



PREPARING TOMORROW'S EDUCATORS WITH THE



ACRL Framework for Information Literacy

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PRESENTERS



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Conference Themes Addressed

Collections

Liaison
Work

Library
Instruction &
Information
Literacy

Diversity, Equity
& Inclusion

Teaching & Learning

A graphic of a spiral-bound notebook with a white page and a dark blue cover. The spiral binding is orange and teal. The page contains text and a URL.

Resources & Slides at:

library.ric.edu/eled436

What was your favorite children's book growing up?

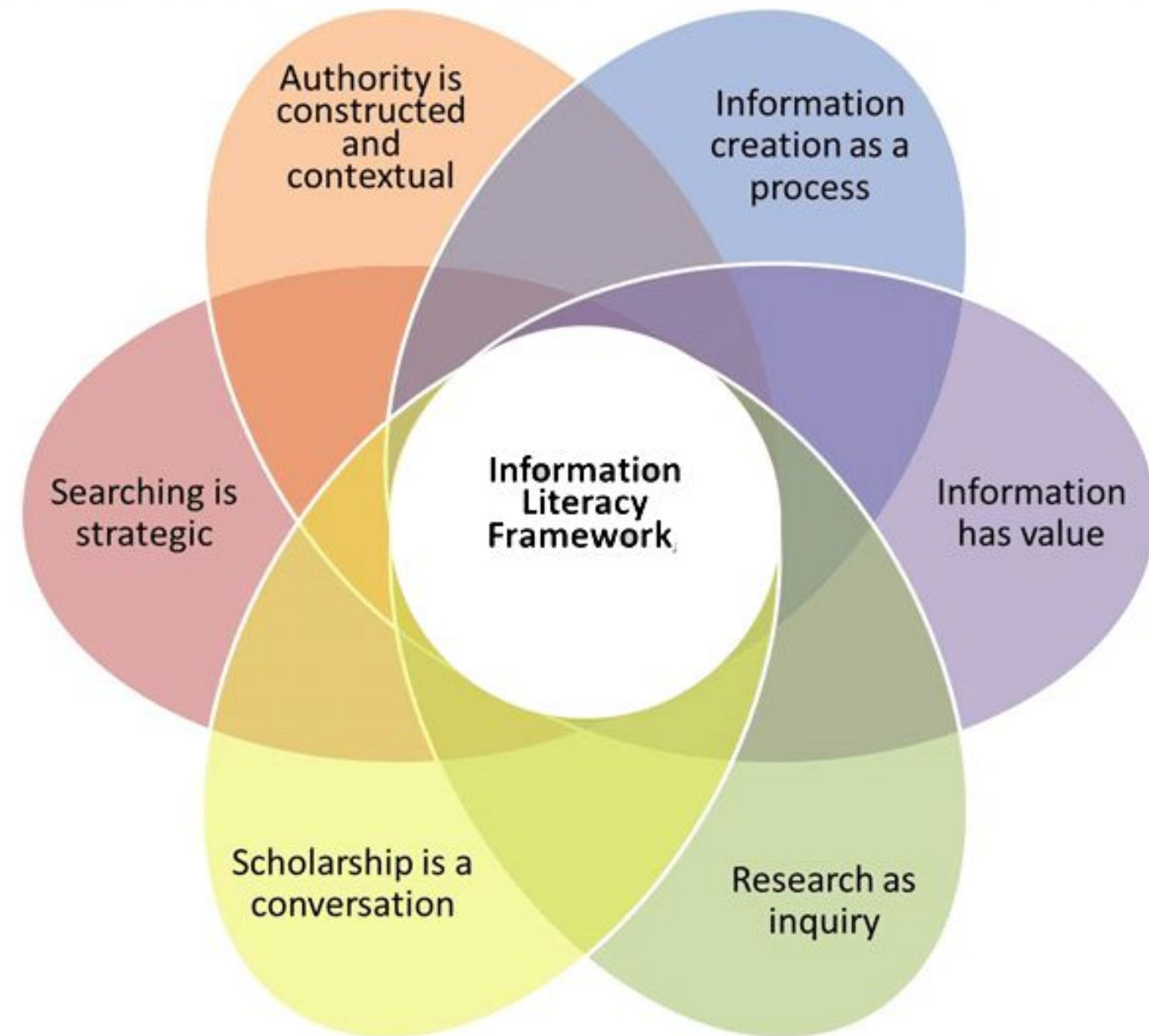


Why was it a special text for you?



What made it a memorable text?

ACRL Information Literacy Framework



Graphic from:

https://www.researchgate.net/figure/The-ACRL-Framework-for-Information-Literacy-and-the-Six-Major-Frames-From-Burress-T_fig6_320992321



- [Information Creation as a Process](#) Frame
- As it applies to the preparation and pedagogy practices of our preservice teachers who will be teaching elementary school students using Multimodal Text Sets

Information Creation as a process

Teacher Pedagogy and Practice (*as it applies to RIC preservice teachers*)

- We recognize that both preservice teachers and the K-12 students they teach encounter information in a variety of non-traditional formats; they may not recognize the processes by which sources are created and the relationship between the creation process and the credibility of the source.
- We describe the distinctions in the creation process between those traditional sources (like a K-12 textbook) and newer sources such as blogs, social media, OERs, primary sources, multimedia sources, etc.



Information Creation as a Process Frame

Has 3 Key Knowledge Practices and Dispositions



Social Justice



Digital/Media Literacy



Metacognition/Reflection

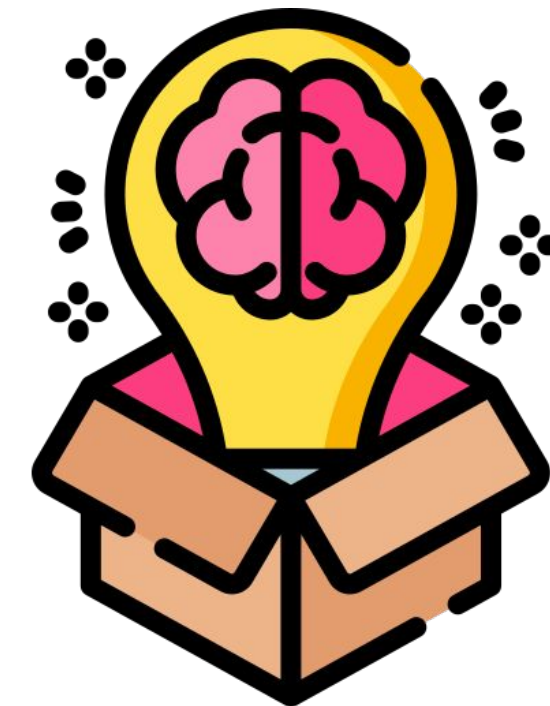
These are also part of the
inquiry-based C3 Framework




Social Justice



Digital/Media Literacy



Metacognition/Reflection




ELED 436 Assignment: Teaching Social Studies to Diverse Learners

In this course, preservice teachers develop and implement a collaboratively designed teaching unit that enhances the skills, knowledge and dispositions needed to participate in a democratic society and global community.

Using an inquiry-based framework ([C3 Inquiry Design Model](#)), preservice teachers construct a conceptually driven, interdisciplinary teaching unit, reflecting a transformative, multiple perspectives approach, adaptable to all learners.

From: <https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>



Multimodal Text Sets are used to create
6 interdisciplinary lesson plans (over 6 weeks)
to teach elementary school students
social understanding and civic competence

Lesson 1: Geography

Lesson 2: History

Lesson 3: Civics

Lesson 4: Economics

Lesson 5: Culture

Lesson 6: Advocacy and Global Goals

WHAT DOES LIBERTY LOOK LIKE?

COMPELLING QUESTIONS THROUGH DISCIPLINARY LENSES



Civics:
What is the line between liberty and responsibility?



Geography:
How does liberty change from place to place?



History:
When did Americans gain their liberty?



Economics:
Does more liberty mean more prosperity?



Interdisciplinary Thematic Unit

Six Lesson Plans on NCSS Theme on Places, Spaces, and Environments

College, Career, and Civic (C3) Ready Framework



Developing
Questions and
Planning
Inquiries



Applying
Disciplinary
Concepts
and Tools



Evaluating
Sources and
Using
Evidence



Communicating
Conclusions and
Taking Informed
Action

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Social Justice

Communicating
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Action



How does Kieran as the Library Liaison Help with the Interdisciplinary Thematic Units?

Dimension 1: Developing Questions and Planning Research Inquiries: Planning and preparation in securing quality, age appropriate materials and pertinent secondary resources for multimodal text sets including different genres of literature (folktales, biographies, state books)

Dimension 2: Applying Disciplinary Concepts and Tools: Show preservice teachers how to incorporate all types of primary sources into their lesson plans, including maps, charts, graphs, globes, artwork, music, sculpture, journals, speeches. Includes World Book Online (to align to RI grade level standards).



This Collaborative Support

Dimensions 1 and 2 include:

Supporting first generation students in optimal use of basic library resources & services:

- how to print in the library, how to order books, how to uncover hidden curriculum materials of our College



How does Library Liaison Help: Interdisciplinary Thematic Unit

Dimension 3 Evaluating Sources and Using Evidence: Before including sources in our multimodal text set, preservice teachers evaluate information (images, videos, and online articles) for authenticity, validity, and reliability. Includes using **Lateral Reading and Google Reverse Image Search**.

Dimension 4 Communicating Conclusions and Taking Informed Action: Final product is the interdisciplinary unit containing multimodal text sets. The 6th lesson plan is advocacy which reflects diversity, equity, and inclusion ([global goals website](#)).



Questions our preservice teachers ask when
evaluating information for their lesson plans

- ★ What are inherent biases/worldviews in sources we use?
- ★ Whose stories are being told and whose are missing?
- ★ How do we help our elementary level students, develop an understanding of underrepresented populations?

Building Inclusive Library Collections




Social Justice and C3



One of the purposes of the C3 framework for K-12 Social Studies educators is to create college, career, and civic ready people who possess kindness and compassion to make a difference in the lives of others.

Multi-modal text sets present the multiple perspectives and different opinions needed to teach students to become more tolerant citizens, receptive to others' perspectives, and to engage in deliberate discussion that creates a healthy democracy

WHAT IS A Multi-Modal Text Set?



“...a coherent sequence of texts and materials pertaining to a specific...topic or line of inquiry that supports diverse learners in building the vocabulary and background knowledge required for reading comprehension, grounded in evidence.

