

**CORRELATION BETWEEN SIXTH GRADE
ENGLISH-LANGUAGE ARTS CONTENT STANDARDS
AND INFORMATION LITERACY 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

English-Language Arts Content Standard

Information Literacy Standard

1.2 Identify and interpret figurative language and words with multiple meanings.	5.2.2 Understands the function and effect of common literary devices (e.g., metaphor, simile, imagery, and alliteration)
1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning	2.1.8 Applies reading strategies (e.g. questioning, inferring, using context cues) 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

English-Language Arts Content Standard

Information Literacy Standard

2.1 Identify the structural features of popular media (e.g. newspapers, magazines, online information) and use the features to obtain information	1.3.3 Uses the “find” function to location information in online digital resources and computer files 1.3.10 Locates information in periodicals by using print and/or digital indexes or, by using the search engines of subscription periodical databases 1.7.2 Designs online searches in search engines and periodical databases, using Boolean operators and other limiters or expanders 1.9.9 Uses a variety of print and digital references material (e.g., dictionary, almanac, thesaurus, atlas, encyclopedia, and periodicals) to locate information
2.2 Analyze text that uses compare-and-contrast 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

English-Language Arts Content Standard

Information Literacy Standard

2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics	2.1.6 Discerns relationships among topics in order to locate maximum available information on a topic
2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports	2.1.7 Clarifies an understanding of texts by creating summaries 2.3.1 Understands that notetaking 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 notetaking 3.1.4 Uses graphic organizers to arrange information in sequential and logical order

Expository Critique

English-Language Arts Content Standard

Information Literacy Standard

2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions	2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources 2.2.4 Learns to recognize point of view and evidence of bias in print and digital information sources
2.7 Make reasonable assertions about a text through accurate, supporting citations	8.1.2 Cites sources in standard format to give credit to authors and creators of information, ideas, art, media, and software
2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text	2.2.1 Distinguish between fact and opinion in nonfiction sources 2.2.2 Recognizes print, nonprint, and digital media as sources for information, persuasion, interpretation of events, transmission of culture, and entertainment 2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources 2.2.4 Learns to recognize point of view and evidence of bias in print and digital information sources

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

English-Language Arts Content Standard

Information Literacy Standard

3.1 Identify the forms of fiction and describe the major characteristics of each	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
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Narrative Analysis of Grade Level Appropriate Texts

English-Language Arts Content Standard

Information Literacy Standard

3.6 Identify and analyze features of themes conveyed through characters, actions, and images	5.1.5 Compares and contrasts plots, settings, characters, and themes
3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fiction and nonfiction texts	5.2.2 Understands the function and effect of common literary devices (e.g., metaphor, simile, imagery, and alliteration)

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.

Organization and Focus

English-Language Arts Content Standard

Information Literacy Standard

1.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose; b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader; c. Conclude with a detailed summary linked to the purpose of the composition	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.
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Research and Technology

English-Language Arts Content Standard

Information Literacy Standard

1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, email addresses) to locate information	1.7.3 Uses databases (e.g., CD-ROMS, online free and fee-based services) for school use 1.7.5 Uses specialized content-area digital resources (e.g. videos, CD-ROMS, deep web databases, subscription information services, online library catalog)
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	<p>1.7.6 Selects appropriate information and communication technology tools and resources</p> <p>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</p> <p>1.9.18 Uses a variety of print and digital information resources to facilitate research</p>
1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation)	3.2.2 Drafts, edits, and revises writing by hand or using a word processor

Evaluation and Revision

English-Language Arts Content Standard

Information Literacy Standard

1.6 Edit and revise selected drafts to improve the organization and consistency of ideas within and between paragraphs	<p>3.2.2 Drafts, edits, and revises writing by hand or using a word processor</p> <p>3.2.3 Use a print or digital thesaurus to edit and revise rough drafts to improve meaning and focus</p> <p>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</p>
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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

