

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

Reading.

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. In addition to their regular school reading, by grade four, students read one-half 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 three, students make substantial progress toward this goal.

English-Language Arts Content Standard

Structural Features of Informational Material

Information Literacy Standard

2.1 Use titles, tables of contents, and chapter headings, glossaries and indexes to locate information in text.	1.2.3 Identifies parts of a book: glossary, index, and dedication. 1.9.10 Uses title, table of contents, chapter headings and navigation elements to locate information in books and digital resources.
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English-Language Arts Content Standard

Comprehension and Analysis of Grade-Level Appropriate Text

Information Literacy Standard

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	1.9.2 Uses presearch strategies such as brain storming, mapping, recalling of prior knowledge.
2.5 Distinguish the main idea and supporting details in expository text.	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. 2.1.8 Applies reading strategies (e.g. questioning, inferring, rereading using context clues, reorganizing information, locating main idea, predicting) to assist in comprehension of fiction and nonfiction in print and digital formats.
2.6 Extract appropriate and significant information from text, including problems and solutions.	2.3.2 Selects and records relevant information.

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 (e.g. theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve (CDE, 2002) illustrate the quality and complexity of the materials to be read by students.

English-Language Arts Content Standard

Information Literacy Standard

Structural Features of Literature

3.1 Distinguish common forms of literature (e.g. , poetry, drama, fiction, nonfiction).	5.1.3 Reads and understands a variety of genre 5.2.1 Develops appreciation of a wide range of literary and other creative forms of expression (e.g., poetry, drama, film, classic literature, visual arts, and music).
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English-Language Arts Content Standard

Information Literacy Standard

Narrative Analysis of Grade Level Appropriate Texts

3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	5.1.4 Compares and contrasts different versions of the same stories that reflect different cultures.
3.4 Determine the underlying theme or author’s message in fiction and nonfiction text.	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).

English-Language Arts Content Standard

Information Literacy Standard

Organization and focus

1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details	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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English-Language Arts Content Standard

Information Literacy Standard

Research

1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	1.2.4 Understands the general organization of a print dictionary, thesaurus, atlas, and encyclopedia.
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English-Language Arts Content Standard

Information Literacy Standard

Evaluation and Revision

1.4. Revise original drafts to improve sequence and provide more descriptive detail.	3.2.2 Drafts, edits, and revises writing by hand or using a word processor.
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Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level

English-Language Arts Content Standard

Information Literacy Standard

Spelling

1.9 Arrange words in alphabetical order.	1.5.4 Alphabetizes to the third letter to locate books by call number.
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Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides listeners to understand important ideas by using proper phrasing, pitch, and modulation.

English-Language Arts Content Standard

Information Literacy Standard

Organization and Delivery of Oral Communication

1.5. Organize ideas chronologically around major points of information.	3.1.4 Uses graphic organizers to arrange information in sequential and logical order 3.2.4 Drafts a clear, coherent, and focused product.
1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.	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.
1.7. Use clear and specific vocabulary to communicate ideas and establish the tone.	3.3.9 Conveys clear and accurate information in a presentation.
1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).	3.3.4 Clarifies and enhances oral presentations using appropriate visual and/or audio enhancements and aids.

English-Language Arts Content Standard

Information Literacy Standard

Analysis and Evaluation of Oral and Media Communications

1.10 Compare ideas and points of view expressed in broadcast and print media.	2.2.4 Learns to recognize point of view and evidence of bias in print and digital information sources (5 th grade).
1.11 Distinguish between the speaker's opinions and verifiable facts.	2.2.1 Distinguishes between fact and opinion in nonfiction sources.

Additional Information Literacy Standards appropriate for Third Grade

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

1.1 Knows Library Procedures for Circulation and Care of Equipment

1.2 Knows Parts of a Book and Digital Resources

1.3 Knows Types and Location of Library Materials

1.4 Learns to Use Library Book Classification Systems

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

1.5.3 Alphabetizes to the third letter to locate books by call number.
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1.6 Uses the Automated Library Catalog.

1.6.1 Understands the general purpose of the automated library catalog.

1.6.2 Uses computer software graphical elements and navigation tools (e.g. buttons, icons, and fields) to search automated library catalog.

1.7 Uses Digital Resources to Access Information.

1.7.1 Uses input and output devices to operate digital equipment (e.g. computers, VCRs, CD players, and audio cassette players).
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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, web databases, subscription information services, online library catalog).

1.8 Selects Appropriate Library Materials.

1.9 Uses a Developmentally Appropriate Research Process to Access Information.

1.9.2 Uses presearch strategies such as brainstorming, mapping and recalling of prior knowledge.
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1.9.8 Selects and reads familiar and unfamiliar material independently.

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.
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4.1.4 Uses information and communication technologies for recreational purposes.
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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.

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

5.1.2 Describes the roles of authors and illustrators.

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

8.3.2 Demonstrates legal and ethical 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.