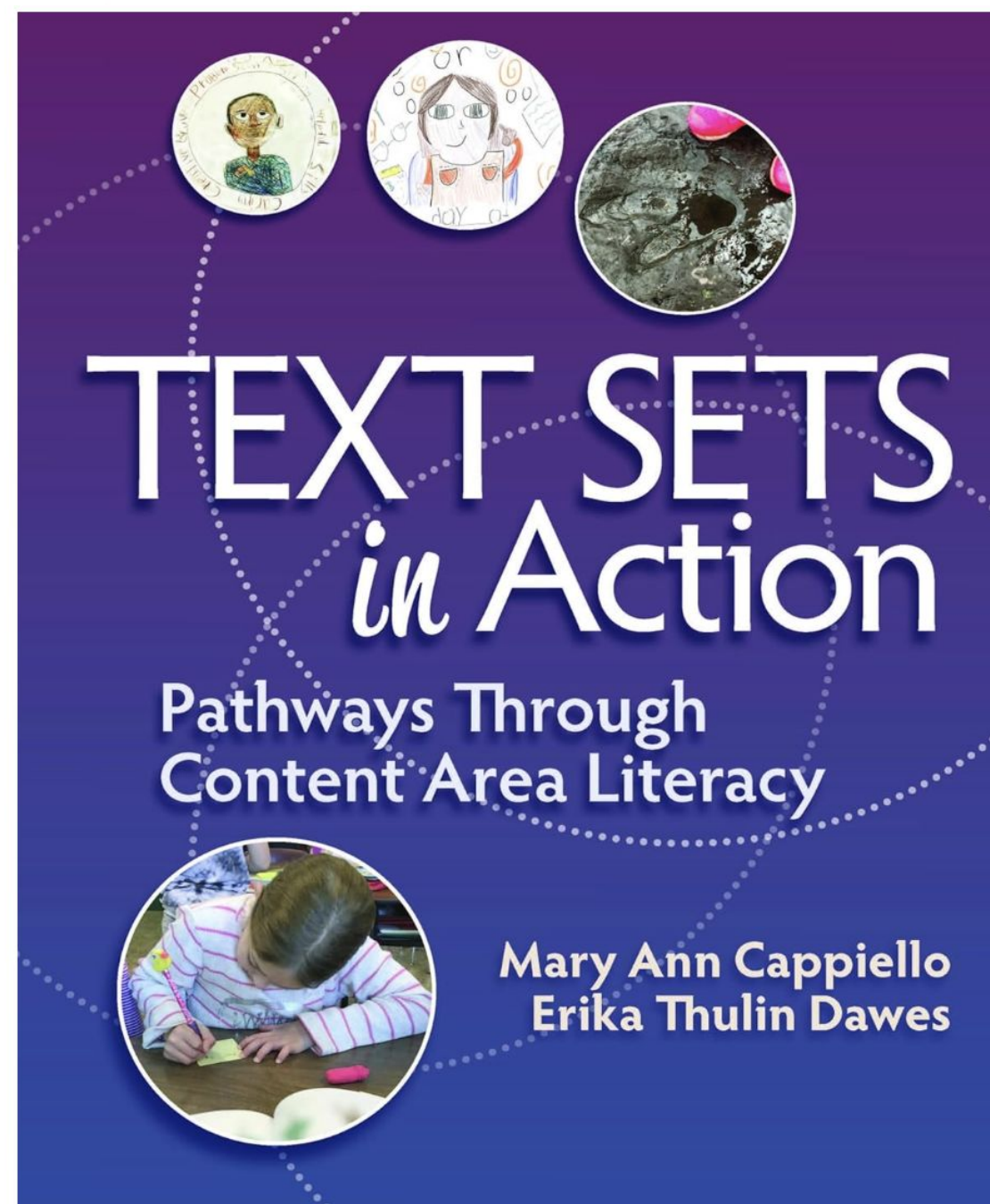
The topic or line of inquiry of the text set is determined by an anchor text – a rich, complex grade-level text that has accompanying scaffolded instructional supports,”

Scaffolded instruction supports can be fiction and nonfiction books, multimedia, flags, art, maps, newspapers, interviews, journals, etc.

From: <https://scienceandliteracy.missouri.edu/resources-materials/>

The following
slides are from:

Cappiello, M. A., & Dawes, E.
T. (2021). *Text sets in action :
pathways through content area
literacy*. Stenhouse.



How Multi-modal text sets and “scaffolded texts” work

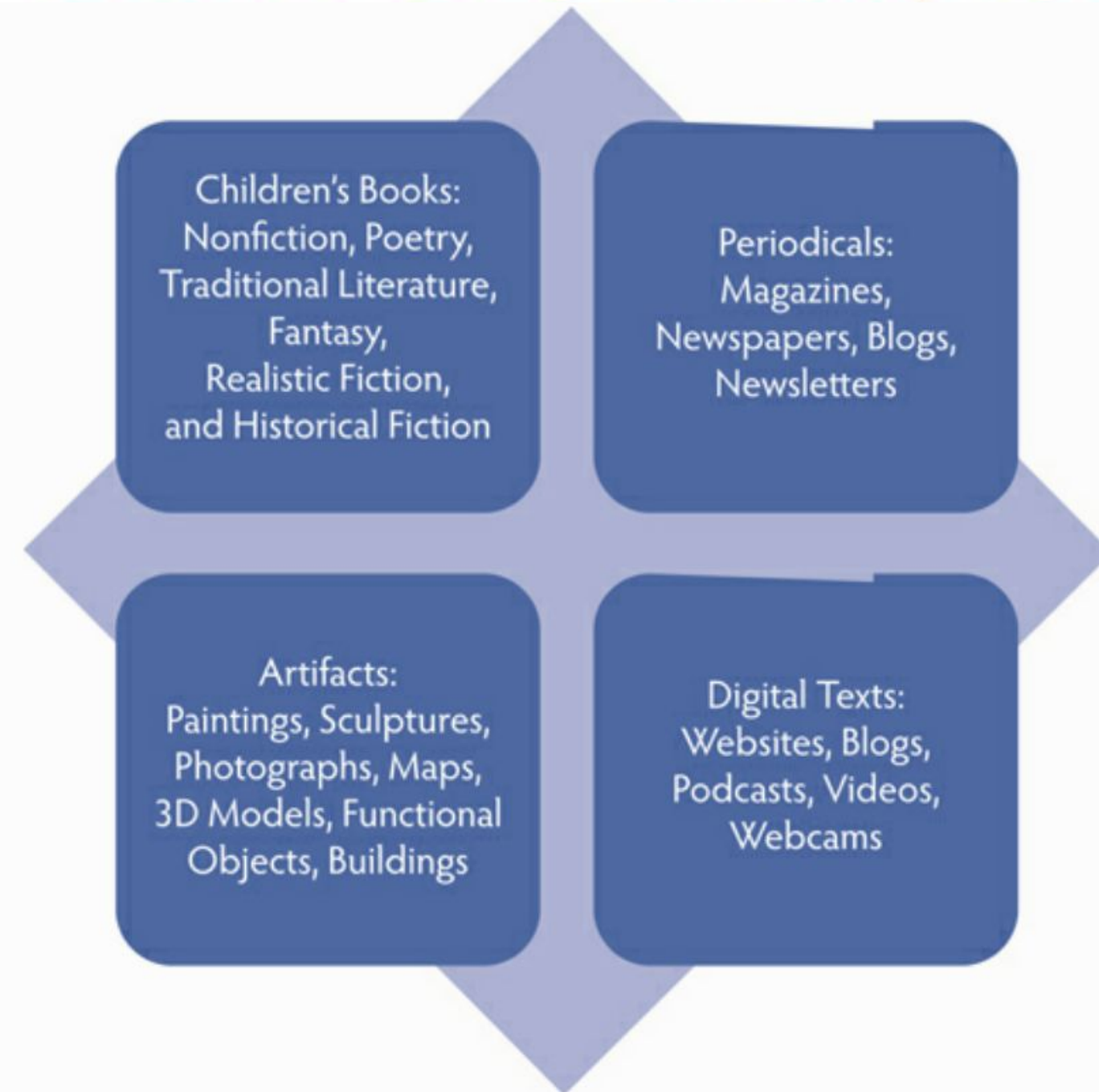



FIGURE 1.6 A multimodal, multigenre text set often contains a range of text types such as these.

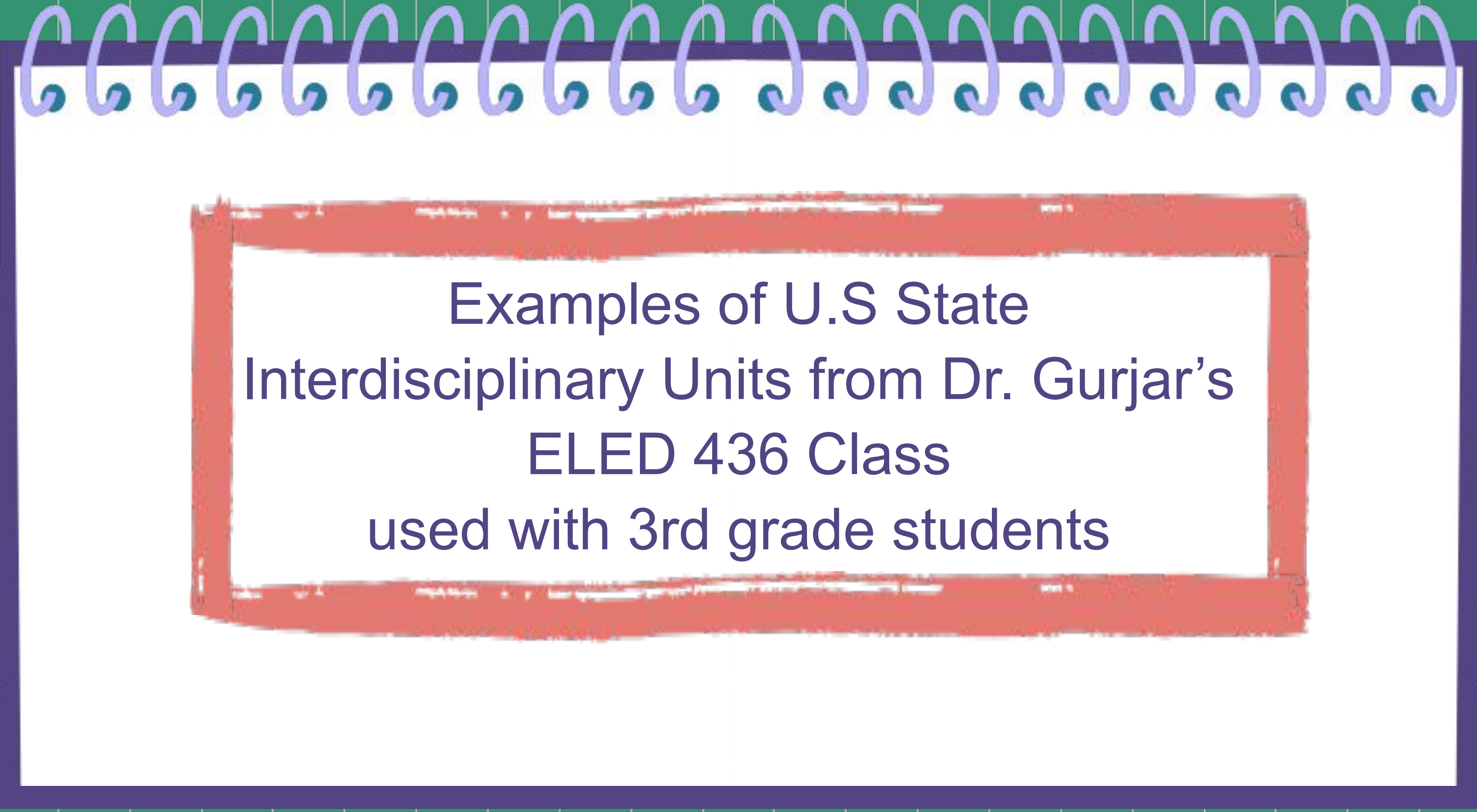


Explore	Texts can go beyond your guidelines and standards and connect with students' interests to deepen understanding and engagement.
Scaffold and Sequence	Texts can layer complex content and ideas.
Differentiate	Texts in multiple modalities facilitate access.
Represent	Texts include new and underrepresented perspectives that are not found in your textbook or in standard texts.
Model	Texts demonstrate language use and visual literacy across disciplines.

FIGURE 1.7 *Teaching with text sets equips you to explore, scaffold and sequence, differentiate, represent multiple perspectives, and demonstrate literary models.*



How Multi-modal
text sets
work

A graphic of a spiral-bound notebook with a green cover and a white page. The spiral binding is purple and located at the top. The page contains a red-bordered box with text inside.

