

## CORRELATION BETWEEN INFORMATION LITERACY STANDARDS AND EIGHTH 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**

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

<i>Information Literacy Standard</i>	<i>English-Language Arts Content Standard</i>
1.7.2 Designs online searches in search engines and periodical databases, using Boolean operators and other limiters or expanders	Plan and conduct multiple-step on-line searches by using computer networks and modems (Writing 1.4)

### **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>
1.9.4 Uses keywords and controlled vocabulary	Plan and conduct multiple-step on-line searches

to develop search statements for use with databases, search engines, digital books, and other digital sources and formats	by using computer networks and modems (Writing 1.4)
1.9.5 Formulates questions that define the scope of the investigation	Write research reports: a. Define a thesis (Writing 2.3) Deliver research presentations: a. Define a thesis (Listening and Speaking 2.3)
1.9.6 Selects a topic, focuses the investigation, and gathers information in order to construct a meaningful final product	Write research reports: a. Define a thesis (Writing 2.3) Deliver research presentations: a. Define a thesis (Listening and Speaking 2.3)
1.9.7 Uses Dewey call numbers to locate books in areas of interest or to explore topics in depth	
1.9.9 Uses a variety of print and digital reference material (e.g., dictionary, almanac, thesaurus, atlas, encyclopedia, and periodicals) to locate	
1.9.17 Uses bibliographies in books and digital resources to access information beyond the immediate source and school library media collection	
1.9.18 Uses a variety of print and digital information resources to facilitate research	Use information from a variety of consumer, workplace, and public documents to explain a situation or decision, or to solve a problem (Reading 2.6) Write research reports: c. Use a variety of primary and secondary sources and distinguish the nature and value of each (Writing 2.3 c) Deliver research presentations: c. Use a variety of primary and secondary sources and distinguish the nature and value of each (Listening and Speaking 2.2 c)
1.9.19 Uses advanced and specialized reference books and digital resources	
1.9.21 Refines search strategies for research projects	
1.9.22 Selects and uses a variety of appropriate media to access information sources	
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**

*Information Literacy Standard*

*English-Language Arts Content Standard*

<p>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>	
<p>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</p>	<p>Analyze text that uses proposition and support patterns (Reading 2.2)</p>
<p>2.1.7 Clarifies understanding of text by creating summaries</p>	<p>Write research reports: b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase or summarize all perspectives on the topic, as appropriate (Writing 2.3)          Deliver research presentations: b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase or summarize all perspectives on the topic, as appropriate (Listening and Speaking 2.3)</p>
<p>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</p>	<p>Use word meanings with the appropriate context and show ability to verify those meanings by definition, restatement, examples, comparison or contrast (Reading 1.3)</p>
<p>2.1.9 Determines which information and communication technologies are most appropriate for the information task</p>	<p>Use information from a variety of consumer, workplace, and public documents to explain a situation or decision, or to solve a problem (Reading 2.6)          Write research reports: c. Use a variety of primary and secondary sources and distinguish the nature and value of each (Writing 2.3)          Deliver research presentations: c. Use a variety of primary and secondary sources and distinguish the nature and value of each (Listening and Speaking 2.2)</p>

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

*Information Literacy Standard*

*English-Language Arts Content Standard*

<p>2.2.1 Distinguishes between fact and opinion in nonfiction sources</p>	<p>Deliver persuasive presentations: b          Differentiate fact from opinion and support arguments with detailed evidence, examples,</p>
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	and reasoning (Listening and Speaking 2.3)
2.2.2 Recognizes print, nonprint, and digital media as sources for information, persuasion, interpretation of events, transmission of culture, and entertainment	Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, photographers) Communicate information and affect impressions and opinions (Listening and Speaking 1.9)
2.2.3 Learns to independently evaluate the credibility, comprehensiveness, and value of print, nonprint, and digital information sources	Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, photographers) communicate information and affect impressions and opinions (Listening and Speaking 1.9)
2.2.4 Learns to recognize point of view and evidence of bias in print and digital information sources	Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, photographers) Communicate information and affect impressions and opinions (Listening and Speaking 1.9)
2.2.5 Learns to recognize the importance of copyright date, dateline, and publishing date as indicators of information currency and accuracy	
2.2.6 Learns to look for currency clues in undated digital or print material	

### **2.3 Selects Relevant Information during the Research Process**

#### *Information Literacy Standard*

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

2.3.1 Understands that notetaking is a tool for information processing (e.g. remembering, comparing, analyzing, and sequencing)	
2.3.2 Selects and records relevant information, organizing notes in a format appropriate to the task	
2.3.3 Restates facts and details to and organize ideas for notetaking	

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

### **3.1 Uses Prewriting Techniques to Extract and Organize Relevant Information**

#### *Information Literacy Standard*

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

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	
3.1.6 Selects the appropriate organization tool	Write research reports: b. Record important

