

**CORRELATION BETWEEN INFORMATION LITERACY STANDARDS
AND NINTH AND TENTH GRADE 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

Information Literacy

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

Information Literacy

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

Information Literacy

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

Information Literacy

English-Language Arts

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1.7.2 Designs online searches in search engines and periodical databases, using Boolean operators and other limiters or expanders	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) (Reading 2.6)		Expository Materials
1.7.5 Uses specialized content-area digital resources	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) (Reading 2.6)		Expository Materials

1.8 Selects Appropriate Library Materials

1.9 Uses a Developmentally Appropriate Research Process to Access Information

Information Literacy

English-Language Arts

CaHSEE LEAP

1.9.5 Formulates questions that define the scope of the investigation	Generate relevant questions about reading on issues that can be researched (Reading 2.3) Use clear research questions and suitable		Report Expository Materials
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	<p>research methods and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources (Writing 1.3)</p> <p>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 (Writing 2.3)</p> <p>Deliver expository presentations: a Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives (Listening and Speaking 2.2 a)</p>		<p>Report</p> <p>Report</p> <p>Report</p>
1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product	<p>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 primary and secondary sources (Writing 1.3)</p> <p>Develop with main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions) (Writing 1.4)</p> <p>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 (Writing 2.3 a)</p> <p>Deliver expository presentations: a Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives (Listening and Speaking 2.2 a)</p>	2	<p>Report</p> <p>Response to Literature Persuasive Essay</p> <p>Report</p> <p>Report</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	Distinguish between the denotative and connotative meanings of words and interpret the connotative meanings of words (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	<p>Identify and use the literal figurative meanings of words and understand word derivations (Reading 1.1)</p> <p>Distinguish between the denotative and connotative meanings of words and interpret the connotative meanings of words (Reading 1.2)</p> <p>Identify Greek, Roman, and Norse</p>	2, 5	

	mythology and use the knowledge to understand the origin and meaning of words (Reading 1.3)		
1.9.18 Uses a variety of print and digital information resources to facilitate research	<p><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></p> <p>Prepare a bibliography of reference materials for a report using a variety of consumer, workplace and public documents (Reading 2.2)</p> <p>Write expository compositions, including analytical essays and research reports: b. Convey information and ideas from primary and secondary sources accurately and coherently (Writing 2.3 b)</p> <p>Deliver expository presentations: b. Convey information and ideas from primary and secondary sources accurately and coherently (Listening and Speaking 2.2 b)</p> <p>Deliver expository presentations: c. Make distinctions between the relative value and significance of specific data, facts, and ideas (Listening and Speaking 2.2 c)</p>	3	<p>Expository Materials</p> <p>Report</p> <p>Report</p> <p>Report</p> <p>Report</p>
1.9.21 Refines search strategies for research projects			
1.9.22 Selects and uses a variety of appropriate media to access information sources	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 primary and secondary sources (Writing 1.3)		Report
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

<i>Information Literacy</i>	<i>English-Language Arts</i>	<i>CaHSEE</i>	<i>LEAP</i>
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	<p>Determine characters' traits by what the characters say about themselves in narration, dialogue, drama, monologue, and soliloquy (Reading 3.4)</p> <p>Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g.,</p>	2	

	foreshadowing, flashbacks) (Reading 3.6)		
2.1.4 Comprehends basic plot and structure of imaginative literature	Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks) (Reading 3.6)	2	
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	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 (Reading 2.1)	3	Report Expository Materials
	Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings (Reading 2.7)	3	Expository Materials
2.1.6 Discerns relationships among topics in order to locate maximum available information on any given subject	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 (Reading 2.4)		Report
2.1.8 Applies reading strategies (e.g., questioning, inferring, rereading, using context clues, constructing a mental image, reorganizing information, locating main idea, predicting) to assist comprehension of fiction and nonfiction in print and digital formats	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 (Reading 2.4)	3	Report Expository Material
2.1.9 Determines which information and communication technologies are most appropriate for the information task	<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>		Report
	Write expository compositions, including analytical essays and research reports: c. Make distinctions between the relative value and significance of specific date, facts, and ideas (Writing 2.3 c) Deliver expository presentations: c. Make distinctions between the relative value and significance of specific date, facts, and ideas (Listening and Speaking 2.2 c)		Report

