

CORRELATION BETWEEN SEVENTH GRADE  
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ENGLISH-LANGUAGE ARTS STANDARDS  
AND INFORMATION SITERACY STANDARDS

**Reading**

*1.0 Word Analysis, Fluency, and Systematic Vocabulary Development*

Students use their knowledge of word origins and work relationships, as well as historical and literary context clues to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

***Vocabulary and Concept Development***

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>
1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry	5.2.2 Understands the function and effect of common literary devices (e.g., metaphor, simile, imagery, and alliteration)
1.3 Clarify word meaning through use of definition, example, restatement, or contrast	2.1.8 Applies reading strategies (e.g. questioning, inferring, using context cues, constructing a mental image, reorganizing information, predicting) to assist comprehension of fiction and nonfiction in print and digital formats

*2.0 Reading Comprehension (Focus on Informational Materials)*

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization and purpose. The selections in Recommended Literature, Kindergarten Through Grade Twelve (CDE, 2002) illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g. classic and contemporary literature, magazines, newspapers, online information). In grade six, students make progress toward this goal.

***Structural Features of Informational Material***

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>
2.1 Understand and analyze the differences in structure and purpose between various categories of information materials (e.g., textbooks, newspapers, instructional manuals, signs)	2.1.9 Determine which information and communication technologies are most appropriate for the information task
2.3 Analyze text that uses cause and effect organizational pattern	2.1.5 Demonstrates understanding of nonfiction text structures (e.g., main idea and supporting details, cause and effect, compare and contrast, and sequencing) in nonfiction print and digital formats

***Comprehension and Analysis of Grade-Level Appropriate Text***

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>
2.4 Identify and trace the development of an author's argument, point of view, or	2.2.4 Learns to recognize point of view and evidence of bias in print and digital information

perspective in text.	sources
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### ***Expository Critique***

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>
2.6 Asses the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping	2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources 2.2.5 Learns to recognize the importance of copyright date, dateline, and publishing date as indicators of information currency and accuracy

### ***3.0 Literary Response and Analysis***

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in Recommended Literature, Kindergarten Through Grade Twelve (CDE, 2002) illustrate the quality and complexity of the materials to be read by students.

### ***Structural Features of Literature***

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>
3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, essay)	2.1.3 Identifies structural elements of fiction (e.g. character, plot, setting, type of narrative, order, point of view) in print, nonprint and digital formats 5.1.3 Reads and understands a variety of genre (e.g., folktales, fiction, poetry, biography and drama) 5.2.3 Understands the reasons for reading and appreciates the expressive differences among formats

## **Writing**

### ***1.0 Writing Strategies***

Students write clear, coherent, and focused essays. The writing exhibits the students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Student progress through the stages of the writing process as needed.

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>
<i>Organization and Focus</i> 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	3.2.4 Drafts a clear, coherent, and focused research product, including an introduction, supporting information, and conclusion, that exhibits awareness of purpose and audience.
1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts	2.3.1 Understands that note taking is a tool for information processing (e.g., remembering, comparing, analyzing, and sequencing) 2.3.2 Selects and records relevant information, organizing notes in a format appropriate to the task 2.3.3 Restates facts and details to clarify and organize ideas for note taking

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<b>English-Language Arts Content Standard</b> <i>Research and Technology</i>	<b>Information Literacy Standard</b>
1.4 Identify topics, ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research	1.9.1 Identifies a problem or questions that needs information 1.9.2 Uses presearch strategies such as brainstorming, mapping and recalling of prior knowledge 1.9.5 Formulates questions that define the scope of the investigation 1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product
1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations	8.1.5 Builds a formal bibliography or source list, using an appropriate format 8.1.6 Understand the value of an intellectual commons, as well as the consequences of plagiarism for self and society
1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports	3.2.2 Drafts, edits, and revises writing by hand or using a word processor 3.2.6 Uses appropriate information and communication technology tools for data collection, information analysis, problem solving, group collaboration, and presentation

