

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

Reading.

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and work relationships, as well as historical and literary context clues to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

| <i>English-Language Arts Content Standard</i> | <i>Information Literacy Standard</i> |
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| 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. | 5.2.2 Understands the function and effect of common literary devices (e.g., metaphor, simile, imagery, and alliteration) |
| 1.3 Use word meanings with the appropriate context and show ability to verify those meanings be definition, restatement, example, comparison, or contrast | 2.1.8 Applies reading strategies (e.g., questioning, inferring, rereading, using context cues, constructing a mental image, reorganizing information, locating main idea, predicting) to assist comprehension of fiction and nonfiction in print and digital formats |

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization and purpose. 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, by grade eight, students read one 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).

Structural Features of Informational Material

| <i>English-Language Arts Content Standard</i> | <i>Information Literacy Standard</i> |
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| 2.2 Analyze text that uses proposition and support patterns | 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 |

Comprehension and Analysis of Grade-Level-Appropriate Text

| <i>English-Language Arts Content Standard</i> | <i>Information Literacy Standard</i> |
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| 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation, decision or to solve a problem | 1.9.18 Uses a variety of print and digital information resources to facilitate research 2.1.9 Determine which information and communication technologies are most appropriate for the information task |

Expository Critique

English-Language Arts Content Standard

Information Literacy Standard

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| 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text | 2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources |
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3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify ideas and connect them to other literary works. The selections in Recommended Literature, Kindergarten Through Grade Twelve (CDE, 2002) illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

English-Language Arts Content Standard

Information Literacy Standard

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| 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet) | 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) 5.2.3 Understands the reasons for reading and appreciates the expressive differences among formats |
| 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work | 5.2.2 Understand the function and effect of common literary devices |

Literary Criticism

English-Language Arts Content Standard

Information Literacy Standard

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| 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach) | 5.2.4 Demonstrates growing appreciation of literary and artistic heritage |
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Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Student progress through the stages of the writing process as needed.

Research and Technology

English-Language Arts Content Standard

Information Literacy Standard

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| 1.4 Plan and conduct multiple-step information searches by using computer networks and modems | 1.7.2 Designs online searches in search engines and periodical databases, using Boolean operators and other limiters or expanders 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 |
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Evaluation and Revision

English-Language Arts Content Standard

Information Literacy Standard

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| 1.7 Revise writing to improve the organization and word choice after checking the logic of the ideas and the precision of the vocabulary | 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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2.0 Writing applications

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0

Writing Application

English-Language Arts Content Standard

Information Literacy Standard

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| 2.3 Write research reports : a Define a thesis | 1.9.5 Formulates questions that define the scope of the investigation 1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product |
| 2.3 Write research reports : b. Record important ideas, concepts and direct quotations from significant information sources, paraphrase and summarize all perspectives on the topic as appropriate; | 2.1.7 Clarifies understanding of text by creating summaries 3.1.6 Selects the appropriate organization tool (e.g., outline, web, flowchart) to organize ideas and information 8.1.4 Quotes or paraphrases information to avoid plagiarism |
| 2.3 Write research reports : c. Use a variety of primary and secondary sources and distinguish the nature and value of each; | 1.9.18 Uses a variety of print and digital information resources to facilitate research 2.1.9 Determine which information and communication technologies are most appropriate for the information task |
| 2.3 Write research reports : d. Organize and display information on charts, maps, and in graphs | 3.3.1 Presents information in a variety of formats, such as word processed texts, charts, graphs, computer graphics and multimedia, using appropriate information and communication technology tools |

Listening and Speaking.