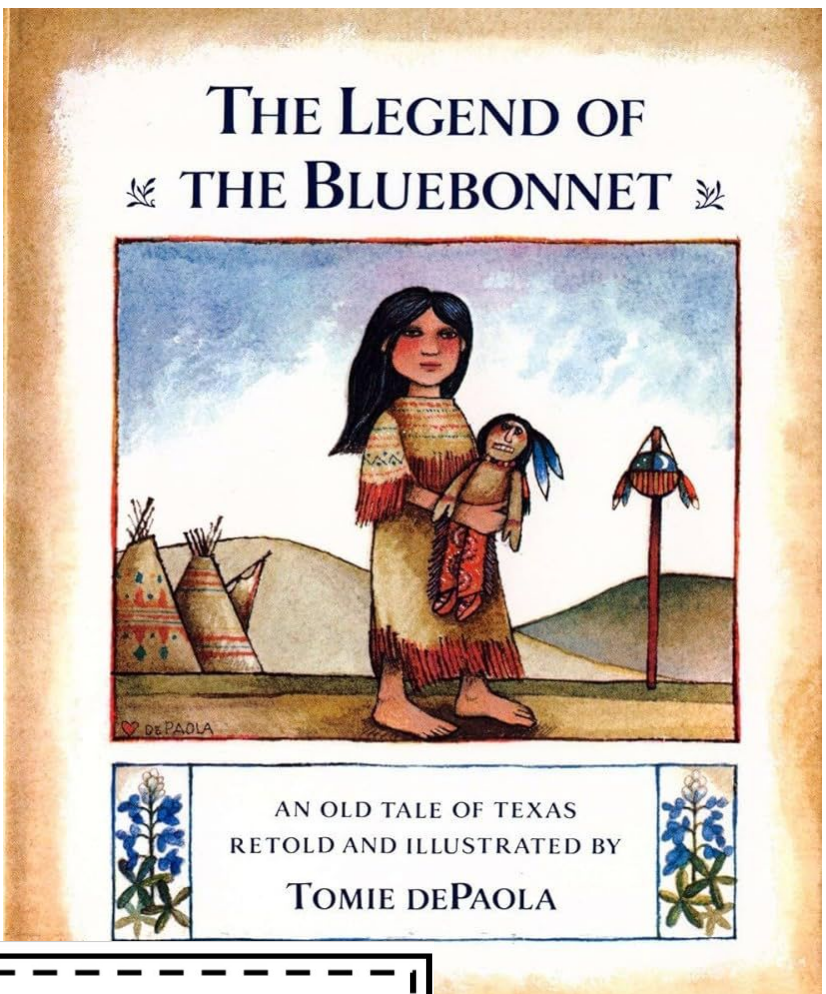
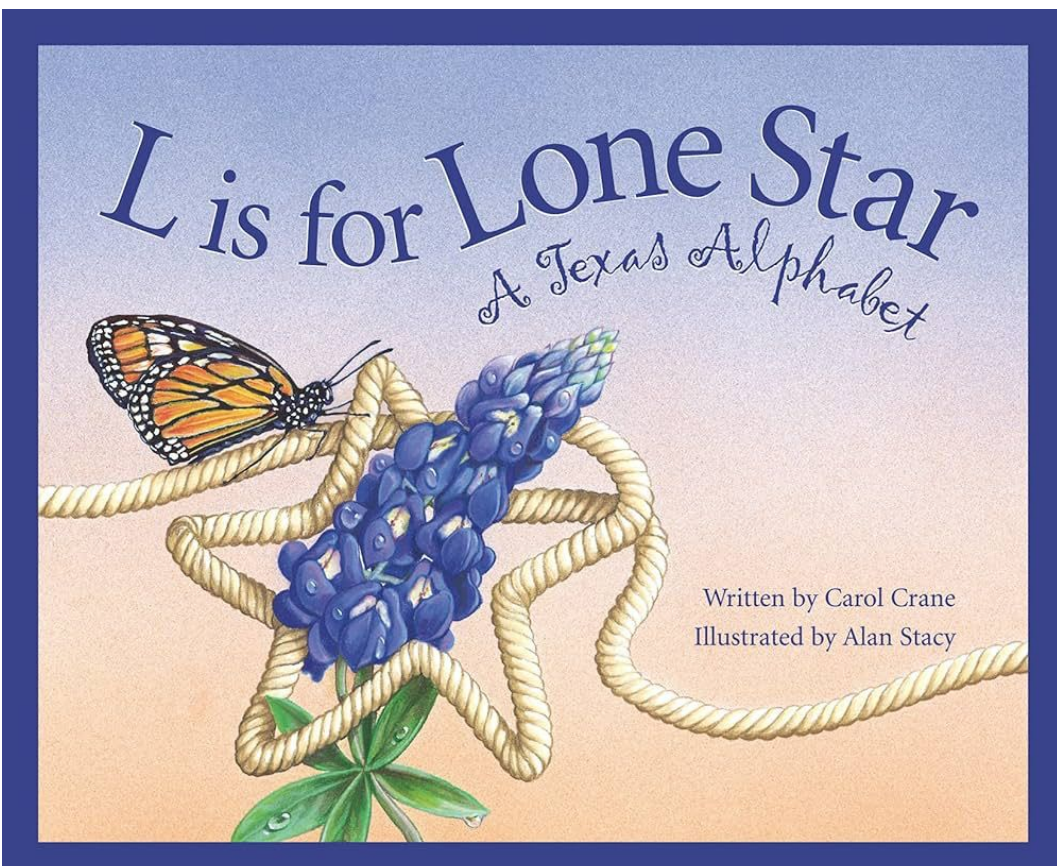
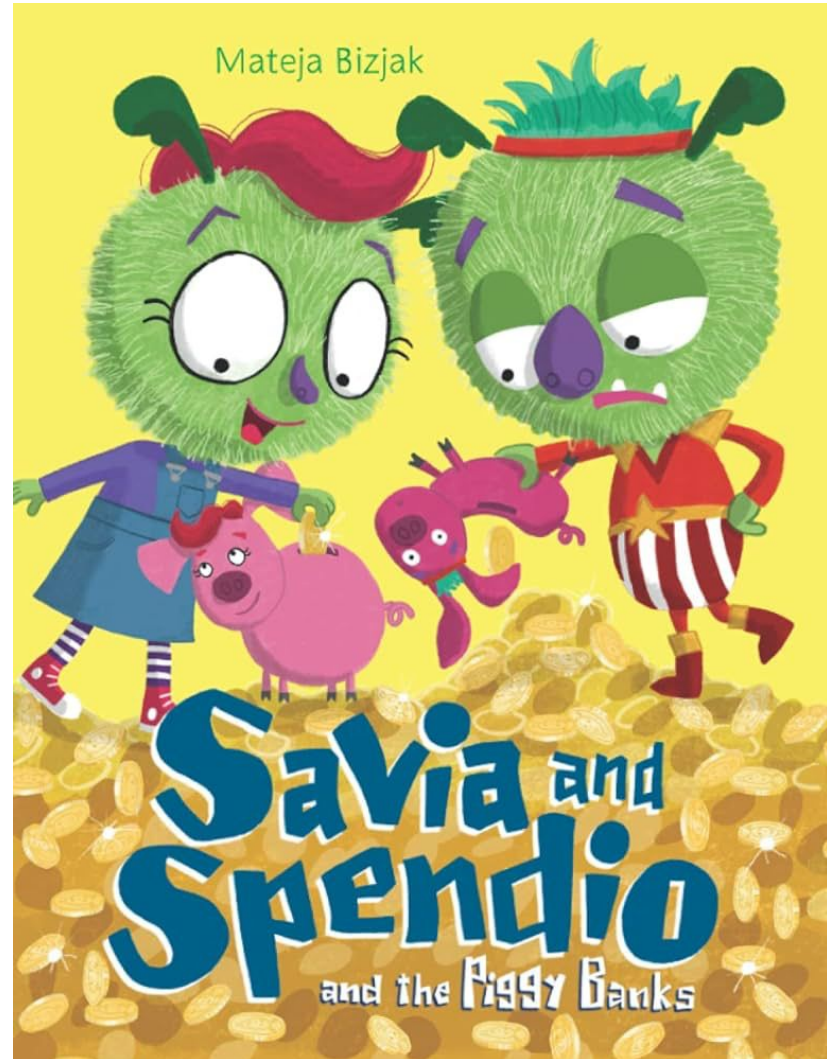
Examples of U.S State
Interdisciplinary Units from Dr. Gurjar's
ELED 436 Class
used with 3rd grade students

A spiral-bound notebook with a purple cover and a white page. The page is framed by a thick, hand-drawn red border. The word "Texas" is written in a dark blue, sans-serif font in the center of the page. The notebook is set against a green grid background.

Texas

Multimodal Text Set

Genre	What book or document or artifact or web resource is it?	What is it about?	Why did you choose it?	How do you plan to use it?
Nonfiction and fiction books	<i>L is for Lone Star- A Texas Alphabet</i> by Carol Crane <i>Savia and Spedio</i> by Mateja Bizkak	The book uses the alphabet as a guide to learn about Texas	There were multiple pages that focused on the geography of Texas with engaging illustrations	We created a map of the regions of Texas and identified key geographical features using the book
Folktale/Fairy Tale Versions	<i>The Legend of the Bluebonnet</i> retold and illustrated by Tomie DePaola	The comanche tribe in Texas	Provided information about the culture of the Comanche Tribe	Students analyzed the culture of the Comanche people and then compared it to their own
Videos	<u>Schoolhouse Rock - I'm Just a Bill</u>	How a bill passes to be a law	Teach students about the process a bill goes through to be passed as a law	Students used the information from the video to order the steps of the law passing process
Britannica Online	<u>Alamo Pollution</u>	The Alamo battle How pollution impacts Texas	Provided informative facts about the topic	For students to identify important facts from nonfiction text
Primary Source Document	<u>Alamo Primary Sources.pdf</u>	Maps, documents, and envelopes primary sources	Provided an opportunity for students to interpret a primary source document	For students to identify the differences between primary and secondary sources



ALAMO

In the 1830s the people of Texas fought several battles to gain their independence from Mexico. One of the most famous battles took place at the chapel of a mission in San Antonio called the Alamo. More than 180 Texas fighters died while fighting against soldiers from Mexico. When Texans later won their independence from Mexico, their battle cry was, "Remember the Alamo!"

The Mission San Antonio de Valero was founded in about 1716 by Roman Catholic priests. They abandoned it before the end of the century. Afterward the chapel became known as the Alamo (Spanish for "cottonwood") because it stood near a grove of cottonwood trees.

In 1835, during Texas's war for independence from Mexico, the Texans captured San Antonio. Afterward, however, fewer than 150 men were left there to defend the city. A few others arrived later, including the frontiersman Davy Crockett.

On February 22, 1836, about 5,000 Mexican soldiers arrived in San Antonio. On February 23 the Texas troops moved into the Alamo, prepared to resist an attack. The Mexicans surrounded the Alamo and the battle began.

On the morning of March 6 the Mexicans stormed the building through a hole in the outer wall. Within a few hours all of the defenders were dead. Texas finally gained independence later that year, and in 1845 it became a U.S. state.



Battle of the Alamo, a painting by Percy Moran, depicts Texan forces fighting Mexican troops. Library of Congress, Washington, D.C. (Digital file no. oph 3g02133)



The Alamo has been preserved as a historic site in San Antonio, Texas. © cbphoto/stock.adobe.com



Pollution

Introduction

Pollution happens when the **environment** is contaminated, or dirtied, by waste, chemicals, and other harmful substances. There are three main forms of pollution: air, water, and land.

Air Pollution

Wildfires, volcanoes, and industrial chemicals cause some air pollution. But most air pollution comes from burning **fossil fuels**. These include coal, oil, and natural gas. Factories, electrical plants, and automobiles burn these fuels for power. The burning of fossil fuels may release solid particles, such as ash and soot, into the air. It also may release harmful gases. This type of pollution may be seen in the form of smog over big cities. Smog-filled air is hazy, or hard to see through.

