

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

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development

English-Language Arts Content Standard

Information Literacy Standard

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LEAP

1.1 Identify and use the literal and figurative meaning of words and understand word derivations	1.9.9 Use a variety of print and digital reference material (e.g., dictionary, almanac, thesaurus, atlas, encyclopedia and periodicals to locate information)	5	
1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative meanings of words	1.9.8 Selects and reads familiar and unfamiliar material independently 1.9.9 Use a variety of print and digital reference material (e.g., dictionary, almanac, thesaurus, atlas, encyclopedic and periodicals to locate information)	2	
1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of words	1.9.9 Use a variety of print and digital reference material (e.g., dictionary, almanac, thesaurus, atlas, encyclopedic and periodicals to locate information)		

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

Structural Features of Informational Material

CaHSEE

Information Literacy Standard

CaHSEE

LEAP

<i>Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals) (CaHSEE)</i>	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	1	Expository Materials
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Structural Features of Informational Material

English-Language Arts Content Standard

Information Literacy Standard

CaHSEE

LEAP

2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers to explain how authors use the features to achieve their purposes	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	3	Expository Materials
2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace and public documents	1.9.18 Uses a variety of print and digital information resources to facilitate research 8.1.5 Builds a formal bibliography or source list		Report
2.3 Generate relevant questions about reading on issues that can be researched	1.9.5 Formulates questions that define the scope of the investigation		Report Expository Materials
2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase ideas the ideas and connect them to other sources and related topics to demonstrate comprehension	2.1.6 Discern relationships among topics in order to locate maximum available information on any given subject 2.1.8 Applies reading strategies (e.g., questioning, inferring, rereading, using context cues, constructing a mental image, reorganizing information, locating main	3	Report Expository Materials

	idea, prediction) to assist comprehension of fiction and nonfiction in print and digital formats 2.3.3 Restates facts and details to clarify and organize ideas for notetaking		
2.5 Extend ideas presented in primary and secondary sources through original analysis, evaluation, and elaboration	3.3.6 Presents information with both factual and conceptual understanding, drawing from multiple sources of information, and using handwritten or computer generated notes	3	Report Expository Materials
2.6 Demonstrates use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the internet)	1.7.2 Design online searches in search engines and periodical databases, using Boolean operators and other limiters or expanders 1.7.5 Uses specialized content-area digital resources		Expository Materials

Expository Critique

English-Language Arts Content Standard

Information Literacy Standard

CaHSEE LEAP

2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings	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 2.2.2 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	3	Expository Materials
2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source materials)	2.2.1 Distinguishes between fact and opinion in nonfiction sources 2.2.3 Learn 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	5	Expository Materials

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 conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* 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

CaHSEE LEAP

3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of literature (e.g., comedy, tragedy, drama, dramatic monologue)	5.1.3 Reads and understand a variety of genres (e.g., folktales, fiction, poetry, biography, and drama) 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	2	Quantity, Range, and Depth
3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic	5.1.5 Compare and contrast plots, setting, character and theme		Quantity, Range, and Depth

Narrative Analysis

English-Language Arts Content Standard

Information Literacy Standard

CaHSEE LEAP

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g.,	5.1.5 Compare and contrast plots, setting, character and theme	2	
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internal and external motivations, relationships, influences) and explain the way those interactions affect the plot			
3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, drama, monologue, and soliloquy	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	2	
3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work	5.1.5 Compare and contrast plots, setting, character and theme	2	
3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)	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 2.1.4 Comprehends basic plot and structure of imaginative literature	2	
3.7 Recognize and understand the significance of various literary devices, including figurative language, ironies, and incongruities in the text	5.2.2 Understands the function and effect of common literary devices (e.g. metaphor, simile, imagery, and alliteration)	2	

Literary Criticism

English-Language Arts Content Standard

Information Literacy Standard

CaHSEE LEAP

3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic approach)	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)		Quantity, Range, and Depth Response to Literature
3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach)	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	3	Response to Literature

Writing

1.0 Writing Strategies

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Student's progress through the stages of the writing process as needed.

Organization and Focus

English-Language Arts Content Standard

Information Literacy Standard

CaHSEE LEAP

1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing	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 3.3.1 Presents information in a variety of formats, such as word processed texts (narrative, essay, poetry, drama), charts, graphs, computer graphics, and multimedia, using appropriate information and communication technology tools	3	Response to Literature Persuasive Essay Report
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Research and Technology

English-Language Arts Content Standard

Information Literacy Standard

CaHSEE LEAP

1.3 Use clear research questions and suitable research methods and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from	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		Report
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primary and secondary sources	final product 1.9.22 Selects and uses a variety of appropriate media to access information sources		
1.4 Develop main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions)	1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product	2	Response to Literature Persuasive Essay
1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents)	2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources 3.2.6 Uses appropriate information and communication technology tools for data collection, information analysis, problem solving, group collaboration, and presentation	1	Persuasive Essay Report
1.6 Integrate quotations and citations into written text while maintaining the flow of ideas	8.1.3 Cites sources in text, using a standard footnoting, parenthetical, or other citation system 8.1.4 Quotes or paraphrases information to avoid plagiarism		Report
1.7 Use appropriate conventions for documentation in the text, notes, bibliographies by adhering to the style manual (e.g., <i>Modern Language Association Handbook</i> , <i>The Chicago Manual of Style</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		Report
1.8 Design and publish documents by using advanced publishing software and graphic programs	3.3.1 Presents information in a variety of formats, such as word processed texts (narrative, essay, poetry, drama), charts, graphs, computer graphics, and multimedia, using appropriate information and communication technology tools		Report

