

**CORRELATION BETWEEN SIXTH GRADE I
NFORMATION 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 Standard

English-Language Arts Content Standard

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

Information Literacy Standard

English-Language Arts Content Standard

1.3.3 Uses the “find” function to locate information in online digital resources and computer files	Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information (Reading 2.1)
1.3.5 Learns location of source types (e.g., books, nonprint, and digital resources)	
1.3.10 Locates information in periodicals by using print and/or digital indexes; or, by using the search engines of subscription periodical databases	Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information (Reading 2.1)
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

Information Literacy Standard

English-Language Arts Content Standard

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 Standard

English-Language Arts Content Standard

1.7.2 Designs online searches in search engines and periodical databases, using Boolean operators and other limiters or expanders	Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information (Reading 2.1)
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1.7.3 Uses databases (e.g., CD_ROMS, online free and fee-based services) for school use	Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, email addresses) to locate information (Writing 1.4)
1.7.5 Uses specialized content-area digital resources	Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, email addresses) to locate information (Writing 1.4)
1.7.6 Selects appropriate information and communication technology tools and resources	Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, email addresses) to locate information (Writing 1.4)

1.8 Selects Appropriate Library Materials

Information Literacy Standard

English-Language Arts Content Standard

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

Information Literacy Standard

English-Language Arts Content Standard

1.9.1 Identifies a problem or question that needs information	Write research reports : a. Pose relevant questions with a scope narrow enough to be thoroughly covered; (Writing 2.3) Deliver informative presentations: a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered (Listening and Speaking 2.2)
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	Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, email addresses) to locate information (Writing 1.4)
1.9.5 Formulates questions that define the scope of the investigation	Write research reports : a. Pose relevant questions with a scope narrow enough to be thoroughly covered; (Writing 2.3) Deliver informative presentations: a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered (Listening and Speaking 2.2)
1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product	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) (Writing 2.3) Deliver informative presentations: b. Develop the

	topic with facts, details, examples, and explanations from multiple authoritative sources (Listening and Speaking 2.2)
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 information	Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information (Reading 2.1) 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) (Writing 2.3b) Deliver informative presentations: b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (Listening and Speaking 2.2b)
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	Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, email addresses) to locate information (Writing 1.4)
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 Standard

English-Language Arts Content Standard

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	Identify the forms of fiction and describe the major characteristics of each (Reading 3.1)
2.1.5 Demonstrates understanding of nonfiction text structures (e.g., main idea and	Analyzes text that uses compare-and-contrast organizational pattern (Reading 2.2)

supporting details, cause and effect, compare and contrast, and sequencing) in nonfiction print and digital formats	
2.1.6 Discerns relationships among topics in order to locate maximum available information on any given subject	Connect and clarify main ideas by identifying their relationships to other sources and related topics (Reading 2.3)
2.1.7 Clarifies understanding of text by creating summaries	Clarifying an understanding of texts by creating outlines, logical notes, summaries, or reports (Reading 2.4)
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	Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning (Reading 1.4)
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

Information Literacy Standard

English-Language Arts Content Standard

2.2.1 Distinguishes between fact and opinion in nonfiction sources	Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text (Reading 2.8)
2.2.2 Recognizes print, nonprint, and digital media as sources for information, persuasion, interpretation of events, transmission of culture, and entertainment	Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text (Reading 2.8) Identify persuasive and propaganda techniques used in television and identify false and misleading information (Listening and Speaking 1.9)
2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources	Determine the adequacy and appropriateness of the evidence for an author's conclusions (Reading 2.6) Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text (Reading 2.8) Identify persuasive and propaganda techniques used in television and identify false and misleading information (Listening and Speaking 1.9)
2.2.4 Learns to recognize point of view and evidence of bias in print and digital information sources	Determine the adequacy and appropriateness of the evidence for an author's conclusions (Reading 2.6) Note instances of unsupported inferences, fallacious reasoning, persuasion, and

	propaganda in text (Reading 2.8) Identify persuasive and propaganda techniques used in television and identify false and misleading information (Listening and Speaking 1.9)
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

Information Literacy Standard

English-Language Arts Content Standard

2.3.1 Understands that notetaking is a tool for information processing (e.g. remembering, comparing, analyzing, and sequencing)	Clarifying an understanding of texts by creating outlines, logical notes, summaries, or reports (Reading 2.4)
2.3.2 Selects and records relevant information, organizing notes in a format appropriate to the task	Clarifying an understanding of texts by creating outlines, logical notes, summaries, or reports (Reading 2.4)
2.3.3 Restates facts and details to clarify and organize ideas for notetaking	Clarifying an understanding of texts by creating outlines, logical notes, summaries, or reports (Reading 2.4)

