

HADDONFIELD PUBLIC SCHOOLS  
Curriculum Map for Information Literacy – Grade 4

*Time frame –Three trimesters*

Targeted Standards: NJCCCS

- {TEC.K-4.8.1.A.2} Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).
- {TEC.K-4.8.1.A.3} Input and access text and data, using appropriate keyboarding techniques or other input devices.
- {TEC.K-4.8.1.B.3} Social Aspects  
Practice appropriate Internet etiquette.
- {TEC.K-4.8.1.B.4} Social Aspects  
Recognize the ethical and legal implications of plagiarism of copyrighted materials.
- {TEC.K-4.8.1.B.5} Information Access and Research  
Recognize the need for accessing and using information.
- {TEC.K-4.8.1.B.6} Information Access and Research  
Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.
- {TEC.K-4.8.1.B.7} Information Access and Research  
Locate specific information by searching a database.
- {TEC.K-4.8.1.B.9} Problem Solving  
Solve problems individually and/or collaboratively using computer applications.
- {TEC.K-4.8.1.B.2.c} Social Aspects  
Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:  
On-line library resources
- {TEC.K-4.8.1.B.2.d} Social Aspects  
Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:  
Personal security and safety issues
- {TEC.K-4.8.1.B.2.a} Social Aspects  
Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:  
Internet access
- {TEC.K-4.8.1.B.2.b} Social Aspects  
Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:  
Copyrighted materials
- {LA.4.3.1.A.1} Identify differences of various print formats, including newspapers, magazines, books, and reference resources.
- {LA.4.3.1.A.3} Identify and locate features that support text meaning (e.g., maps, charts, illustrations).
- {LA.4.3.1.D.2} Read at different speeds using scanning, skimming, or careful reading as appropriate.
- {LA.4.3.1.E.3} Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams).
- {LA.4.3.1.F.4} Use a grade-appropriate dictionary (independently) to define unknown words.
- {LA.4.3.1.G.1} Discuss underlying themes across cultures in various texts.
- {LA.4.3.1.G.2} Distinguish cause and effect, fact and opinion, main idea, and supporting details in nonfiction texts (e.g., science, social studies).
- {LA.4.3.1.G.3} Cite evidence from text to support conclusions.
- {LA.4.3.1.G.4} Understand author's opinions and how they address culture, ethnicity, gender, and historical periods.
- {LA.4.3.1.G.6} Recognize an author's point of view.
- {LA.4.3.1.G.7} Identify and summarize central ideas in informational texts.
- {LA.4.3.1.G.8} Recognize differences among forms of literature, including poetry, drama, fiction, and nonfiction.
- {LA.4.3.1.G.9} Recognize literary elements in stories, including setting, characters, plot, and mood.
- {LA.4.3.1.G.10} Identify some literary devices in stories.
- {LA.4.3.1.G.11} Identify the structures in poetry.
- {LA.4.3.1.G.13} Read regularly in materials appropriate for their independent reading level.
- {LA.4.3.1.H.1} Use library classification systems, print or electronic, to locate information.
- {LA.4.3.1.H.2} Investigate a favorite author and produce evidence of research.
- {LA.4.3.1.H.3} Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.
- {LA.4.3.2.A.2} Develop an awareness of form, structure, and author's voice in various genres.
- {LA.4.3.2.D.2} Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
- {LA.4.3.3.A.1} Use details, examples and reasons to support central ideas or clarify a point of view.
- {LA.4.3.3.A.2} Stay focused on a topic and ask relevant questions.

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{LA.4.3.3.A.3} Take turns without dominating.  
{LA.4.3.3.B.1} Develop questioning techniques (e.g., who, what, when, where, why, and how).  
{LA.4.3.3.B.4} Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.  
{LA.4.3.3.B.5} Reflect and evaluate information learned as a result of the inquiry.  
{LA.4.3.3.D.1} Speak for a variety of audiences and purposes.  
{LA.4.3.3.D.4} Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation.  
{LA.4.3.3.D.5} Participate in a dramatization or role-play across the curriculum.  
{LA.4.3.3.D.6} Read aloud with fluency.  
{LA.4.3.4.A.1} Listen actively for a variety of purposes such as enjoyment and obtaining information.  
{LA.4.3.4.A.2} Listen attentively and critically to a variety of speakers.  
{LA.4.3.4.A.3} Interpret vocabulary gained through listening.  
{LA.4.3.4.B.1} Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident.  
{LA.4.3.4.B.2} Develop listening strategies (e.g., asking questions and taking notes) to understand what is heard.  
{LA.4.3.4.B.3} Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.  
{LA.4.3.5.A.4} Distinguish between factual and fictional visual representations.  
{LA.4.3.5.A.7} Demonstrate an awareness of different media forms and how they contribute to communication.  
{LA.4.3.5.B.1} Understand that creators of both print media and electronic media have a purpose and target audience for their work.  
{LA.4.3.5.B.4} Compare and contrast media sources, such as film and book versions of a story.  
{LA.4.3.5.C.1} Express preferences for media choices.