<p>(e.g., outline, web, flowchart) to organize ideas and information</p>	<p>ideas, concepts, and direct quotations from significant information sources and paraphrase or summarize all perspectives on the topic, as appropriate (Writing 2.3)</p> <p>Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction, transitions, previews, and summaries, a logically developed body and effective conclusion (Listening and Speaking 1.4)</p> <p>Deliver research presentations: b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase or summarize all perspectives on the topic, as appropriate (Listening and Speaking 2.2)</p>
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### 3.2 Composes and Revises Drafts

#### *Information Literacy Standard*

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

<p>3.2.1 Uses an outline and notes to write paragraphs that apply information to decision making, problem solving, critical thinking, and creative expression</p>	<p>Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction, transitions, previews, and summaries; a logically developed body; and an effective conclusion (Listening and Speaking 1.4)</p>
<p>3.2.2 Drafts, edits, and revises writing by hand or using a word processor</p>	
<p>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</p>	<p>Revise writing to improve the organization and word choice after checking the logic of the ideas and the precision of the vocabulary (Writing 1.7)</p> <p>Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose (Listening and Speaking 1.3)</p> <p>Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction, transitions, previews, and summaries; a logically developed body; and an effective conclusion (Listening and Speaking 1.4)</p>
<p>3.2.6 Uses appropriate information and communication technology tools for data collection, information analysis, problem solving, group collaboration, and presentation</p>	

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

*Information Literacy Standard*

*English-Language Arts Content Standard*

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	Write research reports: d. Organize and display information on charts, maps and graphs (Writing 2.3) Deliver research presentations: d. Organize and display information on charts, maps and graphs (Listening and Speaking 2.2)
3.3.2 Presents information that visually conveys the main idea and supporting details about a topic	
3.3.7 Knows a variety of methods to engage the audience during research presentations (voice modulation, gestures, questions)	Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose (Listening and Speaking 1.3)
3.3.8 Uses creative and dramatic methods (e.g., art, music, drama, and readers’ theater) to enrich presentations and products	
3.3.9 Conveys clear and accurate information in a presentation	

*Standard 4. The student who is an independent learner is information literate and pursues information related to personal interests.*

**4.1 Uses School Library Media Center and Public Library Resources to Pursue Personal Interests**

*Information Literacy Standard*

*English-Language Arts Content Standard*

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**

*Information Literacy Standard*

*English-Language Arts Content Standard*

4.2.1 Uses developmentally appropriate information-literacy processes to independently select print, nonprint, and digital resources to satisfy personal information needs	
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*Standard 5. The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.*

**5.1 Learns about Children’s and Young Adult Literature, Authors, and Illustrators**

**5.2 Appreciates Creative Expressions in all Formats**

*Information Literacy Standard*

*English-Language Arts Content Standard*

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)	Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet) (Reading 3.1)
5.2.2 Understands the function and effect of common literary devices (e.g. metaphor, simile, imagery, and alliteration)	Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases (Reading 1.1) Identify significant literary devices that define a writer’s style and use those elements to interpret the work (Reading 3.6)
5.2.3 Understands the reasons for reading and appreciates the expressive differences among formats	Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet) (Reading 3.1)
5.2.4 Demonstrates growing appreciation of literary and artistic heritage	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach) (Reading 3.7)
5.2.5 Appreciates the effects of society, politics, science, and technology on literature and other creative forms of expression	

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

**6.1 Evaluates the Research Process and Project**

*Information Literacy Standard*

*English-Language Arts Content Standard*

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**

*Information Literacy Standard*

*English-Language Arts Content Standard*

6.2.1 Learns to access multiple formats and sources of reference information (e.g., specialized dictionaries, encyclopedias, and online free and subscription services)	
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6.2.2 Recognizes that specialized encyclopedias differ in arrangement, emphasis, and indexing	
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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**

*Information Literacy Standard*

*English-Language Arts Content Standard*

8.1.2 Cites sources in a standard format to give credit to authors and creators of information, ideas, art, media, and software	
8.1.4 Quotes or paraphrases information to avoid plagiarism	Write research reports : b. Record important ideas, concepts and direct quotations from significant information sources, paraphrase and summarize all perspectives on the topic as appropriate (Writing 2.3) Deliver research presentations: b. Record important ideas. Concepts and direct quotations from significant information sources, paraphrase and summarize all relevant perspectives on the topic, as appropriate (Listening and Speaking 2.2)
8.1.5 Builds a formal bibliography or source list, using an appropriate format	
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**

*Information Literacy Standard*

*English-Language Arts Content Standard*

8.2.1 Describes freedoms guaranteed by the First Amendment of the U.S. Constitution	
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### **8.3 Follows School Requirements Regarding Responsible Use of Information and Communication Technologies**

*Information Literacy Standard*

*English-Language Arts Content Standard*

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**