

# CORRELATION BETWEEN SEVENTH GRADE INFORMATION LITERACY STANDARDS AND ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

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

## 1.1 Knows Library Procedures for Circulation and Care of Equipment

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

*Information Literacy*

*English-Language Arts*

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, and locates them independently	

### 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

*Information Literacy*

*English-Language Arts*

1.6.4 Independently interprets information from an automated library catalog record, including designations for foreign language, special collections, format and availability	
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### 1.7 Uses Digital Resources to Access Information

*Information Literacy*

*English-Language Arts*

1.7.2 Designs online searches in search engines and periodical databases, using Boolean operators and other limiters or expanders	
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### 1.8 Selects Appropriate Library Materials

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

*Information Literacy*

*English-Language Arts*

1.9.1 Identifies a problem or question that	Identify topics, ask and evaluate questions; and
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needs information	develop ideas leading to inquiry, investigation and research (Writing 1.4) Write research reports: a Pose relevant and tightly drawn questions about the topic (Writing 2.3 a) Deliver research presentations: a. Pose relevant and concise questions about the topic (Listening and Speaking 2.2 a)
1.9.2 Uses presearch strategies such as brain storming, mapping, recalling of prior knowledge	Identify topics, ask and evaluate questions; and develop ideas leading to inquiry, investigation and research (Writing 1.4)
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	
1.9.5 Formulates questions that define the scope of the investigation	Identify topics, ask and evaluate questions; and develop ideas leading to inquiry, investigation and research (Writing 1.4) Write research reports: a Pose relevant and tightly drawn questions about the topic (Writing 2.3 a) Deliver research presentations: a. Pose relevant and concise questions about the topic (Listening and Speaking 2.3 a)
1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product	Identify topics, ask and evaluate questions; and develop ideas leading to inquiry, investigation and research (Writing 1.4)
1.9.7 Uses Dewey call numbers to locate books in areas of interest or to explore topics in depth	
1.9.9 Uses a variety of print and digital reference material (e.g., dictionary, almanac, thesaurus, atlas, encyclopedia, and periodicals) to locate	Write research reports: c. Include evidence compiled through the formal research process (e.g., use of a card catalog, Reader's Guide, a computer catalog, magazines, newspapers, dictionaries) (Writing 2.3 c) Deliver research presentations: c. Include evidence compiled through the formal research process (e.g., use of a card catalog, Reader's Guide, a computer catalog, magazines, newspapers, dictionaries) (Listening and Speaking 2.2 c)
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 sources	
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.

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

### *Information Literacy*

### *English-Language Arts*

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	Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, essay) (Reading 3.1)
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	Analyze text that uses the cause-and-effect organizational pattern (Reading 2.3)
2.1.8 Applies reading strategies (e.g., questioning, inferring, rereading, using context clues, constructing a mental image, reorganizing information, locating main idea, predicting) to assist comprehension of fiction and nonfiction in print and digital formats	Clarify word meanings through the use of definition, example, restatement, or contrast (Reading 1.3)
2.1.9 Determines which information and communication technologies are most appropriate for the information task	Understand and analyze the differences in structure and purpose between various categories of information materials (e.g., textbooks, newspapers, instructional manuals, signs) (Reading 2.1)

## **2.2 Evaluates Authority, Credibility, and Currency of Information**

### *Information Literacy*

### *English-Language Arts*

2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources	Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping (Reading 2.6)
2.2.4 Learns to recognize point of view and evidence of bias in print and digital information sources	Identify and trace the development of an author's argument, point of view, or perspective in text (Reading 2.4)
2.2.5 Learns to recognize the importance of copyright date, dateline, and publishing date as indicators of information currency and	Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances

accuracy	of bias and stereotyping (Reading 2.6)
2.2.6 Learns to look for currency clues in undated digital or print material	

### **2.3 Selects Relevant Information during the Research Process**

#### *Information Literacy*

#### *English-Language Arts*

2.3.1 Understands that notetaking is a tool for information processing (e.g. remembering, comparing, analyzing, and sequencing)	Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts (Writing 1.3)
2.3.2 Selects and records relevant information, organizing notes in a format appropriate to the task	Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts (Writing 1.3)
2.3.3 Restates facts and details to and organize ideas for notetaking	Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts (Writing 1.3)

