

# CORRELATION BETWEEN SECOND GRADE ENGLISH-LANGUAGE ARTS CONTENT STANDARDS AND INFORMATION LITERACY STANDARDS

## **Reading**

### *2.0 Reading Comprehension*

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g. generating and responding to essential questions, making predictions, comparing information from several sources). 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 Informational Material***

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

#### *Information Literacy Standard*

2.1 Uses titles, tables of contents, and chapter headings to locate information in expository texts.	1.9.10 Uses titles, table of contents, chapter heading, and navigational elements to locate information in books and digital resources.
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### ***Comprehension and Analysis of Grade-Level Appropriate Text***

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

#### *Information Literacy Standard*

2.2 State the purpose in reading (i.e., tell what information is sought).	1.9.1 Identifies the problem or question that needs information.
2.4 Ask clarifying questions about essential textual elements of expositions (e.g., why, what if, how).	2.1.8 Applies reading strategies (e.g. questioning, inferring, rereading using context clues, reorganizing information, locating main idea, predicting) to assist in comprehension of fiction and nonfiction in print and digital formats.
2.5 Restate facts and details in the text to clarify and organize ideas.	2.1.8 Applies reading strategies (e.g. questioning, inferring, rereading using context clues, reorganizing information, locating main idea, predicting) to assist in comprehension of fiction and nonfiction in print and digital formats.
2.6 Recognize cause and effect relationships in a text.	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.
2.7 Interpret information from diagrams, charts and graphs.	1.9.12 Obtains information from illustrations, photographs, charts, graphs, maps and tables.

### *3.0 Literary Response and Analysis*

Students read and respond to a wide variety of significant works of children’s literature. They distinguish between structural features of the text and the literary terms or elements (e.g. theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve (CDE, 2002) illustrate the quality and complexity of the materials to be read by students.

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

#### ***Information Literacy Standard***

##### *Narrative Analysis of Grade Level Appropriate Texts*

3.1 Compare and contrast plots, settings, and characters presented by different authors.	5.1.5 Compares and contrasts plots, settings, characters and themes.
3.3 Compare and contrast different versions of the same stories that reflect different cultures.	5.1.4 Compares and contrasts different versions of the same stories that reflect different cultures.

## **Writing**

### *1.0 Writing Strategies*

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (prewriting, drafting, revising, editing successive versions).

#### ***Organization and focus***

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

##### *Information Literacy Standard*

1.1 Group related ideas and maintain a consistent focus.	3.1.4 Uses graphic organizers to arrange information in sequential and logical order.
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#### ***Research***

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

##### *Information Literacy Standard*

1.3 Understand the purpose of various reference materials (e.g. dictionary, thesaurus, atlas).	1.2.4 Understands the general organization of a print dictionary, thesaurus, atlas, and encyclopedia. 1.3.4 Identifies reference materials.
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#### ***Evaluation and Revision***

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

##### *Information Literacy Standard*

1.4. Revise original drafts to improve sequence and provide more descriptive detail.	3.2.2 Drafts, edits, and revises writing by hand or using a word processor.
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## **Listening and Speaking**

### *1.0 Listening and Speaking Strategies*

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides listeners to understand important ideas by using proper phrasing, pitch, and modulation.

### ***Organization and delivery of Oral Communication***

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>
1.5. Organize presentations to maintain a clear focus.	3.1.4 Uses graphic organizers to arrange information in sequential and logical order.
1.6 Speak clearly and at an appropriate pace for the type of communication (e.g. informal discussion, report to class).	3.3.7 Knows a variety of methods to engage the audience.
1.9 Report on a topic with supportive facts and details.	3.3.9 Conveys clear and accurate information in a presentation.

### *2.0 Speaking Applications (Genres and Their Characteristics)*

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English, and organizational and delivery strategies outlined in Listening and Speaking Standard 1.0

### ***Recount Experiences or Present Stories***

<i>English-Language Arts Content Standard</i>	<i>Information Literacy Standard</i>
2.2 Report on a topic with supportive facts and details, drawing from several sources of information.	3.3.6 Presents information with both factual and conceptual understanding, drawing from multiple sources of information, and using handwritten or computer-generated notes.

## **Additional *Information Literacy Standards* appropriate for Second Grade**

*(Italicized items refer to standards taught by both the library media and classroom teacher.)*

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

### **1.1 Knows Library Procedures for Circulation and Care of Equipment.**

1.1.1 Understands how to check out and care for books and multimedia material, and respects library rules.

1.1.2 Learns who to ask for help at a library.

1.1.3 Demonstrates respect for other library users.

1.1.4 Learns library procedures through library orientation.

1.1.5 Learns to follow library procedures at a library.

1.1.6 Understands the difference between a school and public library.

1.1.7 Demonstrates growth in understanding of school library procedures.

*1.1.8 Uses other libraries to supplement school library media center resources.*

### **1.2 Knows Parts of a Book and Digital Resources.**

*1.2.1 Identifies parts of a book: cover, title, title page, author, illustrator, spine, and spine label.*

*1.2.2 Identifies parts of a book: table of contents, publisher, page numbers, copyright date, and call number.*

*1.2.7 Identifies basic terminology and use of digital input/output devices (e.g., keyboard, mouse, VCR, remote control, digital camera).*

### **1.3 Knows Types and Location of Library Materials.**

*1.3.1 Understand the differences between fiction and non-fiction.*

1.3.5 Learns location of source types (e.g. books, non-print, and digital resources).

1.3.7 Knows that books and nonprint material may be located by subject in the nonfiction section.

1.3.8 Locates and knows general contents of biography section.

*1.3.11 Locates relevant sources for class assignments and personal use independently.*

### **1.5 Knows How to Alphabetize by Author's Last Name.**

1.5.1 Learns that the fiction section is organized alphabetically by the author's last name.

1.5.2 Identifies the call number in the fiction section as the author's last name alphabetized to the first letter.

1.5.3 Alphabetizes to the second letter to locate books by call number.

### **1.6 Uses the Automated Library Catalog.**

1.6.1 Understands the general purpose of the automated library catalog.

### **1.7 Uses Digital Resources to Access Information.**

1.7.1 Uses input and output devices to operate digital equipment (e.g. computers, VCRs, CD players, and audio cassette players).

### **1.8 Selects Appropriate Library Materials.**

1.8.1 Learns to use a variety of techniques to independently select books at reading level.

Standard 2: The student who is information literate evaluates information critically and competently

**2.1 Locates relevant information from appropriate fiction and non-fiction sources in print and digital formats.**

2.1.1 Identifies and compares characteristics of fiction and non-fiction.

2.1.2 Describes how illustrations impact a narrative.

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

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.

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.**

5.1.1 Understands the purpose of children’s and young adult book awards.

5.1.2 Describes the roles of authors and illustrators.

5.1.3 Reads and understands a variety of genre.

5.1.6 Selects children’s authors, appropriate for reading level, as recommended by district and state guidelines and reading lists.

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

**8.2 Understands and Respects Principles of Intellectual Freedom.**

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.

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.**