

CORRELATION BETWEEN LIBRARY STANDARDS AND ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

*Standard I. 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**

1.2.5 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**

<i>Information Literacy Standard</i>	<i>English-Language Arts Content Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
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**

**1.5 Knows How to Alphabetize by Author’s Last Name**

**1.6 Uses the Automated Library Catalog**

<i>Information Literacy Standard</i>	<i>English-Language Arts Content Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
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**

<i>Information Literacy Standard</i>	<i>English-Language Arts Content Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
1.9.5 Formulates questions that define the scope of the investigation	<ol style="list-style-type: none"> <li>1. Develop presentations by using clear research questions and creative and critical research strategies (E.g., field studies, oral histories, interviews, experiments, electronic sources). (Writing 1.6)</li> <li>2. Deliver oral reports on historical investigations: a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis. (Listening and Speaking 2.2)</li> </ol>		Report
1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product	<ol style="list-style-type: none"> <li>1. Develop presentations by using clear research questions and creative and critical research strategies (E.g., field studies, oral</li> </ol>		Report

	<p>histories, interviews, experiments, electronic sources). (Writing 1.6)</p> <p>2. Write historical investigation reports:  a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition. (Writing 2.4 a)</p> <p>3. Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect. (Listening and Speaking 1.4)</p> <p>4. Deliver oral reports on historical investigations: a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis. (Listening and Speaking 2.2)</p>		
1.9.7 Uses Dewey call numbers to locate books in areas of interest or to explore topics in depth			
1.9.8 Selects and reads familiar and unfamiliar material independently	Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. (Reading 1.2)	2	
1.9.9 Uses a variety of print and digital reference material (e.g., dictionary, almanac, thesaurus, atlas, encyclopedia, and periodicals) to locate information	Trace the etymology of significant terms used in political science and history (Reading 1.1) Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. (Reading 1.2)	5	
1.9.18 Uses a variety of print and digital information resources to facilitate research	<p>1. <i>Compare and contrast the features of elements of consumer materials to gain meaning from documents (e.g., warranties contracts, product information, instruction manuals) (CaHSEE)</i></p> <p>2. Write historical investigation reports: c Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support and enhance the presentation (writing 2.4 c)</p> <p>3. Deliver oral reports on historical investigations: b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. (Listening and Speaking 2.2 b)</p> <p>4. Deliver oral reports on historical investigations: c. Explain the perceived reason or reasons for the similarities and differences by using information derived</p>	1	<p>Expository Materials</p> <p>Report</p>



	(Reading 2.6)		
2.1.6 Discerns relationships among topics in order to locate maximum available information on any given subject	<ol style="list-style-type: none"> <li>1. Write historical investigation reports: d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. (Writing 2.4 d)</li> <li>2. Deliver oral reports on historical investigations: b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. (Listening and Speaking 2.2 b)</li> <li>3. Deliver oral reports on historical investigations. d. Include information on all relevant perspectives and consider the validity and reliability of sources. Listening and Speaking 2.2 d)</li> </ol>		Report
2.1.9 Determines which information and communication technologies are most appropriate for the information task	<ol style="list-style-type: none"> <li>1. <i>Compare and contrast the features of elements of consumer materials to gain meaning from documents (e.g., warranties contracts, product information, instruction manuals) (CaHSEE)</i></li> <li>2. Write historical investigation reports: b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. (Writing 2.4 b)</li> <li>3. Write historical investigation reports: c Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support and enhance the presentation (Writing 2.4 c)</li> <li>4. Deliver oral reports on historical investigations: c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation. (Listening and Speaking 2.2 c)</li> </ol>	1	Expository Materials  Report

**2.2 Evaluates Authority, Credibility, and Currency of Information**

*Information Literacy Standard*

*English-Language Arts Content Standard*

*CaHSEE*

*LEAP*

2.2.1 Distinguishes between fact and opinion in nonfiction sources			
2.2.2 Recognizes print, nonprint, and digital media as sources for information, persuasion, interpretation of events, transmission of culture, and entertainment	<ol style="list-style-type: none"> <li>1. Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader</li> </ol>	3	Expository Materials