2.2 Evaluates Authority, Credibility, and Currency of Information

Information Literacy

English-Language Arts

CaHSEE LEAP

2.2.1 Distinguishes between fact and opinion in nonfiction sources	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,	5	Expository Materials
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	political speeches, primary source materials) (Reading 2.8)		
2.2.2 Recognizes print, nonprint, and digital media as sources for information, persuasion, interpretation of events, transmission of culture, and entertainment	Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings (Reading 2.7)	3	Expository Materials
2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources	Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings (Reading 2.7) 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) (Reading 2.8) 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 (Writing 1.5) Write expository compositions, including analytical essays and research reports: c. Make distinctions between the relative value and significance of specific date, facts, and ideas (Writing 2.3 c) Deliver expository presentations: c. Make distinctions between the relative value and significance of specific date, facts, and ideas (Listening and Speaking 2.2 c)	3	Expository Materials
		5	Expository Materials
		1	Persuasive Essay Report Report Report
2.2.4 Learns to recognize point of view and evidence of bias in print and digital information sources	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) (Reading 2.8)	5	Expository Materials
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			
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2.3 Selects Relevant Information during the Research Process

Information Literacy

English-Language Arts

CaHSEE LEAP

2.3.3 Restates facts and details to clarify and organize ideas for notetaking	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 (Reading 2.4)	3	Report Expository Materials
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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 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

3.2 Composes and Revises Drafts

Information Literacy

English-Language Arts

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 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 (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 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 (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	Establish a controlling impression or coherent thesis 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 (Writing 1.1) Write expository compositions, including analytical essays and research reports: e. Anticipate and address readers' potential misunderstandings, biases, and expectations (Writing 2.3 e) Choose logical patterns of organization (e.g. chronological, topical, cause and effect) to inform and to inform and to persuade, soliciting		Response to Literature Persuasive Essay Report

	<p>agreement or action, or to unite audiences behind a common cause or belief (Listening and Speaking 1.3)</p> <p>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 (Listening and Speaking 1.6)</p>		<p>Report</p> <p>Report</p>
3.2.5 Uses digital spell- and grammar-checkers on final draft	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization (Writing 2.4)		Conventions
3.2.6 Uses appropriate information and communication technology tools for data collection, information analysis, problem solving, group collaboration, and presentation	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 (Writing 1.5)	1	<p>Persuasive Essay</p> <p>Report</p>

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

Information Literacy

English-Language Arts

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	<p>Establish a controlling impression or coherent thesis 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 (Writing 1.1)</p> <p>Design and publish documents by using advanced publishing software and graphic programs (Writing 1.8)</p> <p>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 (Writing 2.3 d)</p> <p>Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. (Listening and Speaking 1.7)</p> <p>Deliver expository presentations: d. Include visual aids by employing appropriate technology to organize and display information on charts, maps and graphs (Listening and Speaking 2.2 d)</p>	3	<p>Persuasive Essay</p> <p>Report</p> <p>Report</p> <p>Report</p> <p>Report</p>
3.3.2 Presents information that visually	Write expository compositions, including		Report

conveys the main idea and supporting details about a topic	analytical essays and research reports: d. Include visual aids by employing appropriate technology to organize and record information on charts, maps and graphs (Writing 2.3 d) Deliver expository presentations: d. Include visual aids by employing appropriate technology to organize and display information on charts, maps and graphs (Listening and Speaking 2.2 d)		Report
3.3.4 Clarifies and enhances oral presentations using appropriate visual and/or audio enhancements and aids	Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. (Listening and Speaking 1.7)		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	Extend ideas presented in primary and secondary sources through original analysis, evaluation, and elaboration (Reading 2.5) Produce concise notes for extemporaneous delivery (Listening and Speaking 1.8)	3	Report Expository Materials Report
3.3.7 Knows a variety of methods to engage the audience during research presentations (voice modulation, gestures, questions)	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 (Listening and Speaking 1.6) Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations (Listening and Speaking 1.9)		Report Report
3.3.8 Uses creative and dramatic methods (e.g., art, music, drama, and readers' theater) to enrich presentations and products	Deliver expository presentations: b. Convey information and ideas from primary and secondary sources accurately and coherently (Listening and Speaking 2.2 b)		Report
3.3.9 Conveys clear and accurate information in a presentation	Write expository compositions, including analytical essays and research reports: b. Convey information and ideas from primary and secondary sources accurately and coherently (Writing 2.3 b)		Report