<b>English-Language Arts Content Standard</b> <i>Evaluation and Revision</i>	<b>Information Literacy Standard</b>
1.7 Revise writing to improve the organization and word choice after checking the logic of the ideas and the precision of the vocabulary	3.2.4 Drafts a clear, coherent, and focused research product, including an introduction, supporting information, and conclusion, that exhibits awareness of purpose and audience

*2.0 Writing applications*

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0

<b>English-Language Arts Content Standard</b> <i>Writing Application</i>	<b>Information Literacy Standard</b>
2.3 Write research reports : a Pose relevant and tightly drawn questions about the topic	1.9.1 Identifies a problem or question that needs information 1.9.5 Formulates questions that define the scope of the investigation
2.3 Write research reports : b. Convey clear and accurate perspectives on the subject;	3.3.9 Conveys clear and accurate information in a presentation
2.3 Write research reports : c. Include evidence compiled through the formal research process	1.9.9 Uses a variety of print and digital reference material (e.g., dictionary, almanac, thesaurus,

(e.g., use of a card catalog, Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries);	atlas, encyclopedia, and periodicals) to locate information
2.3 Write research reports : d. Document reference sources by means of foot notes and bibliography	8.1.2 Cites sources in a standard format to give credit to authors and creators of information, ideas, art, media and software

## **Listening and Speaking.**

### *1.0 Listening and Speaking Strategies*

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

#### ***English-Language Arts Content Standard***

#### ***Information Literacy Standard***

##### ***Organization and Delivery of Oral Communication***

1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience...	3.2.4 Drafts a clear, coherent, and focused research product, including an introduction, supporting information, and conclusion, that exhibits awareness of purpose and audience 3.3.6 Presents information with both factual and conceptual understanding, drawing on multiple sources of information, and using handwritten or computer-generated notes
1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience	3.3.9 Conveys clear and accurate information in a presentation
1.6 Use speaking techniques including voice modulation, inflection, tempo, enunciation and eye contact for effective presentations	3.3.7 Knows a variety of methods to engage the audience during research presentations (e.g., voice modulation, gestures, questions)

#### ***English-Language Arts Content Standard***

#### ***Information Literacy Standard***

##### ***Analysis and Evaluation of Oral and Media Communications***

1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studies	2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources
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### *2.0 Speaking Applications*

Students deliver well-organized formal presentations employing traditional rhetorical strategies. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0

#### ***English-Language Arts Content Standard***

#### ***Information Literacy Standard***

2.2 Deliver research presentations: a. Pose relevant and concise questions about the topic	1.9.1 Identifies a problem or question that needs information 1.9.5 Formulates questions that define the scope of the investigation
2.2 Deliver research presentations: b. Convey clear and accurate perspectives on the subject	3.3.9 Conveys clear and accurate information in a presentation

2.2 Deliver research presentations: c. Include evidence generated through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, computer databases, magazines, newspapers, dictionaries)	1.9.9 Uses a variety of print and digital reference material (e.g., dictionary, almanac, thesaurus, atlas, encyclopedia, and periodicals) to locate information
2.2 Deliver research presentations: d. Cite reference sources appropriately	8.1.2 Cites sources in a standard format to give credit to authors and creators of information, ideas, art, media, and software

### **Additional Information Literacy Standards appropriate for Seventh Grade**

*Standard 1: The student who is information literate accesses information efficiently and effectively.*

#### 1.2 Knows parts of a Book and Digital Resources

1.2.5 Identifies online terms and their uses (e.g., home page, Web page, URL)

1.2.6 Identifies terms common to subscription databases (e.g. login, I.D., and synonyms)

#### 1.3 Knows Types and Location of Library Materials

1.3.5 Learns location of source types (e.g., books, nonprint and digital resources)

1.3.11 Locates relevant sources for class assignments and personal use independently

1.3.12 Identifies appropriate sources for class assignments and personal use

#### 1.4 Learns to Use Library Book Classification Systems

#### 1.5 Knows How to Alphabetize by Author's Last Name

#### 1.6 Uses the Automated Library Catalog

1.6.4 Independently interprets information from an automated library catalog record, including designations for foreign language, special collections, format and availability

#### 1.7 Uses Digital Resources to Access Information

1.7.2 Designs online searches in search engines and periodical databases, using Boolean operators and other limiters or expanders

