California Library

Grade 6

Adopted 2010

Students access information.

1.1 Recognize the need for information:

a. Recognize that accurate and comprehensive information is the basis of informed decision making.

b. Determine and use appropriate "pre-search" strategies (e.g., brainstorming, recall of prior knowledge).

1.2 Formulate appropriate questions:

a. Identify related key words, terms, and synonyms for the research topic and information needed.

b. Demonstrate the ability to create effective searches in print and online by identifying appropriate key words.

1.3 Identify and locate a variety of resources online and in other formats by using effective search strategies:

a. Identify and locate multiple sources of information that provide a broad view of research topics and questions (e.g., books, reference materials, online sources, periodicals).

b. Perform a search of the automated library catalog to locate resources for a particular purpose.

c. Use the automated library catalog to locate resources in other libraries and use interlibrary loan, if available.

d. Use the World Wide Web, including search engines and browsers, to locate information.

e. Demonstrate proper and responsible use of technology and other library materials.

f. Demonstrate use of outside sources to obtain information (e.g., Web sites of public libraries and colleges, online databases).

g. Compare and contrast the benefits of using open-source media, subscription databases, print media, and visual media to answer a research question.

h. Demonstrate knowledge of current applications available online (e.g., photo organizer, presentation generator, document creator, video conferencing).

i. Recognize that specialized encyclopedias differ in arrangement, emphasis, and indexing.

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j. Use Boolean search techniques and other limiters or expanders to locate appropriate resources.

k. Identify the authority of an author or sponsoring organization in print and online materials.

l. Identify information that supports the question but may not directly answer it.

m. Describe how articles and publications in print may appear different digitally.

1.4 Retrieve information in a timely, safe, and responsible manner:

a. Understand and practice the basics of safe use of the Internet.

b. Accurately record citation information for each type of resource used.

c. Use several facts from visual or audio media to support a hypothesis.

d. Restate facts and details taken from an information source (print, nonprint, or digital) and organize those ideas for notetaking by using techniques such as outlining, webbing, flowcharting, and so on.

Students evaluate information.

2.1 Determine the relevance of the information:

a. Analyze information from illustrations, photographs, charts, graphs, maps, tables, and captions.

b. Analyze evidence to support a research question.

c. Identify unsupported statements in resources used.

2.2 Assess the comprehensiveness, currency, credibility, authority, and accuracy of resources:

a. Identify how visual language creates an impression for the viewer (e.g., angle, lighting, special effects, camera movement).

b. Recognize the importance of the publication date as an indicator of information currency.

c. Explain the authority, timeliness, and/or accuracy of specific information resources.

2.3 Consider the need for additional information:

a. Evaluate whether the information is sufficient to answer the question.

Students use information.

3.1 Demonstrate ethical, legal, and safe use of information in print, media, and online resources:

a. Practice safe handling of personal information online.

b. Recognize academic uses of social networking sites and understand how to use them safely (e.g., know how to adjust privacy settings).

c. Articulate and follow the rules for online use at school.

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d. Identify types of programs that can damage a computer (e.g., virus, worm, Trojan horse, spyware).

e. Practice ethical behavior in online interactions.

f. Identify what constitutes an "uncomfortable" interaction online and how to handle it effectively.

g. Identify urban legends and hoaxes spread through e-mail and the Internet.

h. Understand how to provide limited copyright and authorize use of original works (e.g., Creative Commons).

3.2 Draw conclusions and make informed decisions:

a. Analyze evidence to support a research question.

3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding:

a. Choose an appropriate format to produce, communicate, and present information (e.g., written report, multimedia presentation, graphic presentation).

Students integrate information literacy skills into all areas of learning.

4.1 Read widely and use various media for information, personal interest, and lifelong learning:

a. Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).

b. Participate in activities that reflect interests, talents, or desires.

4.2 Seek, produce, and share information:

a. Respect others' right to freedom of speech.

b. Pursue information related to personal well-being (e.g., career interests, community involvement, health matters, recreation).

c. Collaborate in person and through technology to identify problems and seek solutions.

4.3 Appreciate and respond to creative expressions of information:

a. Demonstrate a variety of methods to engage the audience when presenting information (e.g., voice modulation, gestures, questions).

b. Appreciate a range of creative forms of expression (e.g., poetry, drama, film, literature, visual arts).

c. Evaluate one's own research process and that of others in a respectful, cooperative, and productive way.