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

<i>Information Literacy</i>	<i>English-Language Arts</i>	<i>CaHSEE</i>	<i>LEAP</i>
5.1.3 Reads and understands a variety of genres	Articulate the relationship between the expressed purposes and the characteristics of different forms of literature (e.g., comedy, tragedy, drama, dramatic monologue) (Reading 3.1)	2	Quantity, Range, and Depth
5.1.5 Compares and contrasts plots, settings, characters, and themes	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 (Reading 3.2) Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external motivations, relationships, influences) and explain the way those interactions affect the plot (Reading 3.3) Compare works that express a universal theme and provide evidence to support the ideas expressed in each work (Reading 3.5)	2 2	Quantity, Range, and Depth

5.2 Appreciates Creative Expressions in all Formats

<i>Information Literacy</i>	<i>English-Language Arts</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)	Articulate the relationship between the expressed purposes and the characteristics of different forms of literature (e.g., comedy, tragedy, drama, dramatic monologue) (Reading 3.1) 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) (Reading 3.11)	2	Quantity, Range, and Depth Quantity, Range, and Depth Response to Literature
5.2.2 Understands the function and effect of common literary devices (e.g. metaphor, simile, imagery, and alliteration)	Recognize and understand the significance of various literary devices, including figurative language, ironies, and incongruities in the text (Reading 3.7)	2	
5.2.3 Understands the reasons for reading and appreciates the expressive differences among formats	Articulate the relationship between the expressed purposes and the characteristics of different forms of literature (e.g., comedy, tragedy, drama, dramatic monologue) (Reading 3.1)	2	Quantity, Range, and Depth
5.2.4 Demonstrates growing appreciation of literary and artistic heritage	Analyze the way in which a work of literature is related to the themes and issues of its historical	3	Response to

	period (Historical approach) (Reading 3.12)		Literature
5.2.5 Appreciates the effects of society, politics, science, and technology on literature and other creative forms of expression	Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach) (Reading 3.12)	3	Response to Literature

Standard 6. The student who is an independent learner is information literate and strives for excellence in formation seeking and knowledge generation.

6.1 Evaluates the Research Process and Project

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
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

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</i>	<i>English-Language Arts</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	Use appropriate conventions for documentation in the text, notes, bibliographies by adhering to the style manual (e.g., <i>Modern Language Association Handbook, The Chicago Manual of Style</i>) (Writing 1.7)		Report
8.1.2 Cites sources in a standard format to give credit to authors and creators of information, ideas, art, media, and software	Use appropriate conventions for documentation in the text, notes, bibliographies by adhering to the style manual (e.g., <i>Modern Language Association Handbook, The Chicago Manual of Style</i>) (Writing 1.7)		Report

	Write expository compositions, including analytical essays and research reports: f. Use technical terms and notations accurately (Writing 2.3 f) Deliver expository presentations: f. Use technical terms and notations accurately (Listening and Speaking 2.2 d)		Persuasive Essay Report Report
8.1.3 Cites sources in text, using a standard footnoting, parenthetical, or other citation system	Integrate quotations and citations into written text while maintaining the flow of ideas (Writing 1.6)		Report
8.1.4 Quotes or paraphrases information to avoid plagiarism	Integrate quotations and citations into written text while maintaining the flow of ideas (Writing 1.6)		Report
8.1.5 Builds a formal bibliography or source list, using an appropriate format	Prepare a bibliography of reference materials for a report using a variety of consumer, workplace and public documents (Reading 2.2)		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

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

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