

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

Reading

1.0 Word Analysis, Fluency and Systematic Vocabulary Development

Students understand the basic features of reading.

Concepts about Print

English-Language Arts Content Standard

Information Literacy Standard

1.2 Identify title and author of a reading selection.	1.2.1 Identifies parts of a book: Cover, title , title page, author, illustrator, spine, and spine label.
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2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g. generating and responding to essential questions, making predictions, comparing information from several sources). 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 Informational Material

English-Language Arts Content Standard

Information Literacy Standard

2.1 Identify text that uses sequence or logical order.	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.
2.4 Use context to resolve ambiguities about word and sentence meanings.	2.1.8 Applies reading strategies (e.g. questioning, using context clues, ...predicting) to assist in comprehension of fiction and nonfiction.
2.6. Relate prior knowledge to textural information.	1.9.2 Uses presearch strategies such as brain storming, mapping, recall of prior knowledge.

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children’s literature. They distinguish between structural features of the text and the literary terms or elements... The selections in Recommended Literature, Kindergarten Through Grade Twelve (CDE, 2002) illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade Level Appropriate Texts

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>
3.1 Identify and describe the elements of plot, setting, and characters(s) in a story, as well as the story’s beginning, middle and ending.	2.1.3 Identifies structural elements of fiction (e.g. character, plot, setting, order,...) in print, nonprint and digital formats.
3.2 Describe the roles of the authors and illustrators and their contributions to print materials.	5.1.2 Describes the roles of authors and illustrators and their contributions to literature and society.
3.3 Recollect, talk, and write about books read during the school year.	5.1.5 Compares and contrasts plots, settings, characters and themes.

Writing

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (prewriting, drafting, revising, editing successive versions).

Organization and focus

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>
1.1 Select a focus when writing.	1.9.1 Identifies a problem or question that needs information. 1.9.5 Formulates questions that define the scope of the investigation.

Additional Information Literacy Standards appropriate for First Grade

(Italicized items refer to a standard taught by both the library media and classroom teachers.)

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

1.1 Knows Library Procedures for Circulation and Care of Equipment.

1.1.1 Understands how to check out and care for books and multimedia material, and respects library rules.

1.1.2 Learns who to ask for help at a library.

1.1.3 Demonstrates respect for other library users.

1.1.5 Learns to follow library procedures at a library.

1.1.6 Understands the difference between a school and public library.

1.1.7 Demonstrates growth in understanding of school library procedures.

1.1.8 *Uses other libraries to supplement school library media center resources.*

1.3 Knows Types and Location of Library Materials.

1.3.1 *Understand the differences between fiction and non-fiction.*

1.3.6 *Locates fiction and non-fiction items in a variety of formats.*

1.3.7 *Knows that books and nonprint material may be located by subject in the nonfiction section.*

1.3.11 *Locates relevant sources for class assignments and personal use independently.*

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

1.5.1 *Learns that the fiction section is organized alphabetically by the author's last name.*

1.5.2 *Identifies the call number in the fiction section as the author's last name alphabetized to the first letter.*

1.6 Uses the Automated Library Catalog.

1.6.1 Understands the general purpose of the automated library catalog.

1.8 Selects Appropriate Library Materials.

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

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.*

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.

5.1.1 Understands the purpose of children’s and young adult book awards.

5.1.3 Reads and understands a variety of genre.

5.1.6 Selects children’s authors, appropriate for reading level, as recommended by district and state guidelines and reading lists.

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.

8.2 Understands and Respects Principles of Intellectual Freedom.

8.2.2 Respects differences of opinion and their expression in speech and the press.

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.

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.