Air pollution may cause such diseases as cancer and asthma. Air pollution also leads to **acid rain**, or polluted rain that can harm living things. In addition, air pollution may be a cause of **global warming**, which is a steady rise in Earth's average temperature. Finally, air pollution damages a part of the atmosphere called the ozone layer. The ozone layer is important because it protects Earth against harmful rays from the Sun.

Water Pollution

Some causes of water pollution are easy to see. People dump garbage and sewage into creeks, rivers, ponds, lakes, and oceans. Factories or cities sometimes release oils, poisonous chemicals, and other wastes into water.

Other causes of water pollution are not so direct. The use of chemicals in farming is one example. Farmers use some chemicals as fertilizers, or substances added to soil to help crops grow. They use other chemicals as pesticides or herbicides. These are substances that kill pests or weeds. When these chemicals seep into the ground, they may make the groundwater unfit to drink. Chemicals also may drain into rivers and lakes, where they can harm fish and other forms of life.


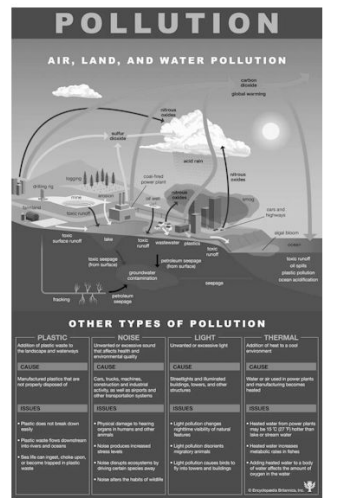
Land Pollution

Littering, or tossing garbage on the ground, is a form of land pollution. Litter is unpleasant to look at. It also can destroy the habitats, or homes, of plants and animals.

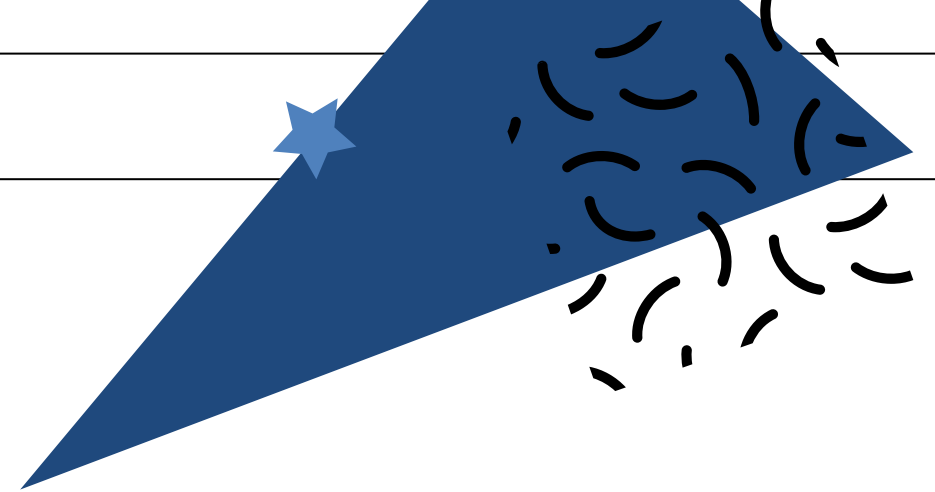
The buildup of dangerous chemicals in the ground is another form of land pollution. The chemicals may come from farms or factories. These chemicals can spread to plants and animals. They may even harm people who eat the contaminated plants and animals.

Controlling Pollution

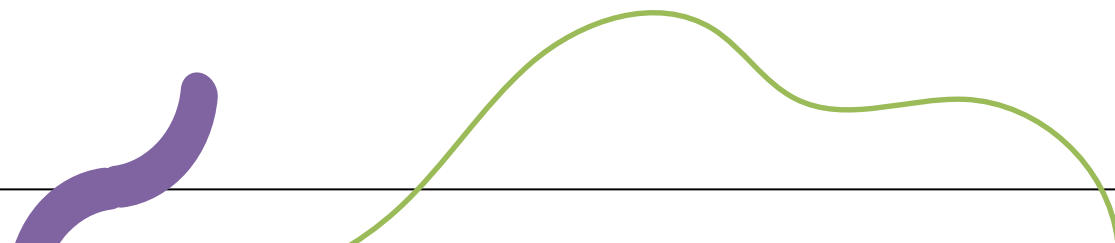
Many governments, environmental groups, and ordinary people are working to control pollution. Governments have passed laws to keep people from releasing dangerous chemicals into the environment. Some companies and people are trying to use fewer fossil fuels. Instead they are getting power from sunlight, wind, water, and other energy sources that produce less pollution. Many communities use **recycling** to reduce pollution. Recycling is the process of making new products out of used paper, plastic, glass, aluminum, or other materials.

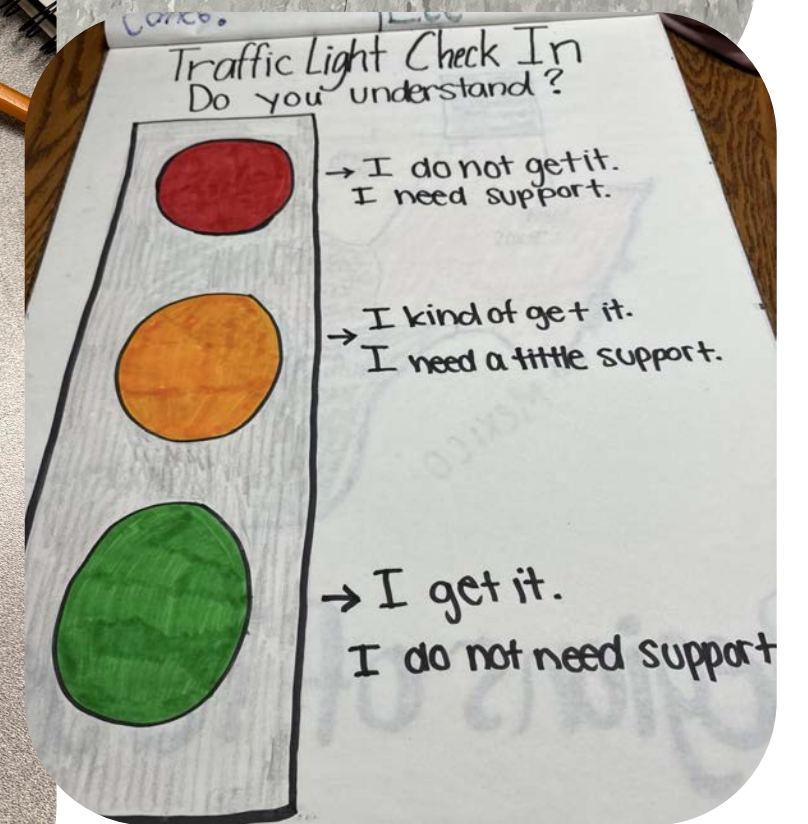
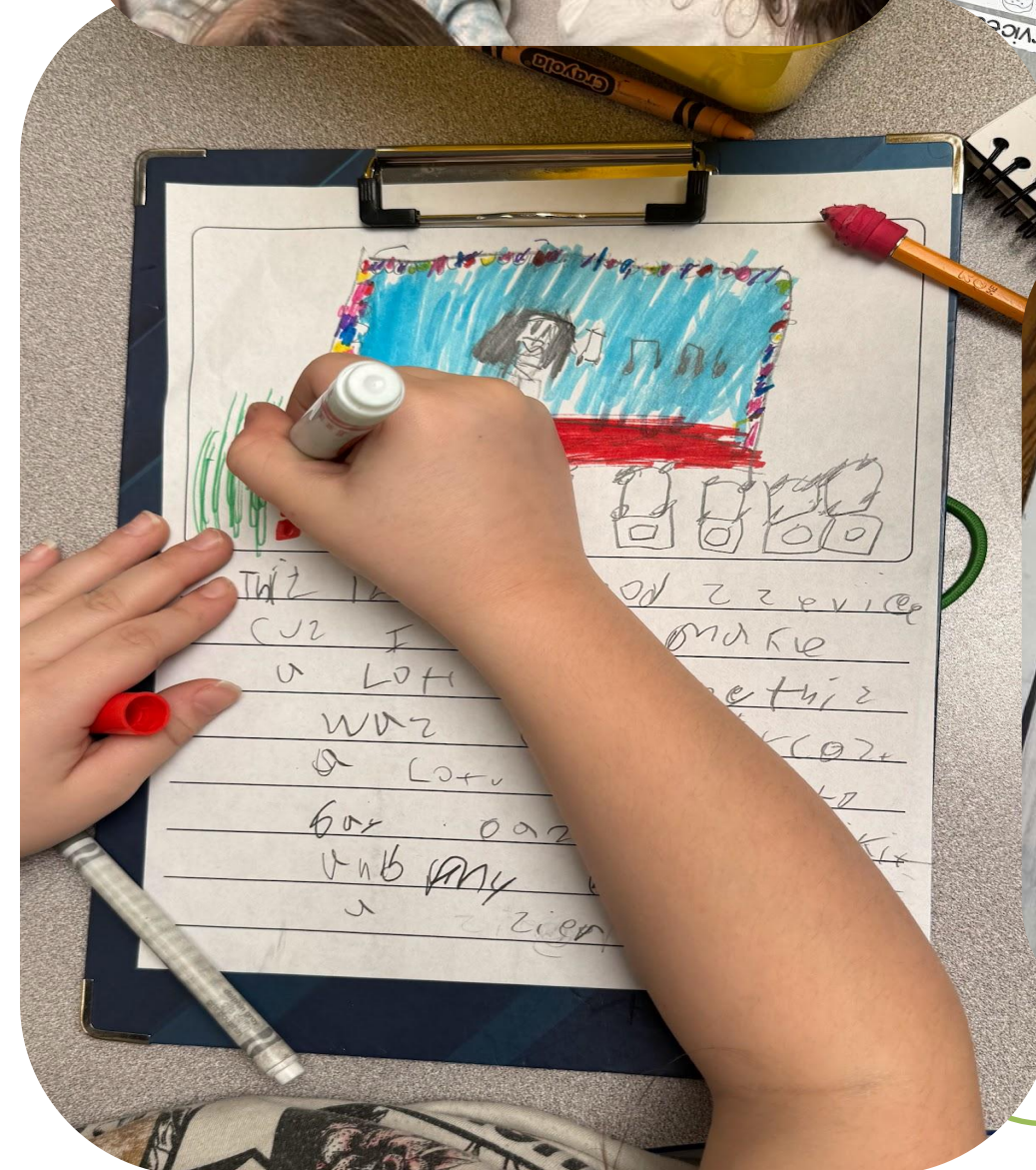
Encyclopædia Britannica, Inc. (nd.). Pollution. Encyclopædia Britannica. <https://kids.britannica.com/kids/article/pollution/353650#>



Their favorite lesson activity: Lesson 4 Economics



- ★ Lesson focused on the importance of money, and how it should be used
- ★ Read this book: Savia and Spendio - Mateja Bizkak
- ★ Also required students to differentiate between goods and services through a matching activity
- ★ Our favorite lesson because students were engaged and excited about the content
- ★ As a closing activity, students were required to come up with their own idea of a good or service that would be profitable for their own business



1



3

Show us what you learned by ordering the steps to create laws!

1. An idea by a citizen.
2. The representative writes a bill.

If the house of representatives votes yes, the bill goes to the senate.