#### 1.8 Selects Appropriate Library Materials

#### 1.9 Uses a Developmentally Appropriate Research Process to Access Information

1.9.4 Uses keywords and controlled vocabulary to develop search statements for use with databases, search engines, digital books, and other digital sources and formats

1.9.7 Uses Dewey call numbers to locate books in areas of interest or to explore topics in depth

1.9.17 Uses bibliographies in books and digital resources to access information beyond the immediate source and school library media collection

1.9.18 Uses a variety of print and digital information resources to facilitate research

1.9.21 Refines search strategies for research projects

1.9.22 Selects and uses a variety of appropriate media to access information for assignments

1.9.23 Records author, title and other citation elements systematically while accessing information sources

Standard 2: The student who is information literate evaluates information critically and competently

2.2 Evaluates Authority, Credibility, and Currency of Information

2.2.6 Learns to look for currency clues in undated digital or print material

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

3.1 Uses Prewriting Techniques to Extract and Organize Relevant Information

3.1.1 Integrates prior knowledge with source's main idea in preparation for note taking

3.1.4 Uses graphic organizers to arrange information in sequential and logical order

3.1.5 Organizes key words and phrase notes in preparation for creating a product

3.1.6 Selects the appropriate organization tool (e.g. outline, web, flowchart) to organize ideas and information

3.2 Composes and Revises Drafts

3.2.1 Uses an outline and notes to write paragraphs that apply information to decision making, problem solving, critical thinking, and creative expression

3.3 Communicates and synthesizes ideas in logical and creative or novel ways

3.3.2 Presents information that visually conveys the main idea and supporting details about a topic

3.3.8 Uses creative and dramatic methods (e.g., music, art, puppetry, drama, and readers' theater) to enrich presentations and products

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

4.1 Uses School Library Media Center and Public Library Resources to Pursue Personal Interests

4.1.1 Independently selects print, nonprint, and digital resources to satisfy recreational goals and pursuits.

4.2 Uses Information Literacy Skills Independently to Pursue Personal Interests

4.2.1 Uses developmentally appropriate information-literacy processes to independently select print, nonprint, and digital resources to satisfy personal information needs

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

5.1 Learns about Children's and Young Adult Literature, Authors, and Illustrators.

5.2 Appreciates Creative Expressions in All Formats

5.2.1 Develops appreciation of the wide range of literary and other creative forms of expression (e.g., poetry, drama, film, classic literature, visual arts, and music)

5.2.4 Demonstrates growing appreciation of literary and artistic heritage

5.2.5 Appreciates the effects of society, politics, science, and technology on literature and other creative forms of expression

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation

6.1 Evaluates the Research Process and Product

6.1.2 Uses reflection and evaluation skills, individually and in groups to critique one's own work and that of others in a respectful and cooperative and constructive way
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6.1.4 Evaluates and selects appropriate information and communication technology tools and resources to enhance learning
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6.2 Reflects Upon the Process to Improve Information-Seeking Skills

6.2.1 Learns to access multiple formats and sources of reference information (e.g., specialized dictionaries, encyclopedias, and online free and subscription services)
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6.2.2 Recognizes that specialized encyclopedias differ in arrangement, emphasis, and indexing
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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 Understands that a free flow of information is essential for a democratic society

7.2 Seeks and uses information from diverse sources, viewpoints, and cultural backgrounds.

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

8.1 Respects Copyright and Fair Use

8.2 Understands and Respects Principles of Intellectual Freedom

8.2.1 Describes freedoms guaranteed by the First Amendment of the U.S. Constitution
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8.3. Follows School Requirements Regarding Responsible Use of Information and Communication Technologies

8.3.1 Shows positive social behavior while using information and communication technologies
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8.3.2 Demonstrates legal and ethical behavior while using information and communication technologies
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8.3.3 Understands the consequences of inappropriate and illegal use of information and communication technologies
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Standard 9: The student who contributes positively to the learning community and to society is information literate and participates in groups to pursue and generate information

9.1 Collaborates in formal and informal study and research groups

9.2 Respects the views of others in study and research groups