Evaluation and Revision

English-Language Arts Content Standard

Information Literacy Standard

CaHSEE LEAP

1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	3.2.2 Drafts, edits, and revises writing by hand or using a word processor 3.2.3 Uses a print or digital thesaurus to edit and revise rough drafts to improve meaning and focus	3	Report
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2.0 Writing applications

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

Writing Application

English-Language Arts Content Standard

Information Literacy Standard

CaHSEE LEAP

2.2 Write responses to literature	5.2 Appreciates creative expressions in all formats		Response to Literature
2.3 Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives	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		Report
2.3 Write expository compositions, including analytical essays and research reports: b. Convey information and ideas from primary and	1.9.18 Uses a variety of print and digital information resources to facilitate research 3.3.9 Conveys clear and accurate information in a		Report

secondary sources accurately and coherently	presentation		
2.3 Write expository compositions, including analytical essays and research reports: c. Make distinctions between the relative value and significance of specific date, facts, and ideas	2.1.9 Determine which information and communication technologies are most appropriate for the information task 2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources		Report
2.3 Write expository compositions, including analytical essays and research reports: d. Include visual aids by employing appropriate technology to 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 3.3.2 Presents information that visually conveys the main idea and supporting details about a topic		Report
2.3 Write expository compositions, including analytical essays and research reports: e. Anticipate and address readers' potential misunderstandings, biases, and expectations	3.2.4 Drafts a clear, coherent, and focused research product, including an introduction, supporting information, and conclusion, that exhibits an awareness of purpose and audience.		Persuasive Essay Report
2.3 Write expository compositions, including analytical essays and research reports: f. Use technical terms and notations accurately	8.1.2 Cite sources in a standard format to give credit to authors and creators of information, ideas, art, media, and software		Persuasive Essay Report

Written and Oral Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Manuscript form

English-Language Arts Content Standard

Information Literacy Standard

CaHSEE LEAP

2.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	3.2.5 Uses digital spell-and grammar-checkers on final draft		Conventions
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Listening and Speaking

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Organization and Delivery of Oral Communication

English-Language Arts Content Standard

Information Literacy Standard

CaHSEE LEAP

1.3 Choose logical patterns of organization (e.g. chronological, topical, cause and effect) to inform and to inform and to persuade, soliciting agreement or action, or to unite audiences behind a common cause or belief	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		Report
1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity and relevance	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 3.3.7 Knows a variety of methods to engage the audience during research presentations (e.g., voice modulation, gestures, questions)		Report
1.7 Use props, visual aids, graphs, and electronic media to	3.3.1 Presents information in a variety of formats, such as word processed texts, charts, graphs, computer graphics and multimedia, using		

enhance the appeal and accuracy of presentations.	appropriate information and communication technology tools 3.3.4 Clarifies and enhances oral presentations using appropriate visual and/or audio enhancements and aids	Report
1.8. Produce concise notes for extemporaneous delivery	3.3.6 presents information with both factual and conceptual understanding, drawing from multiple sources of information, and using handwritten or computer-generated notes	Report
1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations	3.3.7 Knows a variety of methods to engage the audience during research presentations (e.g., voice modulation, gestures, questions)	Report

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students

Speaking Applications

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
2.2 Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives	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		Report
2.2 Deliver expository presentations: b. Convey information and ideas from primary and secondary sources accurately and coherently	1.9.18 Uses a variety of print and digital information resources to facilitate research 3.3.8 Conveys clear and accurate information in a presentation		Report
2.2 Deliver expository presentations: c. Make distinctions between the relative value and significance of specific data, facts, and ideas	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 2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources		Report
2.2 Deliver expository presentations: d. Include visual aids by employing appropriate technology to organize and display 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 3.3.2 Presents information that visually conveys the main idea and supporting details about a topic		Report
2.2 Deliver expository presentations: f. Use technical terms and notations accurately	8.1.2 Cite sources in a standard format to give credit to authors and creators of information, ideas, art, media, and software		Report

Additional Information Literacy Standards appropriate for Ninth and Tenth Grade

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

1.2 Knows parts of a Book and Digital Resources

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

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

1.6.4 Independently interprets information from an automated library catalog record, including designations for foreign language, special collections, format and availability

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

1.9.7 Uses Dewey call numbers to locate books in areas of interest or to explore topics in depth

1.9.21 Refines search strategies for research projects

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

2.2 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

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

3.2.1 Uses an outline and notes to write paragraphs that apply information to decision making, problem solving, critical thinking, and creative expression

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

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.

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
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6.1.4 Evaluates and selects appropriate information and communication technology tools and resources to enhance learning
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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

8.1.6 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

8.2.2 Respects differences of opinion and their expression in speech and the press
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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
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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