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 Standard

English-Language Arts Content Standard

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	Clarifying an understanding of texts by creating outlines, logical notes, summaries, or reports (Reading 2.4)
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 Standard

English-Language Arts Content Standard

3.2.1 Uses and outline and notes to write paragraphs that apply information to decision making, problem solving, critical thinking, and	
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creative expression	
3.2.2 Drafts, edits, and revises writing by hand or using a word processor	Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margin tabs, spacing, columns, page orientation) (Writing 1.5) Edit and revise selected drafts to improve the organization and consistency of ideas within and between paragraphs (Writing 1.6)
3.2.3 Use a print or digital thesaurus to edit and revise rough drafts to improve meaning and focus	Edit and revise selected drafts to improve the organization and consistency of ideas within and between paragraphs (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	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 (Writing 1.2) Edit and revise selected drafts to improve the organization and consistency of ideas within and between paragraphs (Writing 1.6)
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

Information Literacy Standard

English-Language Arts Content Standard

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	Support opinions with detailed evidence and with visual or media displays that use appropriate technology (Listening and Speaking 1.6)
3.3.2 Presents information that visually conveys the main idea and supporting details about a topic	Support opinions with detailed evidence and with visual or media displays that use appropriate technology (Listening and Speaking 1.6)
3.3.3 Orally shares information with peers and other audiences	
3.3.5 Presents information using advanced multimedia and presentation software	Support opinions with detailed evidence and with visual or media displays that use appropriate technology (Listening and Speaking 1.6)
3.3.6 Presents information with both factual and conceptual understanding, drawing from	Write research reports : b. Support the main idea or ideas with facts, details, examples, and

multiple sources of information, and using handwritten or computer-generated notes	explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches) (Writing 2.3b) Select a focus, organizational structure, and point of view, matching the purpose, message, occasion and vocal modulation to the audience (Listening and Speaking 1.4) Deliver informative presentations: b Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (Listening and Speaking 2.2b)
3.3.7 Knows a variety of methods to engage the audience during research presentations (voice modulation, gestures, questions)	Select a focus, organizational structure, and point of view, matching the purpose, message, occasion and vocal modulation to the audience (Listening and Speaking 1.4)
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	Emphasize salient point to assist the listener in following the main ideas and concepts (Listening and Speaking 1.5) Deliver informative presentations: b Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (Listening and Speaking 2.2)

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 Standard

English-Language Arts Content Standard

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 Standard

English-Language Arts Content Standard

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 Standard

English-Language Arts Content Standard

5.1.3 Reads and understands a variety of genre (e.g., folktales, fiction, poetry, biography and drama)	Identify the forms of fiction and describe the major characteristics of each (Reading 3.1)
5.1.5 Compares and contrasts plots, settings, characters, and themes	Identify and analyze features of themes conveyed through characters, actions, and images (Reading 3.6)

5.2 Appreciates Creative Expressions in all Formats

Information Literacy Standard

English-Language Arts Content Standard

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 and interpret figurative language and words with multiple meanings (Reading 1.2) Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fiction and nonfictional texts (Reading 3.7)
5.2.3 Understands the reasons for reading and appreciates the expressive differences among formats	Identify the forms of fiction and describe the major characteristics of each (Reading 3.1)
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 formation seeking and knowledge generation.

6.1 Evaluates the Research Process and Project

6.2 Reflects Upon the Process to Improve Information-Seeking Skills

Information Literacy Standard

English-Language Arts Content Standard

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

<i>Information Literacy Standard</i>	<i>English-Language Arts Content Standard</i>
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	
8.1.2 Cites sources in a standard format to give credit to authors and creators of information, ideas, art, media, and software	Makes reasonable assertions about a text through accurate, supporting citations (Reading 2.7) Write research reports : c. Include a bibliography (Writing 2.3 c)
8.1.4 Quotes or paraphrases information to avoid plagiarism	
8.1.5 Builds a formal bibliography or source list, using an appropriate format	Write research report: c. Include a bibliography (Writing 2.3 c)
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

<i>Information Literacy Standard</i>	<i>English-Language Arts Content Standard</i>
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

<i>Information Literacy Standard</i>	<i>English-Language Arts Content Standard</i>
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