### Enduring Understandings:

Knowledge about the research process  
Locating appropriate information resources  
Listen attentively to a variety of literary genres  
Knowledge of author's purpose  
Recognition of literary genres and their characteristics  
Knowledge and understanding of appropriate internet etiquette  
Knowledge of information available to support personal interests  
Knowledge of literature genres

### Essential Questions:

- How do you search with keywords?
- Why is it important to be flexible with your search terms?
- How do you know where to find the best information for your research?
- Why is it important to use a variety of different sources?
- What information is appropriate for me to share when I am on the internet?
- Why did an author write this piece of text?
- Why is it important to be an active listener?
- Is all information useful?
- How do your personal interests affect your selection of materials and information?
- How do you identify the differences between literature genres?

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Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
Identify sources that are available and most useful	<ul style="list-style-type: none"> <li>Predict what resources will be most useful.</li> </ul>	<ul style="list-style-type: none"> <li>Students will brainstorm a list of available sources.</li> <li>Students will predict what source would be most useful to them.</li> <li>Students will select the source that will be most useful in locating specific information.</li> <li>Students will compare their predictions to the usefulness of the selected sources.</li> <li>Students will reflect upon their choices and indicate how this would affect the searching of sources in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstormed list of sources</li> <li>Graphic organizer</li> <li>Whole group discussion</li> <li>Small group discussion</li> <li>Teacher observation</li> </ul>
Develop search strategies	<ul style="list-style-type: none"> <li>Identify keywords</li> <li>Use subject headings</li> </ul>	<ul style="list-style-type: none"> <li>Utilizing a variety of sources, students will understand what a keyword is and how it helps locate information quickly.</li> <li>Students will use subject headings to scan material to help locate specific information.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Graphic Organizer</li> <li>Whole Group Discussion</li> <li>Informal student explanation</li> </ul>
Assesses information from a variety of sources	<ul style="list-style-type: none"> <li>Utilizes online library catalog</li> <li>Browses print collections</li> <li>Searched online databases</li> <li>Utilizes internet-based resources</li> </ul>	<ul style="list-style-type: none"> <li>Students will locate print and non-print materials from the online catalog.</li> <li>Students will self-select materials from the print collection.</li> <li>Students will use online databases and internet-based</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Self-selected materials</li> <li>Whole Group Discussion</li> <li>Collaboration with classroom teacher</li> </ul>

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<p>Use information accurately and creatively</p>	<ul style="list-style-type: none"> <li>• Evaluate information located</li> <li>• Compare sources based on currency, accuracy, and relevancy.</li> </ul>	<p>resources relevant to topics being explored.</p> <ul style="list-style-type: none"> <li>• Students will discuss the importance of locating reliable sources and information.</li> <li>• Students will identify the source of the information by looking at various websites (ex. .org, .com, .edu, .gov).</li> <li>• Students will identify the last time the website was updated to determine the currency.</li> <li>• Students will identify the copyright date of the print resources to determine the currency.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Graphic organizer</li> <li>• Teacher observation</li> </ul>
<p>Understand and use the internet appropriately</p>	<ul style="list-style-type: none"> <li>• Evaluate safe-internet sites and discuss internet etiquette.</li> <li>• Understand what information is acceptable to share on the internet.</li> </ul>	<ul style="list-style-type: none"> <li>• Students discuss and work towards receiving their Web license through appropriate internet usage.</li> <li>• Create lists of general information that is okay to share on the internet. (hobbies, general likes/dislikes, etc.)</li> <li>• Create lists of important information that should never be shared on the internet (first and last name, address, phone, email, computer passwords, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Web license</li> <li>• Student generated lists</li> <li>• Oral discussions</li> <li>• Application of skills</li> </ul>
<p>Organizes information from a variety of formats.</p>	<ul style="list-style-type: none"> <li>• Interpret information from a variety of formats.</li> <li>• Integrate information into a finished product or presentation.</li> <li>• Communicate information in</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand that information is organized in a variety of formats.</li> <li>• Students will interpret the information located.</li> <li>• Students will use that</li> </ul>	<ul style="list-style-type: none"> <li>• Final product (poster, written report, graphs, PowerPoint, brochures, commercial, play, timeline, map)</li> <li>• Collaboration with</li> </ul>