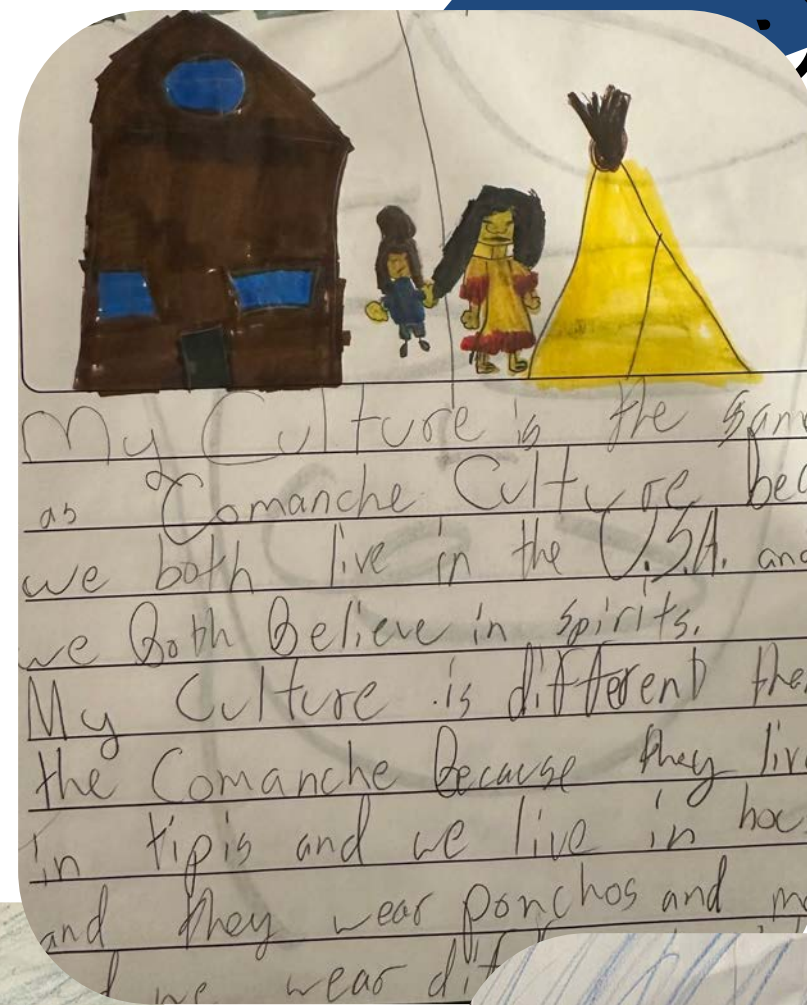
If the house of representatives votes yes, the bill goes to the senate.

5. The citizen calls their local representative.

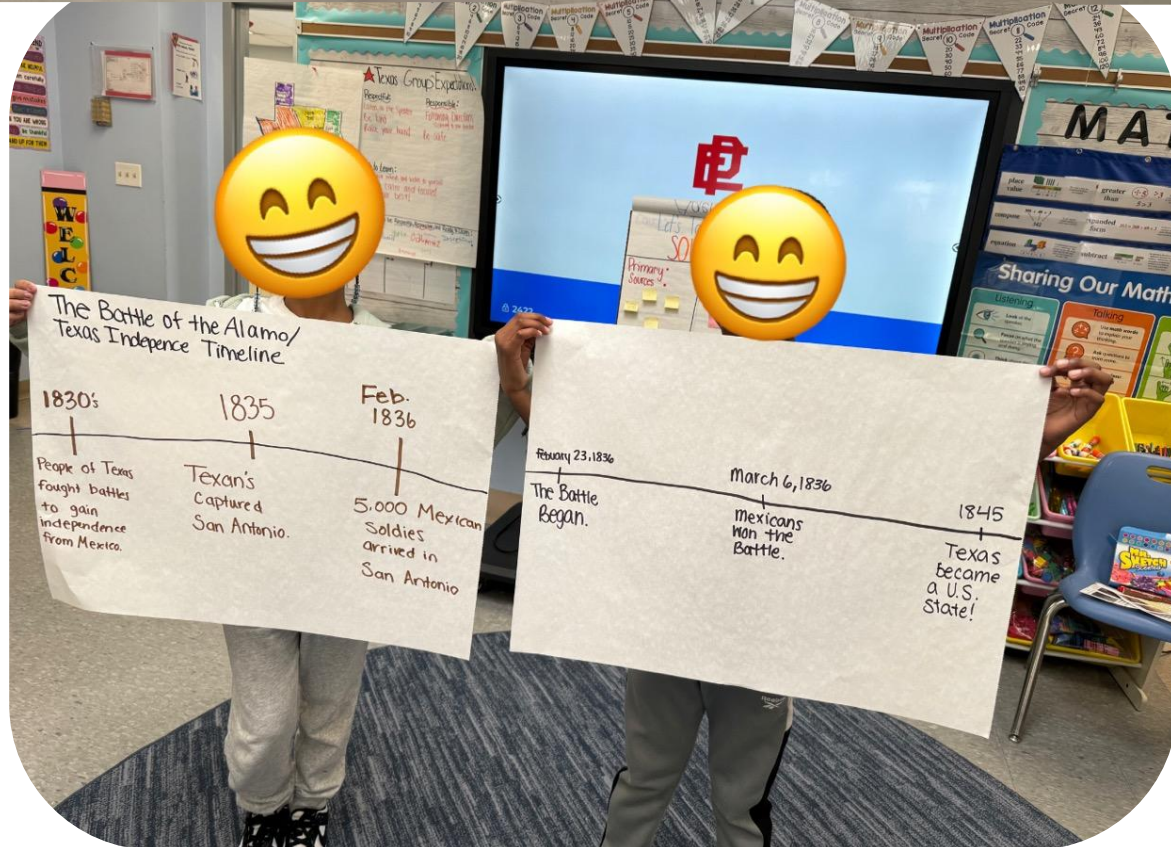
If the committee votes yes, the bill goes to the house of representatives.

If senate votes yes, the president can either pass the bill into law or veto the bill.

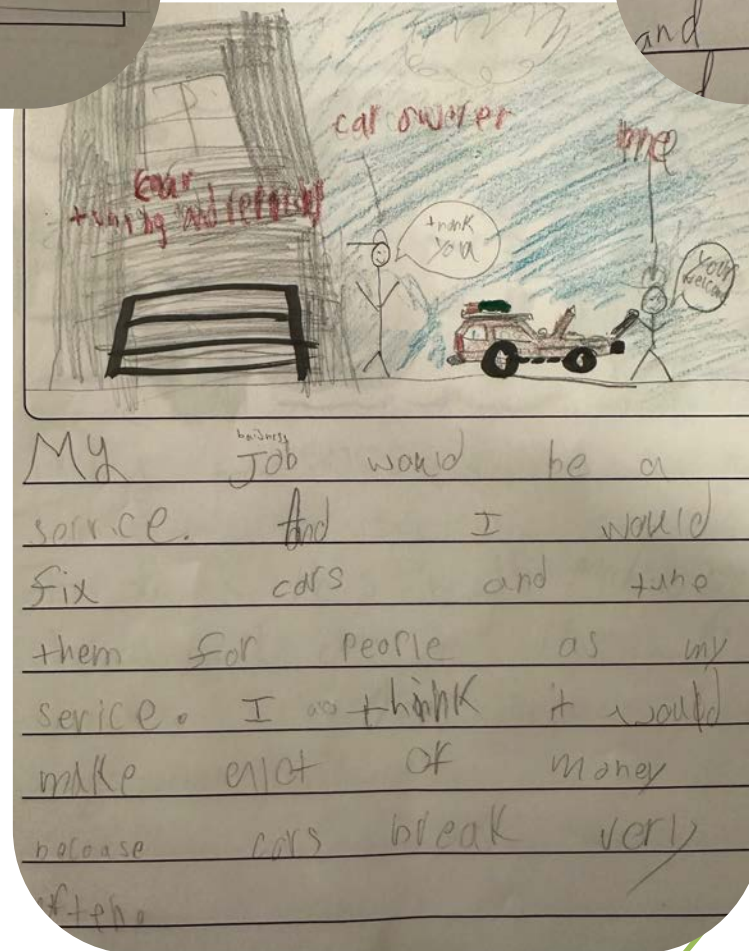
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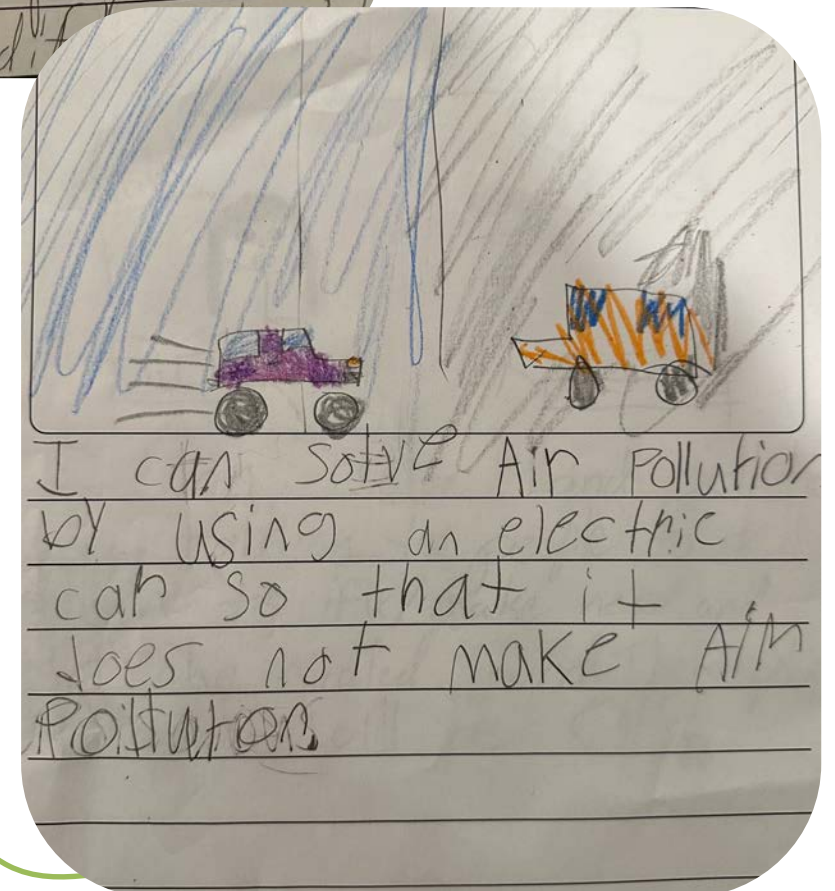
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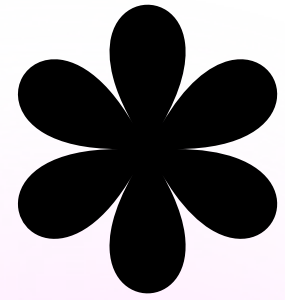


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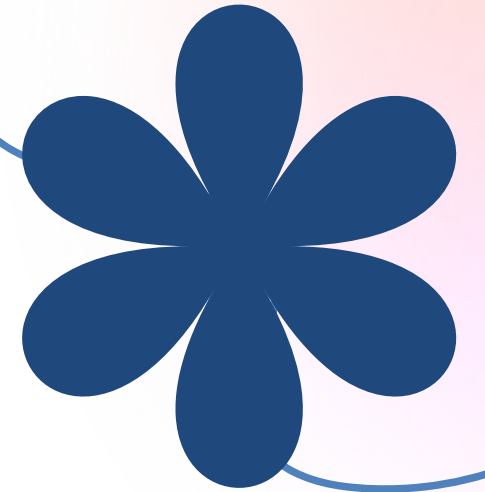


A spiral-bound notebook with a purple cover and a white page. The page is framed by a thick, hand-drawn red border. The words "New York" are written in a dark blue, sans-serif font in the center of the page. The notebook is set against a green grid background.

