Multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century. The Information Literacy curriculum is scaffolded over the course of the student's experience in the Readington Township Public Schools.

| Grade | Essential Questions | Key Topics |
|---|---|---|
| K | 1.What do I know about a book? | 1A  Proper care of a book<br>1B  Parts of a book<br>1C  Identify Author and Illustrator |
|  | 2. What kind of books are there? | 2A  Identify Fiction vs. Nonfiction<br>2B  Recognize Award-Winning books<br>2C  Series of books, Author Studies |
|  | 3. What do I know about story elements? | 3A  Parts of a Story<br>3B  Character Traits |
| 1 | 1. How do I find the right books to read? | 1A  Areas of the Library<br>1B  Choosing a Just Right book<br>1C  Information or Recreation (Nonfiction vs Fiction)<br>1D  Introduction to different genres<br>1E  Introduction to Nonfiction Subject sections<br>1F  Introduction to Online Library Catalog |
|  | 2. Why does my book look like this? | 2A  Illustrators<br>2B  Text features |
| 2 | 1. How is the library organized and how does this help me as a reader and researcher? | 1A  Introduction to the Dewey Decimal System<br>1B  Shelving Fiction (ABC order)  vs. Nonfiction (number order) |
|  | 2. How can I search for information? | 2A  Review of Destiny Online Library Catalog<br>2B Review nonfiction text features<br>2C Utilizing web-based reference materials and websites |
|  | 3. What tools can I use to find new recreational reading? | 3A Book trailers<br>3B Author, Genre, and Series Studies |

| | | |
|---|---|---|
| **3** | 1. What reference materials can I use to enrich my reading, writing, and speaking?<br><br>2. What sources of information will enhance my world view?<br><br>3. How can I appropriately and responsibly search for and use information? | 1A Introduction to Dictionary and Thesaurus; both on-line and using a text<br><br><br>2A Biographies, geography, cultural materials<br><br><br>3A Safety and Security on the Internet<br>3B Plagiarism |
| **4** | 1. What are the learning skills and strategies that I need to be an independent library user?<br><br><br><br><br>2. Where can I find relevant and authoritative information?<br><br><br><br><br>3. How do I research a topic?<br><br><br><br><br><br><br><br>4. How can the library influence my reading choices? | 1A  Review Fiction vs. Nonfiction<br>1B  Shelving Fiction vs. Nonfiction<br>1C Melville Dewey & the DDC<br>1C  Destiny<br>1D  Destiny Book Bags (Leveled Independent Reading)<br><br>2A Dictionary<br>2B Thesaurus<br>2C Encyclopedia<br>2D Atlas<br>2E Databases vs Internet<br>2F Periodicals<br>3A Research Ninja<br>• Strategize<br>• Identify<br>• Locate<br>• Gather<br>• Evaluate<br>• Organize<br><br>4A Book Awards:<br>• Coretta Scott King<br>• Caldecott<br>• Newberry<br>4B Book talks per genre:<br>• Fantasy vs. Science Fiction<br>• Mystery vs. Thriller<br>• Historical vs. Realistic<br>• Adventure & Humor |
| **5** | 1.   What are the learning skills and strategies that I need to be an independent library user? | 1A Review Destiny<br>1B Destiny Book Bags (Leveled Independent Reading)<br>1C Review Shelving Fiction vs Nonfiction |

| | | 1D Introduce DDC Main & Sub Categories |
|---|---|---|
| | 2. How can I become a responsible computer user? | 2A Digital Citizenship<br>• Cyber safety<br>• Cyber security<br>• Cyber ethics |
| | 3.  What is the Research Process? | 3A Introduce the Big 6 Research Process<br>• Task Definition<br>• Information Seeking Strategies<br>• Location and Access<br>• Use of Information<br>• Synthesis<br>• Evaluation |
| **6** | 1. How do I locate resources in the LMC? | 1A  Introduction to RMS LMC (physical space, review of Destiny, reference materials, ebook introduction) |
| | 2. How do I effectively locate and evaluate information? | 2A  Big 6 Research Process review<br>2B  Keyword searching<br>2C  Online encyclopedia review<br>2D  Website reliability |
| | 3. How do I avoid plagiarism? | 3A  Introduction to plagiarism?<br>3B  Paraphrasing & note-taking<br>3C  Source citation |
| | 4. How do I use technology to share ideas? | 4A  Google Drive and Gmail introduction<br>4B  Online presentation tools<br>4C  Email etiquette |
| | 5. How can I expand my reading repertoire? | 5A  Author studies<br>5B  Genre-specific booktalks |
| **7** | 1. How do I locate resources in the LMC? | 1A  Review in-library and online resources |
| | 2. How do I effectively locate and evaluate information? | 2A  Reinforce Big 6 Process<br>2B  Review website reliability<br>2C  Primary vs. Secondary Sources<br>2D  Introduction to databases |
| | 3. How do I avoid plagiarism? | 3A  Reinforce plagiarism<br>3B  Introduce MLA format<br>3C  Create Works Cited pages<br>3D  Introduce EasyBib<br>3E  Introduce in-text citation |

| | | |
|---|---|---|
| | 4.How do I use technology to share ideas?<br><br>5. How can I expand my reading repertoire? | 4A Introduction to social media<br><br>5A  Genre-specific booktalks |
| **8** | 1. How do I effectively locate and evaluate information?<br><br><br>2. How do I avoid plagiarism?<br><br><br><br>3. How do I use technology to share ideas?<br><br>4. How can I expand my reading repertoire? | 1A  Introduce additional online search techniques<br>1B  Review website evaluation<br>1C  Introduce Boolean operators<br><br>2A  Reinforce correct use of EasyBib<br>2B  Introduce annotated bibliographies<br>2C  Photo & video citation<br><br>3A  Responsible use of social media<br>3B  Introduce copyright & Fair Use<br><br>4A  Genre-specific and new fiction booktalks |

**RESOURCES**

Our curriculum document would not be possible without the thinking and research of these individuals and organizations.

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