

GRADE 6

INFORMATION POWER NH State Framework	LIBRARY SKILLS to be taught in the library	LANGUAGE ARTS to be reinforced in the library	SCIENCE and MATHEMATICS to be reinforced in the library	SOCIAL STUDIES to be reinforced in the library
INFORMATION LITERACY A student who is information literate: - accesses information efficiently and effectively - evaluates information critically and competently - uses information accurately and creatively	-understands that the library has materials to borrow and use -locates different sections of the library -locates a fiction book by author's last name -understands the difference between fiction and non-fiction -demonstrates knowledge of available resources at both the school and public library -uses encyclopedias independently -locates biographies -uses the library catalog to locate materials -understands the Dewey Decimal system and uses Dewey call numbers to locate materials -understands the different types of reference resources - uses keyword searching techniques to locate materials -determines the reference source most appropriate for informational needs	-use illustrations, maps, charts, footnotes, diagrams, subheadings, and tables to determine the organization of texts and better understand the materials they read -select and organize pertinent information from a variety of relevant sources using methods such as graphic organizers, SQ3R (survey, question, read, recite, review), KWL (know, want to know, and learn), and notetaking -demonstrate the ability to access information/choose materials that are appropriate to their reading skills and for the task (such as reading for enjoyment, to complete an assignment, or to carry out a project) -demonstrate the use of resource materials (e.g. table of contents, index, glossary, dictionary, thesaurus, encyclopedia, atlas, globe, maps, resource books, technological resources, newspaper, and periodicals) -gather information from a variety of sources to support and defend their ideas and points of view in a presentation -access information from multiple sources (such as automated card catalogues, search engines, and personal interviews) -use graphic features, such as captions, graphs, headings, and drawings, as a means of locating information and checking understanding -draft, evaluate, and revise a reference-based report with at least three (3) documented sources using MLA format	M- recognizes the use of math in all areas (among different topics in mathematics, in other curriculum areas, and in daily lives) M-round; determine order; use terminating/repeating decimals in real-life situations S-seeking information for comparing past and present scientific ideas and theories S-use technology to capture information on film, tape, etc. S-identify and gather information needed to make a decision on a science and/or technology related issue S-use graphs, geometric figures, number and time lines and other devices to represent events and processes in the natural world	-access and use special reference sources in the library to locate information
INDEPENDENT LEARNING A student who is an independent learner is information literate and: - pursues information related to personal interests - appreciates literature and other creative expressions of information - strives for excellence in information seeking and knowledge generation	-chooses own materials to borrow -is comfortable and confident in library use -develops an understanding of the ethical use of information	-identify a specific purpose for their reading such as learning, locating information or enjoyment -read for pleasure and information -understand that a single text, including poetry, novels, essays, spoken and audio-visual presentations, and accounts of events from real life, may elicit a variety of responses and informed, reasoned interpretations -understand the characteristics of a wide variety of genres including short stories, mysteries, poetry, drama, legends, biographies, autobiographies, historical fiction, science fiction, adventure stories, informational articles, and factual presentations -demonstrate knowledge, understanding and appreciation of a wide variety of literary works such as Caldecott and Newbery books and worthy examples of writing by local, regional, national and international authors	S-demonstrate that knowledge makes it possible to make informed decisions	-recognize the difference between fact and conjecture and between evidence and assertion
SOCIAL RESPONSIBILITY A student who contributes positively to the learning community and to society is information literate and: - recognizes the importance of information to a democratic society - practices ethical behavior in regard to information and information technology - participates effectively in groups to pursue and generate information	-recognizes the role of librarian -understands proper care of materials borrowed -respects the rights of other library users -follows circulation procedures -knows that materials in the library are in a specific order and has an understanding of how to keep library materials in order -recognizes the library as a source of information and reading materials	-listen and respond thoughtfully and respectfully to others -express ideas clearly and concisely -use oral and written language to participate appropriately in social situations	M- demonstrate mathematical communication through discussion, reading, writing, listening and responding, individually and in groups	-demonstrate an appreciation of and respect for others