Writing Application

English-Language Arts Content Standard

Information Literacy Standard

2.3 Write research reports : a. Pose relevant questions with a scope narrow enough to be thoroughly covered;	<p>1.9.1 Identifies a problem or question that needs information</p> <p>1.9.5 Formulates questions that define the scope of the investigation</p>
2.3 Write research reports : b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches);	<p>1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product</p> <p>1.9.9 Uses a variety of print and digital reference material (e.g., dictionary, almanac, thesaurus, atlas, encyclopedia, and periodicals) to locate information</p> <p>3.3.6 Presents information with both factual and conceptual understanding, drawing from multiple sources of information, and using handwritten or computer-generated notes.</p>
2.3 Write research reports : c. Include a bibliography	8.1.2 Cites sources in a standard format to give credit to authors and creators of information, ideas, art, media and software

	8.1.5 Builds a formal bibliography or source list, using an appropriate format
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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.

Organization and Delivery of Oral Communication

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>
1.4 Select a focus, organizational structure, and point of view, matching the purpose, message, occasion and vocal modulation to the 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 3.3.7 Knows a variety of methods to engage the audience during research presentations (e.g., voice modulation, gestures, questions)
1.5 Emphasize salient point to assist the listener in following the main ideas and concepts	3.3.9 Conveys clear and accurate information in a presentation
1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology	3.3.1 Presents information in a variety of formats, such as word processes texts, charts, graphs, computer graphics and multimedia, using appropriate information and communication technology tools 3.3.2 Presents information that visually conveys the main idea and supporting details about a topic 3.3.5 Presents information using advanced multimedia and presentation software

Analysis and Evaluation of Oral and Media Communications

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>
1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information	2.2.2 Recognizes print, nonprint, and digital media as sources for information, persuasion, interpretation of events, transmission of culture, and entertainment 2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources 2.2.4 Learns to recognize point of view and evidence of bias in print and digital information sources

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

Speaking Applications

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>
2.2 Deliver informative presentations: Deliver informative presentations: a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered; b	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 informative presentations: b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources	1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product 1.9.9 Uses a variety of print and digital reference material (e.g., dictionary, almanac, thesaurus, atlas, encyclopedia, and periodicals) to locate information 3.3.6 Presents information with both factual and conceptual understanding, drawing from multiple sources of information, and using handwritten or computer-generated notes. 3.3.9 Conveys clear and accurate information in a presentation

Additional Information Literacy Standards appropriate for Sixth 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

1.4 Learns to Use Library Book Classification Systems

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

1.8 Selects Appropriate Library Materials

1.8.1 Learns to use a variety of techniques to independently select books at reading level

1.8.2 Learns to independently select digital curriculum materials appropriate to grade level

1.9 Uses a Developmentally Appropriate Research Process to Access Information

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

2.1 Locates Relevant Information from Appropriate Fiction and Nonfiction Sources in Print and Digital Formats

2.1.9 Determines which information and communication technologies are most appropriate for the information task

2.2 Evaluates Authority, Credibility, and Currency of Information

2.2.5 Learns to recognize the importance of copyright date, dateline, and publishing date as indicators of information currency and accuracy

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

2.3 Selects Relevant Information during the Research Process

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

3.1.5 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

3.2.6 Uses appropriate information and communication technology tools for data collection, information analysis, problem solving, group collaboration, and presentation

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

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

6.2 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)

6.2.2 Recognizes that specialized encyclopedias differ in arrangement, emphasis, and indexing

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

8.1.1 Understands the purpose of an intellectual commons and fair use, and why plagiarism, violating copyright and other illegal or unethical uses of information and technology are unacceptable

8.1.4 Quotes or paraphrases information to avoid plagiarism

8.1.6 Understands the value of an intellectual commons, as well as the consequences of plagiarism, for self and society

8.2 Understands and Respects Principles of Intellectual Freedom

8.2.1 Describes freedoms guaranteed by the First Amendment of the U.S. Constitution

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

8.3.2 Demonstrates legal and ethical behavior while using information and communication technologies

8.3.3 Understands the consequences of inappropriate and illegal use of information and communication technologies

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