	<p>concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion). (Reading 2.6)</p> <ol style="list-style-type: none"> <li>2. Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language). (Listening and Speaking 1.1)</li> <li>3. Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. (Listening and Speaking 1.2)</li> <li>4. Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers). (Listening and Speaking 1.3)</li> </ol>		
<p>2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources</p>	<ol style="list-style-type: none"> <li>1. Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. (Reading 2.3)</li> <li>2. Critique the power, validity, and truthfulness of arguments set forth in public documents, their appeal to both friendly and hostile audiences, and the extent to which the arguments anticipate and address reader concerns and counterclaims (Reading 2.6)</li> <li>3. Write historical investigation reports: b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic (Writing 2.4 b)</li> <li>4. Write historical investigation reports: c Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support and enhance the presentation (writing 2.4 c)</li> <li>5. Write historical investigation reports: d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. (Writing 2.4 d)</li> <li>6. Recognize strategies used by the media to inform, persuade, entertain, and transmit</li> </ol>		<p>Report</p>



main ideas in preparation for notetaking			
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			
3.1.6 Selects the appropriate organization tool (e.g., outline, web, flowchart) to organize ideas and information	Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). (Writing 1.7)		Report

### 3.2 Composes and Revises Drafts

#### *Information Literacy Standard*

#### *English-Language Arts Content Standard*

#### *CaHSEE LEAP*

3.2.1 Uses and outline and notes to write paragraphs that apply information to decision making, problem solving, critical thinking, and creative expression			
3.2.2 Drafts, edits, and revises writing by hand or using a word processor	Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. (Writing 1.9)	3	Report
3.2.3 Uses a print or digital thesaurus to edit and revise rough drafts to improve meaning and focus	Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. (Writing 1.9)	3	Report
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	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments (Writing 1.1)</li> <li>2. Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes. (Writing 1.2)</li> <li>3. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. (Writing 1.3)</li> <li>4. Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. (Writing 1.9)</li> <li>5. Write historical investigation reports: <ol style="list-style-type: none"> <li>a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition. (Writing 2.4 a)</li> </ol> </li> <li>6. Use rhetorical questions, parallel structure, concrete images, figurative language,</li> </ol>	3	Report

	<p>characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect. (Listening and Speaking 1.4)</p> <p>7. Deliver oral reports on historical investigations: a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis. (Listening and Speaking 2.2)</p>		
3.2.5 Uses digital spell- and grammar-checkers on final draft	Produce legible work that shows accurate spelling and correct punctuation and capitalization. (Written and Oral Language Conventions 1.2)		Conventions
3.2.6 Uses appropriate information and communication technology tools for data collection, information analysis, problem solving, group collaboration, and presentation	Integrate databases, graphics, and spreadsheets into word-processing documents. (Writing 1.8)		Report

### 3.3 Communicates and synthesizes ideas in logical and creative or novel ways

*Information Literacy Standard*

*English-Language Arts Content Standard*

*CaHSEE LEAP*

3.3.1 Presents information in a variety of formats, such as word processes texts, charts, graphs, computer graphics and multimedia, using appropriate information and communication technology tools	<ol style="list-style-type: none"> <li>1. Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. (Writing 1.4)</li> <li>2. Use language in natural, fresh, and vivid ways to establish a specific tone. (Writing 1.5)</li> <li>3. Deliver multimedia presentations: a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). (Writing 2.6 a)</li> <li>4. Deliver multimedia presentations: b. Select an appropriate medium for each element of the presentation. (Writing 2.6 b)</li> <li>5. Deliver multimedia presentations: c. Use the selected media skillfully, editing appropriately and monitoring for quality. (Writing 2.6 c)</li> <li>6. Deliver multimedia presentations: a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images. (Listening and Speaking 2.4 a)</li> </ol>	3	<p>Persuasive Essay</p> <p>Persuasive Essay</p> <p>Report</p>
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3.3.2 Presents information that visually conveys the main idea and supporting details about a topic	Deliver multimedia presentations: c. Use the selected media skillfully, editing appropriately and monitoring for quality. (Listening and Speaking 2.4 c)		Report
3.3.3 Orally shares information with peers and other audiences			
3.3.4 Clarifies and enhances oral presentations using appropriate visual and/or audio enhancements and aids	Deliver multimedia presentations: b. Select an appropriate medium for each element of the presentation. (Listening and Speaking 2.4 b)		Report
3.3.5 Presents information using advanced multimedia and presentation software	Deliver multimedia presentations: a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images. (Listening and Speaking 2.4 a)		Report
3.3.6 Presents information with both factual and conceptual understanding, drawing from multiple sources of information, and using handwritten or computer-generated notes			
3.3.7 Knows a variety of methods to engage the audience during research presentations (voice modulation, gestures, questions)	<ol style="list-style-type: none"> <li>1. Use language in natural, fresh, and vivid ways to establish a specific tone. (Writing 1.5)</li> <li>2. Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect. (Listening and Speaking 1.4)</li> <li>3. Deliver oral reports on historical investigations: a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis. (Listening and Speaking 2.2)</li> </ol>		Report
3.3.8 Uses creative and dramatic methods (e.g., art, music, drama, and readers' theater) to enrich presentations and products	Use language in natural, fresh, and vivid ways to establish a specific tone. (Writing 1.5)		
3.3.9 Conveys clear and accurate information in a presentation	Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity (Listening and Speaking 1.8)		