New York



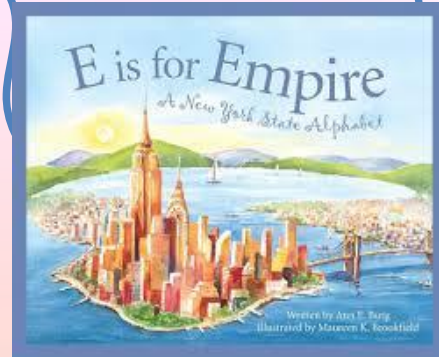
Multimodal Text Set



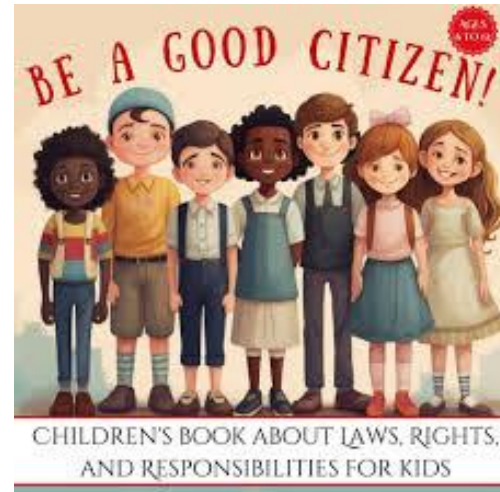
Hannah and Danielle's Textset

Books:

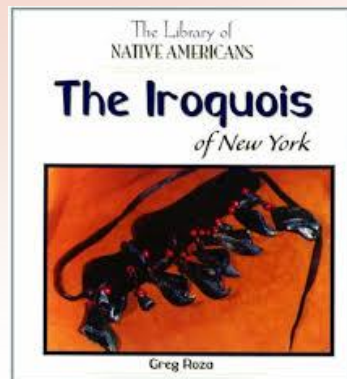
"E is for Empire" by Ann E. Burg (1, 2)



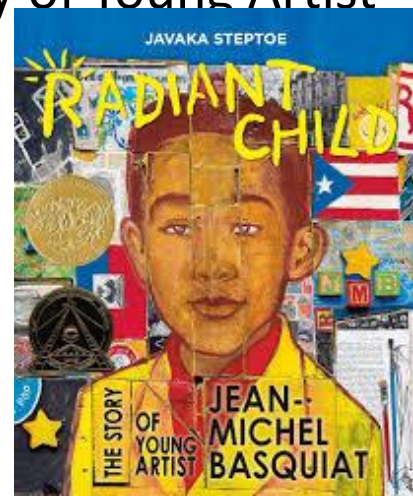
"Be a Good Citizen!" by Julien Bodrieu (3)



"The Iroquois of New York" by Greg Roza (5)



"Radiant Child: The Story of Young Artist Jean-Michel Basquiat" by Javaka Steptoe (6)



Websites:

[New York Times journal](#) (2)

[Wall Street Kids Encyclopedia](#) (4)

[What is Wall Street: Key Takeaways](#)

(4)

[Wall Street Crash of 1929](#) (4)

[Artwork of Jean-Michel Basquiat](#) (6)

Videos:

[Evolution of the Tallest Building](#)

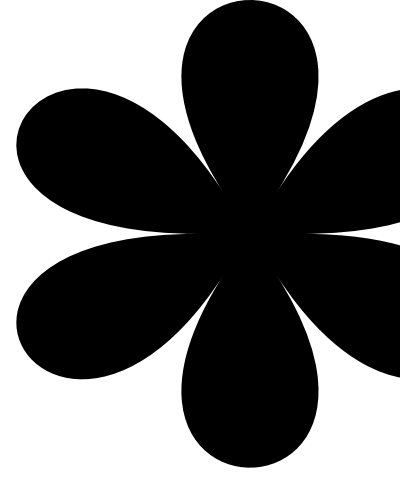
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[9/11 Service Dog video](#) (2)

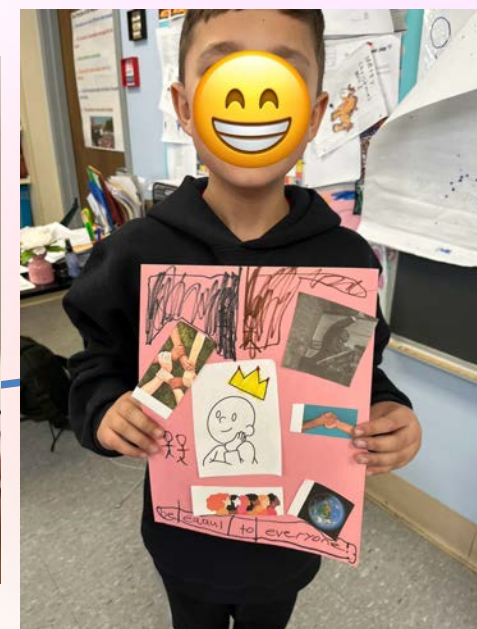
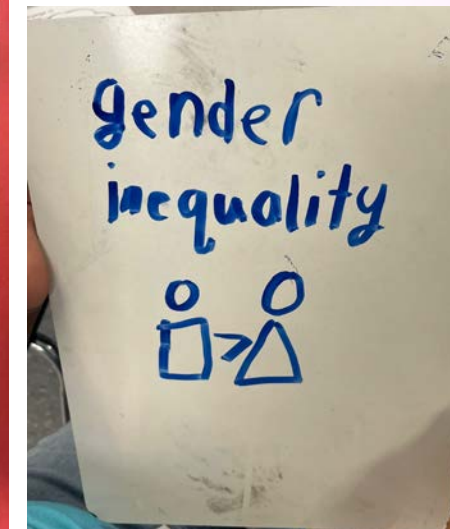
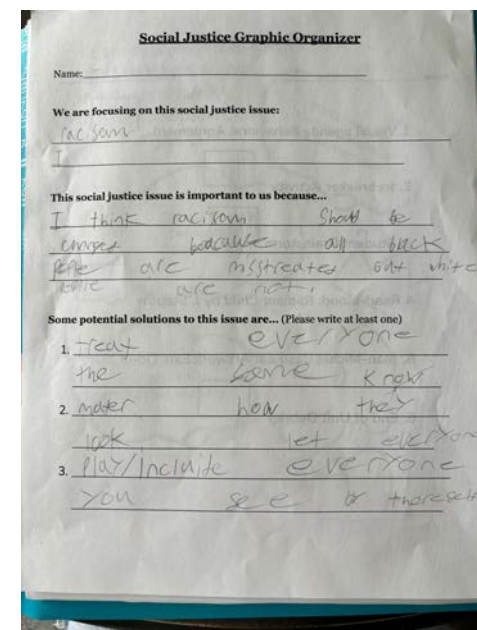
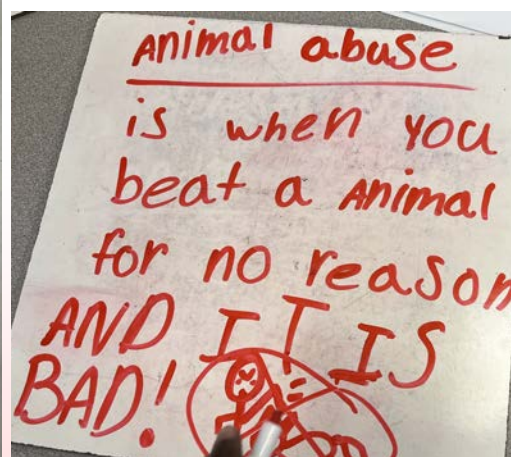
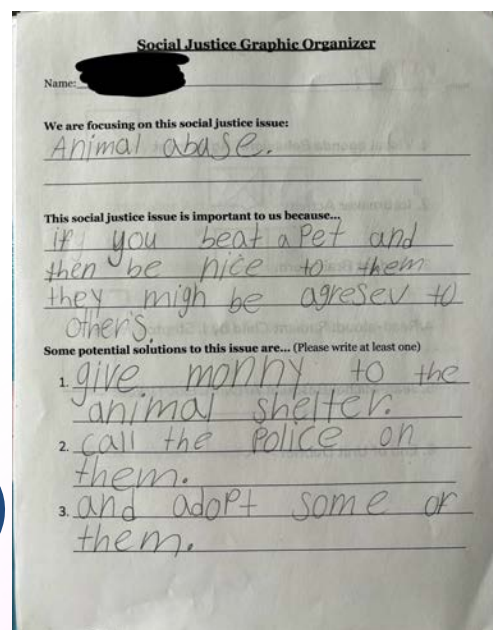