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Organization and Delivery of Oral Communication

English-Language Arts Content Standard

Information Literacy Standard

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| 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, expression, and tone to the audience and purpose | 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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| | 3.3.7 Knows a variety of methods to engage the audience during research presentations (e.g., voice modulation, gestures, questions) |
| 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction, transitions, previews, and summaries, a logically developed body and effective conclusion | 3.1.6 Selects the appropriate organization tool (e.g., outline, web, flowchart) to organize ideas and information 3.2.1 Uses an outline and notes to write paragraphs that apply information to decision making, problem solving, critical thinking, and creative expression 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 |

Analysis and Evaluation of Oral and Media Communications

English-Language Arts Content Standard

Information Literacy Standard

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| 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, photographers) communicate information and affect impressions and opinions | 2.2.2 Recognizes print, nonprint, and digital media as sources for information, persuasion, interpretation of events, transmission of culture, and entertainment 2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources 2.2.4 Learns to recognize point of view and evidence of bias in print and digital information sources |
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2.0 Speaking Applications

Students deliver well-organized formal presentations employing traditional rhetorical strategies. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0

Speaking Applications

English-Language Arts Content Standard

Information Literacy Standard

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| 2.2 Deliver research presentations: a Define a thesis | 1.9.5 Formulates questions that define the scope of the investigation 1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product |
| 2.2 Deliver research presentations: b. Record important ideas. Concepts and direct quotations from significant information sources, paraphrase and summarize all relevant perspectives on the topic, as appropriate | 2.1.7 Clarifies understanding of text by creating summaries 3.1.6 Selects the appropriate organization tool (e.g., outline, web, flowchart) to organize ideas and information 8.1.4 Quotes or paraphrases information to avoid plagiarism |
| 2.2 Deliver research presentations: c. Use a variety of primary and secondary sources and distinguish the nature and value of each | 1.9.18 Uses a variety of print and digital information resources to facilitate research 2.1.9 Determine which information and communication technologies are most appropriate for the information task |

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| 2.2 Deliver research presentations: d. Organize and record information on charts, maps and graphs | 3.3.1 Presents information in a variety of formats, such as word processed texts, charts, graphs, computer graphics and multimedia, using appropriate information and communication technology tools |
| 2.3 Deliver persuasive presentations: b Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning | 2.2.1 Distinguishes between fact and opinion in nonfiction sources |

Additional Information Literacy Standards appropriate for Eighth Grade

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

1.2 Knows parts of a Book and Digital Resources

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| 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

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| 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 |

1.4 Learns to Use Library Book Classification Systems

1.6 Uses the Automated Library Catalog

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| 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

1.8 Selects Appropriate Library Materials

1.9 Uses a Developmentally Appropriate Research Process to Access Information

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| 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 |
| 1.9.17 Uses bibliographies in books and digital resources to access information beyond the immediate source and school library media collection |
| 1.9.19 Uses advanced and specialized reference books and digital resources |
| 1.9.21 Refines search strategies for research projects |
| 1.9.22 Selects and uses a variety of appropriate media to access information for assignments |
| 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

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| 2.1.3 Identifies structural elements of fiction (e.g.. character, plot, setting, type of narrative, order, |
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point of view) in print, nonprint and digital formats

2.2 Evaluates Authority, Credibility, and Currency of Information

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

2.3.1 Understands that notetaking is a tool for information processing (e.g. remembering, comparing, analyzing, and sequencing)

2.3.2 Selects and records relevant information, organizing notes in a format appropriate to the task

2.3.3 Restates facts and details to and organize ideas for notetaking

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

3.1 Uses Prewriting Techniques to Extract and Organize Relevant Information

3.1.1 Integrates prior knowledge with source's main idea in preparation for note taking

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

3.2 Composes and Revises Drafts

3.2.2 Drafts, edits, and revises writing by hand or using a word processor

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

3.3.2 Presents information that visually conveys the main idea and supporting details about a topic

3.3.8 Uses creative and dramatic methods (e.g., music, art, puppetry, drama, and readers' theater) to enrich presentations and products

3.3.9 Conveys clear and accurate information in a presentation

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.

4.2 Uses Information Literacy Skills Independently to Pursue Personal Interests

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

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.

5.2 Appreciates Creative Expressions in All Formats

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 information seeking and knowledge generation

6.1 Evaluates the Research Process and Product

6.1.1 Understands that the research process and product are equally important

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

6.2 Reflects Upon the Process to Improve Information-Seeking Skills

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

8.1.2 Cites sources in a standard format to give credit to authors and creators of information

8.1.5 Builds a formal bibliography or source list

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

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

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