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**

*Information Literacy Standard*

*English-Language Arts Content Standard*

*CaHSEE*

*LEAP*

4.1.1 Independently selects print, nonprint, and digital resources to satisfy recreational goals and pursuits			
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## 4.2 Uses Information Literacy Skills Independently to Pursue Personal Interests

*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

<i>Information Literacy Standard</i>	<i>English-Language Arts Content Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
5.1.3 Reads and understands a variety of genres	Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. (Reading 3.1)	2	Quality, Depth and Range
5.1.4 Compares and contrasts different versions of the same stories that reflect different cultures			
5.1.5 Compares and contrasts plots, settings, characters, and themes	1. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. (Reading 3.2)	2	
	2. Analyze recognized works of American literature representing a variety of genres and traditions. (Reading 3.5)		
	3. Analyze recognized works of world literature from a variety of authors. (Reading 3.7)	2	

### 5.2 Appreciates Creative Expressions in all Formats

<i>Information Literacy Standard</i>	<i>English-Language Arts Content Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
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)	Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. (Reading 3.1)	2	Quality, Depth and Range
5.2.2 Understands the function and effect of common literary devices (e.g. metaphor, simile, imagery, and alliteration)	Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences (Reading 1.3)		
5.2.3 Understands the reasons for reading and appreciates the expressive differences among formats	Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. (Reading 3.1)	2	Quality, Depth and Range
5.2.4 Demonstrates growing appreciation of literary and artistic heritage	1. Analyze recognized works of American literature representing a variety of genres and traditions. (Reading 3.5)	2	Quantity, Range, and Depth
	2. Analyze recognized works of world literature from a variety of authors. (Reading 3.7)	3	
	3. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor)(Political approach) (Reading 3.8)		Response to Literature
	4. Analyze the philosophical arguments		

	presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach) (Reading 3.9)		
5.2.5 Appreciates the effects of society, politics, science, and technology on literature and other creative forms of expression	<ol style="list-style-type: none"> <li>Analyze recognized works of American literature representing a variety of genres and traditions. (Reading 3.5)</li> <li>Analyze recognized works of world literature from a variety of authors. (Reading 3.7)</li> <li>Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor)(Political approach) (Reading 3.8)</li> <li>Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach) (Reading 3.9)</li> <li>Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. (Listening and Speaking 1.2)</li> </ol>	2  3	Quantity, Range, and Depth  Response to Literature

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 Project

<i>Information Literacy Standard</i>	<i>English-Language Arts Content Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
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, cooperative, and constructive way	Deliver multimedia presentations: d. Test the audience's response and revise the presentation accordingly (Listening and Speaking 2.6 d).		Persuasive Essay  Report
6.1.4 Evaluates and selects appropriate information and communication technology tools and resources to enhance learning, knowledge production, and dissemination			

### 6.2 Reflects Upon the Process to Improve Information-Seeking Skills

<i>Information Literacy Standard</i>	<i>English-Language Arts Content Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
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**

<i>Information Literacy Standard</i>	<i>English-Language Arts Content Standard</i>	<i>CaHSEE</i>	<i>LEAP</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	Reflect appropriate manuscript requirements in writing. (Written and Oral Language Conventions 1.3)		Conventions
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			
8.1.5 Builds a formal bibliography or source list, using an appropriate format	Write historical investigation reports: e. Include a formal bibliography. (Writing 2.4 e)		Report
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**

<i>Information Literacy Standard</i>	<i>English-Language Arts Content Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
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			

**8.3 Follows School Requirements Regarding Responsible Use of Information and Communication Technologies**

<i>Information Literacy Standard</i>	<i>English-Language Arts Content Standard</i>	<i>CaHSEE</i>	<i>LEAP</i>
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**