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<p>Identify author's purpose</p>	<p>a variety of formats.</p> <ul style="list-style-type: none"> <li>• Interpret text and develop an understanding of the author's purpose.</li> </ul>	<p>information to complete a finished product or presentation.</p> <ul style="list-style-type: none"> <li>• Students will determine why the author wrote a variety of passages (to entertain, to inform, to persuade, etc.)</li> <li>• Provide examples and support from the text for students' conclusions.</li> </ul>	<p>classroom teacher</p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Information gathered</li> <li>• Author's purpose worksheet</li> <li>• Whole and small class discussions</li> <li>• Graphic Organizer</li> </ul>
<p>Identify their personal interests</p>	<ul style="list-style-type: none"> <li>• Locates relevant information based on personal interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will select materials based on their personal interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Book talks</li> <li>• Self-selection</li> <li>• One-on-one conversation</li> </ul>
<p>Recognizes the differences between literature genres</p>	<ul style="list-style-type: none"> <li>• Compare a variety of books based on their genres.</li> <li>• Identifies favorite literature genre</li> <li>• Identifies various characteristics of literary genres.</li> <li>• Understands and evaluates information presented creatively in various formats.</li> <li>• Creates a product based on the qualities of a chosen format.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will select books based on their favorite genres.</li> <li>• Students will discuss and compare the elements of various literature genres.</li> <li>• Students will select and discuss a variety of formats. (i.e. realistic fiction vs. mystery)</li> </ul>	<ul style="list-style-type: none"> <li>• Independent reading log</li> <li>• Self selection</li> <li>• Genre sorting activity</li> <li>• Whole &amp; small group discussion</li> <li>• Student led book talks</li> <li>• Student recommendation</li> <li>• Collaboration with classroom teacher</li> </ul>
<p>Evaluates usefulness of information.</p>	<ul style="list-style-type: none"> <li>• Aware of others' rights to access the information</li> <li>• Evaluate usefulness of</li> </ul>	<ul style="list-style-type: none"> <li>• Students will follow library guidelines for circulation to ensure equal access to all materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole group discussion</li> <li>• Teacher Observation</li> <li>• Collaboration with classroom teacher</li> </ul>

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<p>Uses equipment for intended purposes</p>	<p>information found on topic.</p> <ul style="list-style-type: none"> <li>• Use the computer for gathering information.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will locate information on a topic.</li> <li>• Students will then determine the usefulness of the information with regards to their research questions.</li> <li>• Students will gather information from OPAC and various databases.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes/Information Located</li> <li>• One-on-one conversation</li> <li>• Teacher Observation</li> </ul>
<p>Resources/Technology:                  American Association of School Librarians. <u>Information Power: Building Partnerships for Learning</u>. Chicago: American Library Association, 1998.                  Computers with Internet access, one per student                  In collaboration with classroom teachers, materials will be selected based on teacher requests and cross-curricular activities.                  Online catalog (OPAC)                  Laptop with LCD projector                  Library Collection                  Screen/whiteboard                  TV/VCR/DVD</p> <p>The following standards are also being addressed and met from the <i>American Association of School Librarians (AASL)</i> through <u>Information Power and Literacy</u>:</p> <p>Standard 1: The student who is information literate accesses information efficiently and effectively.</p> <p>1:2 Identifies and consistently uses a variety of available sources                  1:2:2 Predicts which resources will be most useful</p> <p>1:3 Develop search strategies                  1:3:1 Identifies keywords                  1:3:3 Uses subject headings</p> <p>1:4 Accesses information using a variety of sources                  1:4:2 Utilizes online library catalogs                  1:4:3 Browses print collections                  1:4:4 Searches online databases                  1:4:5 Utilizes internet-based resources</p> <p>Standard 2: The student who is information literate evaluates information critically and competently.                  2.1 Recognizes source most suitable for information required                  2:1:1 Chooses source that is relevant and appropriate to information problem or need</p>			

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- 2:2 Develops skills to help determine reliability, accuracy and bias
  - 2:2:1 Compares sources to determine which are most accurate, current, and relevant
  - 2:2:2 Examines sources for bias

Standard 3: The student who is information literate uses information accurately and creatively.

- 3.1: Organizes information to achieve specific purposes
  - 3:1:1 Interprets information from a variety of formats; such as, charts, graphs, maps and timelines
  - 3:1:2 Integrates information from a variety of formats into a finished product/presentation
- 3.2 Communicates information in a variety of formats
  - 3:2:1 Uses a variety of formats to communicate gathered information; such as written report, poster, PowerPoint, database, spreadsheet, graphs, etc.

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

- 4:1 Locates information relevant to personal interests
  - 4:1:1 Has knowledge of the variety of sources available pertaining to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

- 5:1 Recognizes differences between literature genres
  - 5:1:1 Is aware of the various literature genres
  - 5:1:2 Identifies favorite literature genres.
  - 5:1:3 Identifies characteristics of each literary genre
- 5:2 Accesses various literature genres and experiences
  - 5:2:1 Understands, uses, and derives meaning from a variety of literature formats
- 5:3 Designs creative products
  - 5:3:1 Creates appropriate products that convey information capitalizing on the unique qualities of a chosen format

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

- 7:1 Respects the ideal of equitable access to information
  - 7:1:2 Is aware of others' rights to access the information
- 7:2 Gathers information from diverse sources
  - 7:2:2 Evaluates usefulness of information

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

- 8:3 Uses information technology responsibly
  - 8:3:2 Uses equipment for intended purposes