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

### **3.1 Uses Prewriting Techniques to Extract and Organize Relevant Information**

#### *Information Literacy*

#### *English-Language Arts*

3.1.1 Integrates prior knowledge with source's main ideas in preparation for notetaking	
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**

#### *Information Literacy*

#### *English-Language Arts*

3.2.1 Uses and outline and notes to write paragraphs that apply information to decision making, problem solving, critical thinking, and creative expression	
3.2.2 Drafts, edits, and revises writing by hand or using a word processor	Create documents by using work-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports (Writing 1.6)
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	Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples (Writing 1.2) Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of vocabulary (Writing

	1.7) Organize information to achieve particular purposes and to appeal to the background and interests of its audience (Listening and Speaking 1.4)
3.2.6 Uses appropriate information and communication technology tools for data collection, information analysis, problem solving, group collaboration, and presentation	Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports (Writing 1.6)

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

#### *Information Literacy*

#### *English-Language Arts*

3.3.2 Presents information that visually conveys the main idea and supporting details about a topic	
3.3.6 Presents information with both factual and conceptual understanding, drawing from multiple sources of information, and using handwritten or computer-generated notes	Organize information to achieve particular purposes and to appeal to the background and interests of its audience (Listening and Speaking 1.4)
3.3.7 Knows a variety of methods to engage the audience during research presentations (voice modulation, gestures, questions)	Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact for effective presentations (Listening and Speaking 1.6)
3.3.8 Uses creative and dramatic methods (e.g., art, music, drama, and readers' theater) to enrich presentations and products	
3.3.9 Conveys clear and accurate information in a presentation	Write research reports : b. Convey clear and accurate perspectives on the subject (Writing 2.3b) Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience (Listening and Speaking 1.5) Deliver research presentations: b. Convey clear and accurate perspectives on the subject (Listening and Speaking 2.2 b)

*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

#### *Information Literacy*

#### *English-Language Arts*

4.1.1 Independently selects print, nonprint, and digital resources to satisfy recreational goals and pursuits	
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## 4.2 Uses Information Literacy Skills Independently to Pursue Personal Interests

*Information Literacy*

*English-Language Arts*

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

*Information Literacy*

*English-Language Arts*

5.1.3 Reads and understands a variety of genre (e.g., folktales, fiction, poetry, biography and drama)	Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, essay) (Reading 3.1)
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## 5.2 Appreciates Creative Expressions in all Formats

*Information Literacy*

*English-Language Arts*

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)	
5.2.2 Understands the function and effect of common literary devices (e.g. metaphor, simile, imagery, and alliteration)	Identify idioms, analogies, metaphors, and similes in prose and poetry (Reading 1.1)
5.2.3 Understands the reasons for reading and appreciates the expressive differences among formats	Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, essay) (Reading 3.1)
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 formation seeking and knowledge generation.*

## 6.1 Evaluates the Research Process and Project

*Information Literacy*

*English-Language Arts*

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	
6.1.4 Evaluates and selects appropriate information and communication technology tools and resources to enhance learning, knowledge production, and dissemination	

## 6.2 Reflects Upon the Process to Improve Information-Seeking Skills

*Information Literacy*

*English-Language Arts*

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

*Information Literacy*

*English-Language Arts*

8.1.2 Cites sources in a standard format to give credit to authors and creators of information, ideas, art, media, and software	Write research reports: d. Document reference sources by means of footnotes and bibliography (Writing 2.3 d) Deliver research presentations: d. Cite reference sources appropriately (Listening and Speaking 2.2 d)
8.1.5 Builds a formal bibliography or source list, using an appropriate format	Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations (Writing 1.5)
8.1.6 Understands the value of an intellectual commons, as well as the consequences of plagiarism, for self and society	Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations (Writing 1.5)

## 8.2 Understands and Respects Principles of Intellectual Freedom

*Information Literacy*

*English-Language Arts*

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**

*Information Literacy*

*English-Language Arts*

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**