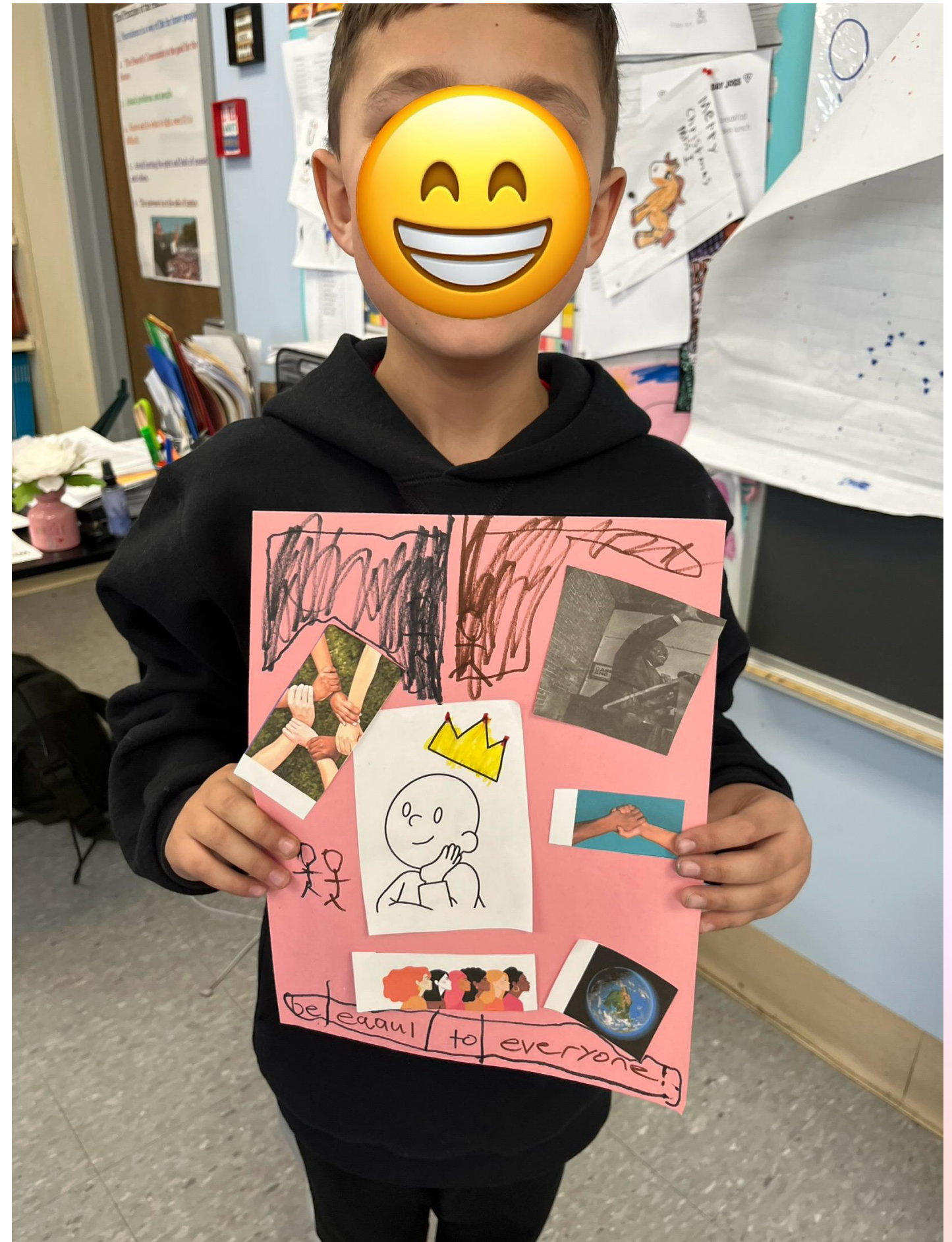
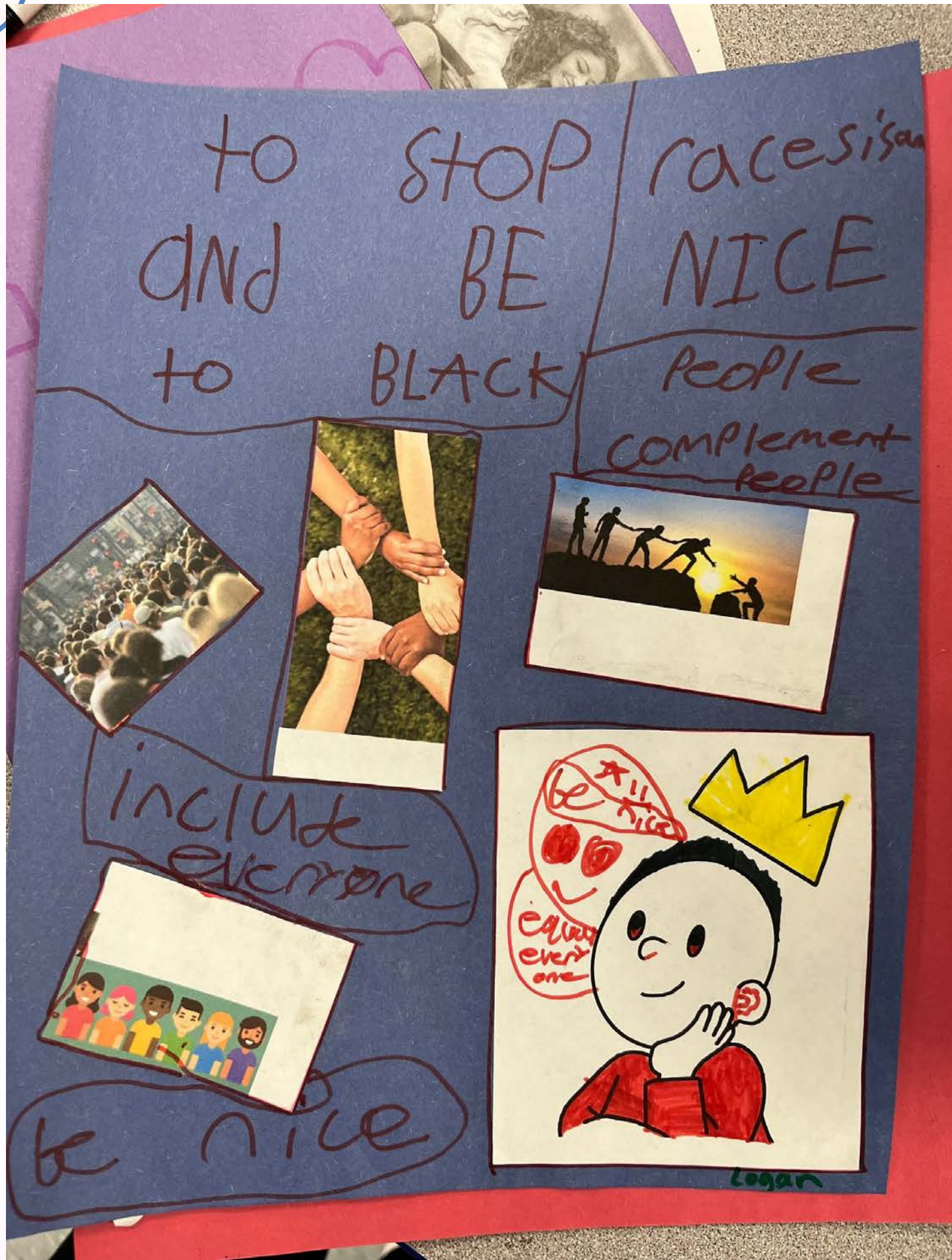
Favorite Lesson Activity



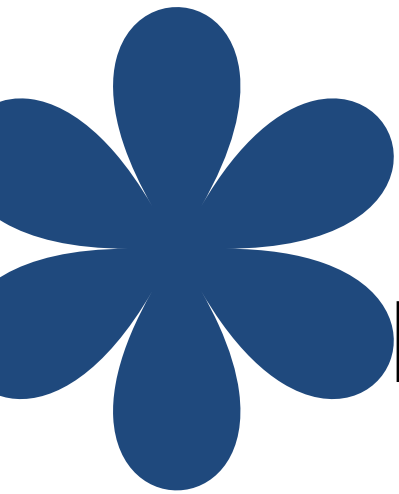
Activity Explanation (lesson 6): Famous artist Jean-Michel Basquiat made paintings that symbolizes justice for Black people (racism) and police brutality. Students created their own multimedia art with a representation of a Social Justice issue and solution that is meaningful to them.

Artifacts:





What Have We Learned?



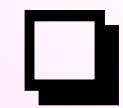
Students background knowledge will be impacted by their cultural diversity.



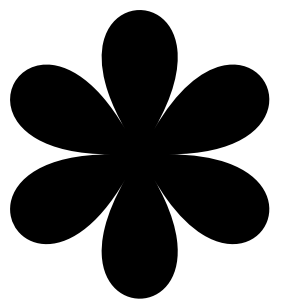
Grouping students is best done by grouping a variety of personalities and strengths rather than by homogeneous academic levels.



Create content and activities that students can relate to personally that will also keep them engaged.



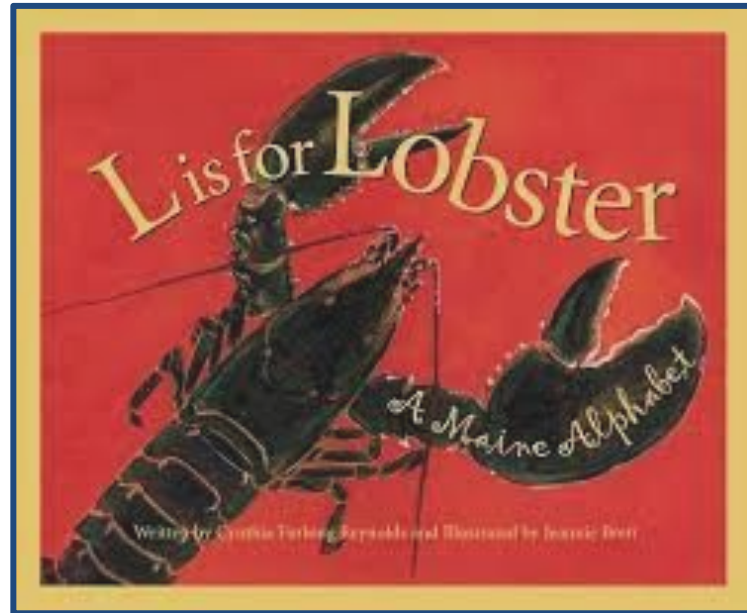
Give all students a chance to voice their opinions and have meaningful conversations with their peers and teachers to facilitate new perspectives.



A spiral-bound notebook with a purple cover and a white page. The page is framed by a thick, hand-drawn red border. The word "Maine" is written in the center of the page in a dark blue, sans-serif font. The notebook is set against a green grid background.

Maine

02. Multimodal Text Set

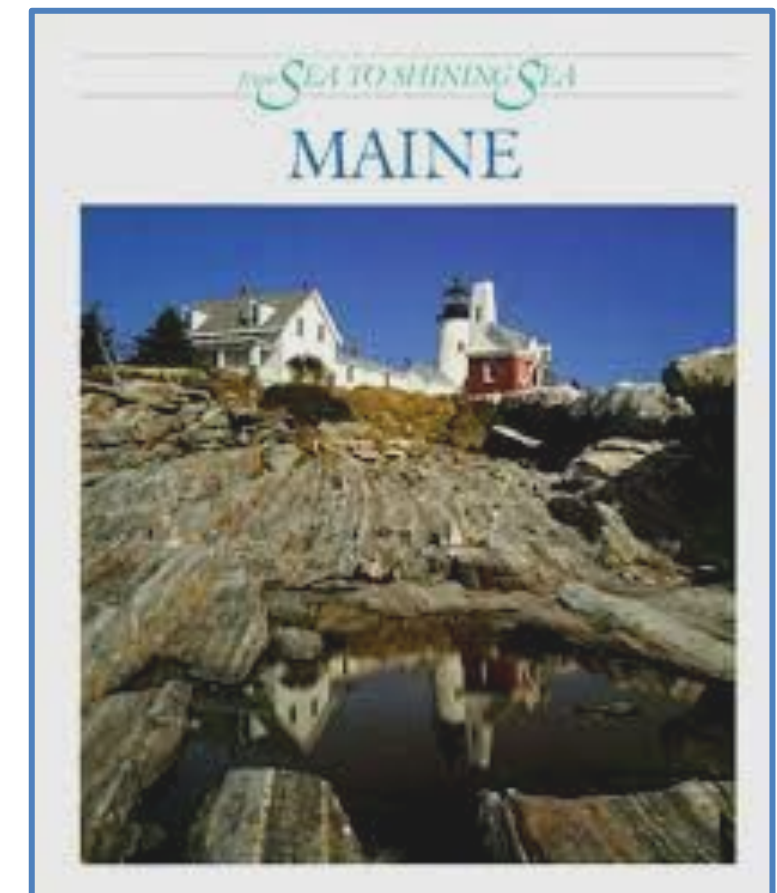


Non-Fiction Book: "L is for Lobster: A Maine Alphabet"

- ★ Brief descriptions of important aspects of Maine.
- ★ Detailed illustrations to engage readers.
- ★ Students used this book when building a map of Maine. (Lesson #1)

Non-Fiction Book: "From Sea to Shining Sea: Maine"

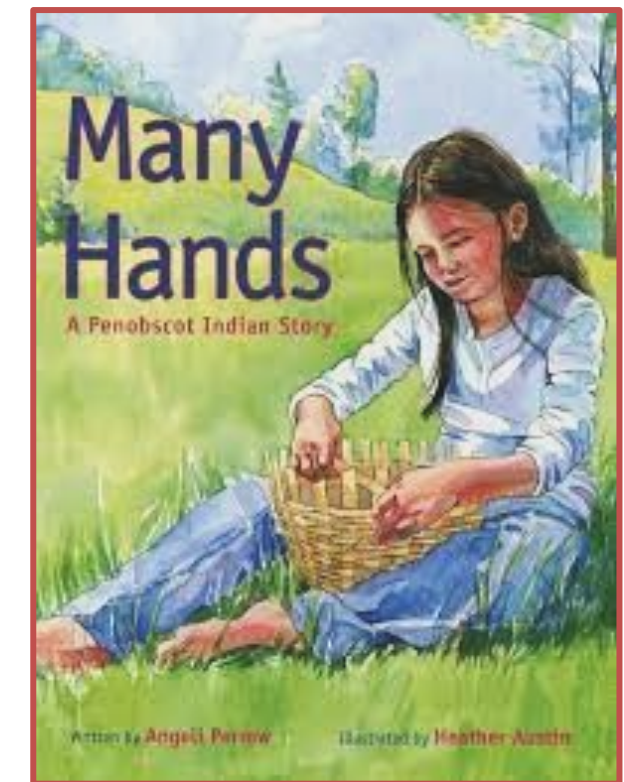
- ★ Nonfiction resource about the state of Maine.
- ★ Students used this to build a timeline of important historical events in Maine's history. (Lesson #2)



02. Multimodal Text Set *(continued)*

Folktale/Fairytale: “Many Hands: A Penobscot Indian Story”

- ★ The folktale of basket making in the Penobscot tribe.
- ★ Focuses on the idea of how their tribe was built around the community helping each other.
- ★ Students used this story as background before making their own baskets. (Lesson #5)



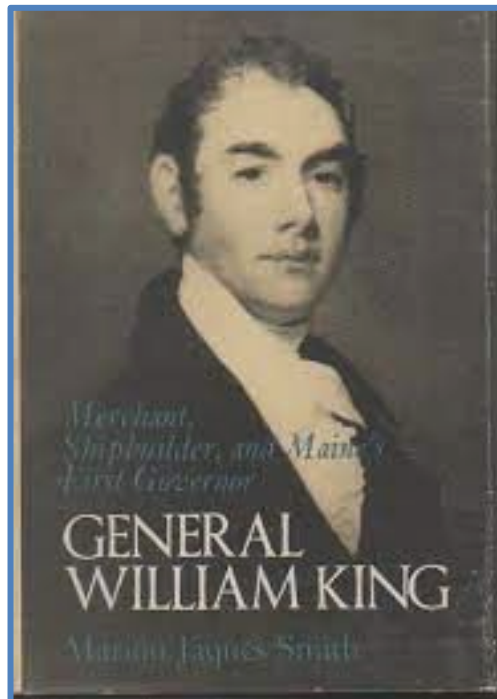
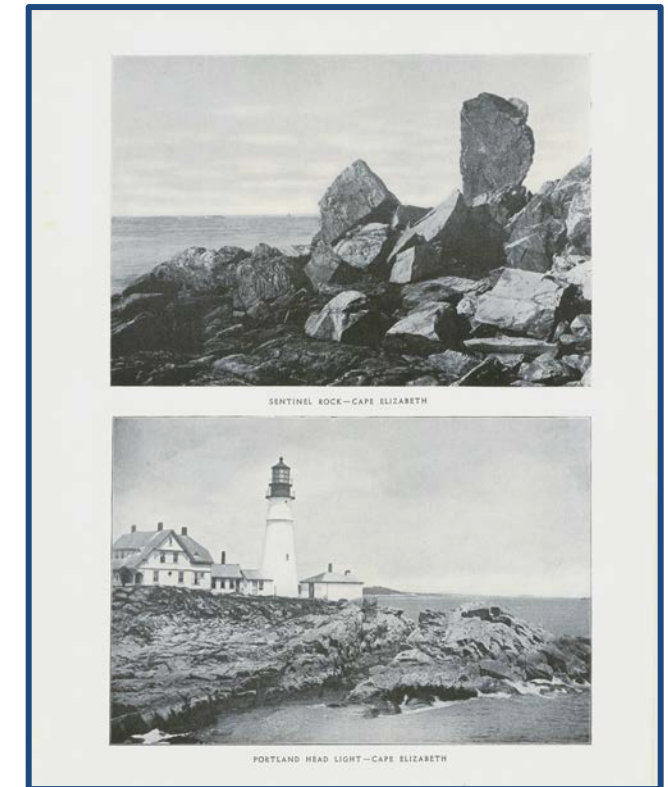
Virtual State Resource: Audubon Live Cams

- ★ Opportunity for students to see animals native to Maine.
- ★ At home activity they can look at with family.
- ★ Students used this activity to examine the geography and natural resources found in Maine. (Lessons #1 & #4)

02. Multimodal Text Set *(continued)*

Primary Sources:

- ★ Bird Lovers Organization Flyer from 1919
- ★ Photographs of Portland, Maine from 1904
- ★ World Atlas map of Maine
 - ↳ The students analyzed these resources and determined whether they were primary or secondary sources.



Secondary Sources:

- ★ The Chapman House website from 2022
- ★ A biography of William King, Maine's first governor
- ★ A Maine textbook
 - ↳ The students analyzed these resources and determined whether they were primary or secondary sources.



Sample
Interdisciplinary Units and Lesson Plans
using Multimodal Text Sets

library.ric.edu/eled436/



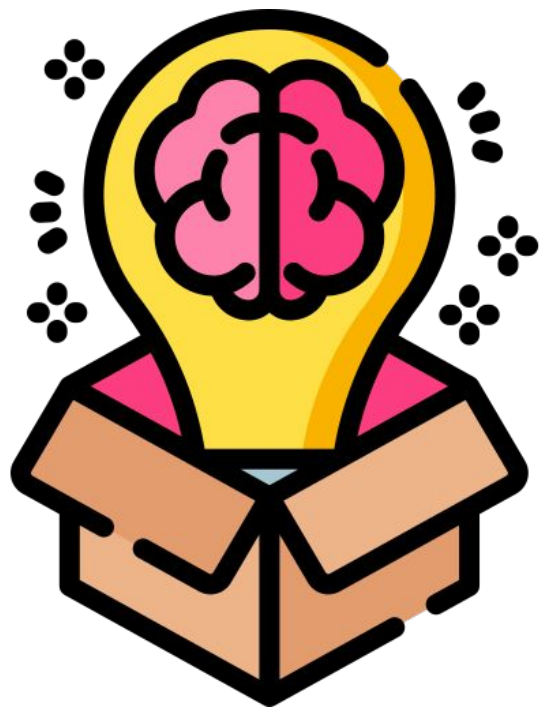


Let's Tie everything back to the

Information Creation as a Process* **Frame*



Multi-modal Text Sets and Megacognition/Reflection



Text Sets help create a sense of emotional connection, feeling, and curiosity. They **can include** fairy and folk tales, biographies, primary source materials, documentaries, video clips, interviews.

They help the students **construct meaning** and expression of academic ideas through writing and art and human interaction.

Think back to our discussion of your favorite childhood book - what were the components that made it memorable and special? How could you fit it into a multimodal text set?

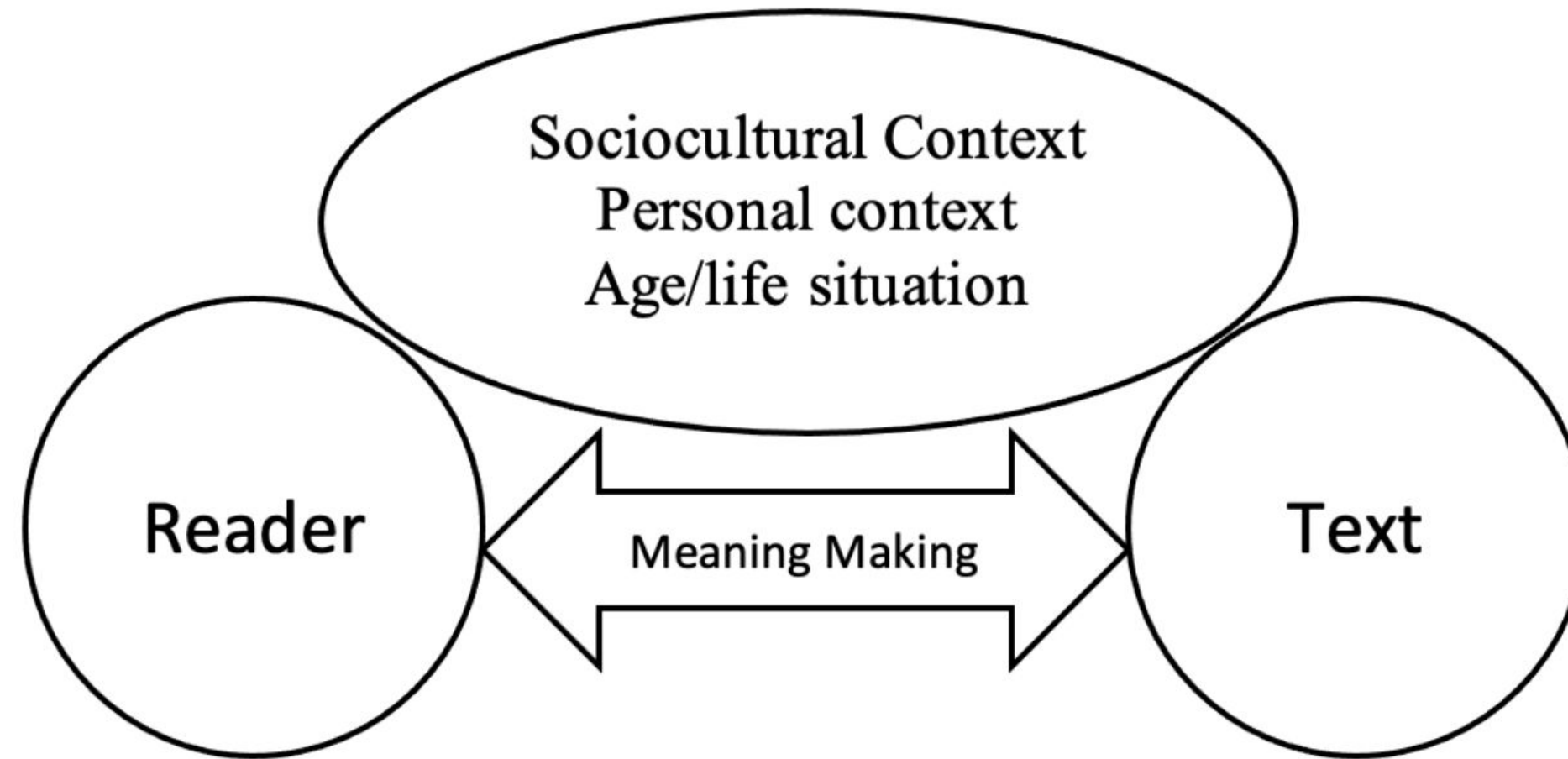


Figure 3: Rosenblatt's theory of text transaction with reader, text, and the context

From: <https://iastate.pressbooks.pub/teachingearlyliteracy/chapter/chapter-7-fluency-and-comprehension/>

♥ Why We Love Multimodal Text Sets ♥



“Because the odds of a single source being equally motivating for an entire class are minimal, using multiple texts increases the chance that students will encounter personally motivating content.”

From: Hoch, M.L., McCarty, R., & Gurvitz, D., & Sitkowski, I. (2018). Five key principles: Guided Inquiry with multimodal text sets. *The Reading Teacher*, 72(6), 701-710.

Digital Literacy in Social Studies

= Disciplinary Literacy + Digital Citizenship



- We teach **social justice threshold concepts** in social studies: Examples are civic agency and civic competence to better understand people so that students learn how to make a difference in the lives of others.
- These threshold concepts help us engage in sound deliberation when we think about the world we live in and how we engage in online spaces.

A graphic of a spiral-bound notebook with a green cover and a white page. The spiral binding is purple and located at the top. The page has a light green grid pattern. There are three orange brush strokes on the left side of the page and one thick orange brush stroke at the bottom.

Lifelong Learning

Connecting Students with public library
resources:

Askri.org



Takeaways: Library Perspective

Collaborating beyond the library

This has been a multi-semester collaboration to rebuild existing library collections to better meet the needs of our students.

Re-energizing our work and roles

Working with Dr. Gurjar and the ELED 436 class has helped me to redefine my role as a liaison librarian to our School of Education - making me more relevant - through providing specialized resources our student teachers will be able to use in the K-12 field.



Takeaways: Faculty Perspective

Collaborating beyond the Classroom

Kieran has been a valuable collaborator by showing preservice teachers how to access a variety of sources for their multimodal text sets while they are at RIC and after they graduate.

Re-energizing our work and roles

Our combined instruction has enriched our preservice teachers' abilities to create relevant multimodal text sets which reflect the diverse backgrounds of the elementary school students in our state and support student success.

A graphic of a spiral-bound notebook with a green grid background. The notebook has a purple spiral binding at the top and a white page with a purple border. There are three orange brush strokes on the left side of the page and one orange brush stroke at the bottom.

Discussion :

What are other ways
multi-modal text sets can be used in
information literacy instruction?



References

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