OASL STANDARDS CROSSWALK TO OREGON ELA & LITERACY ANCHOR STANDARDS		
STRAND: INFORMATION LITERACY Use strategies for locating, selecting, organizing, understanding, evaluating, using, and producing information, within physical and digital information environments		
Information Literacy Standard 1: Use skills, resources, and tools to inquire, think critically, and gain knowledge		
Indicator Code	**Indicator**	**Common Core Anchor Standards**
LIB 1.1.A	Follow an inquiry-based process to seek knowledge	CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LIB 1.1.B	Apply prior knowledge to new learning	CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LIB 1.1.C	Develop, select, clarify and use questions and strategies to search for information	CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LIB 1.1.D	Find, evaluate and select appropriate sources to answer questions	CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LIB 1.1.E	Select and use tools within sources to access content	CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragaphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole. CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCSS.ELA-LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LIB 1.1.F	Evaluate information for accuracy, validity, importance, and bias	CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LIB 1.1.G	Read, view and listen to information in a variety of formats	CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LIB 1.1.H	Collaborate to broaden and deepen understanding	CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LIB 1.1.I	Assess the effectiveness of questions, strategies, and processes used in research to find information	CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Information Literacy Standard 2: Use skills, resources and tools to draw conclusions, make informed decisions, create new knowledge and apply knowledge to new situations		

LIB 1.2.A	Analyze and evaluate information to draw conclusions and make informed decisions	CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and t make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and anaze their development; summarize the key supporting details and ideas. CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LIB 1.2.B	Analyze, organize and synthesize information using a variety of tools	CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LIB 1.2.C	Use information to answer questions, solve real-world problems, and inspire further investigation	CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and t make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and anaze their development; summarize the key supporting details and ideas.

LIB 1.2.D	Collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems	CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LIB 1.2.E	Reach and defend informed conclusions based on best evidence.	CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evience. CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LIB 1.2.F	Evaluate the effectiveness of the skills and tools used to create new knowledge	
Information Literacy Standard 3: Use skills, resources and tools to create and share work that expresses and demonstrates new understanding		
LIB 1.3.A	Analyze delivery formats for sharing understanding	CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LIB 1.3.B	Use appropriate tools to create and share new work	CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LIB 1.3.C	Collaborate with others to create original products and share new understandings	CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LIB 1.3.D	Reflect on a product's effectiveness in expressing and demonstrating new understandings	CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that llisteners can follow the line of reasoning and the organization, development, and are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Reading Engagement: Read to pursue intellectual, personal and emotional growth for life		
Reading Engagement Standard 1: Develop an appreciation for reading		
Standard	**Indicator**	**Common Core Anchor Standards**
LIB 2.1.A	Read, listen to, and view a variety of genres and formats	CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LIB 2.1.B	Identify, reflect upon and respond to works which exemplify the human experience	
LIB 2.1.C	Read to answer questions, make decisions or solve problems	CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
LIB 2.1.D	Explore text to text, text to self, and text to world connections	CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LIB 2.1.E	Appreciate and evaluate author's craft and use of literary devices	CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LIB 2.1.F	Read to seek multiple diverse and inclusive perspectives	CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.
Reading Engagement Standard 2: Comprehend and interpret informational and fictional text		
LIB 2.2.A	Read, listen to, view and integrate information to build background knowledge	CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LIB 2.2.B	Demonstrate reading for meaning, evaluating evidence, finding the main idea and supporting details, form opinions and draw conclusions	CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LIB 2.2.C	Read to evaluate history, current events and personal decisions	CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
LIB 2.2.D	Evaluate text for author's purpose	CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Reading Engagement Standard 3: Build reading skills and behaviors for life-long learning		
LIB 2.3.A	Apply reading strategies across the content areas	CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.
LIB 2.3.B	Contribute to a reading and learning community	CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LIB 2.3.C	Self-select reading materials from a variety of genres and formats	CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.
LIB 2.3.D	Make personal connections to the real world when reading a variety of texts	
LIB 2.3.E	Demonstrate resiliency, perseverance and stamina when reading a variety of texts	CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.
Social Responsibility: Share knowledge and participate ethically and productively as members of our democratic society		
Social Responsibility Standard 1: Practice ethical behavior to share knowledge		
Standard	**Indicator**	**Common Core Anchor Standards**
LIB 3.1.A	Use appropriate language when communicating with others	CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
LIB 3.1.B	Participate in and advocate for safe and ethical communication	
LIB 3.1.C	Practice accuracy and consider bias when sharing information	CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.
Social Responsibility Standard 2: Practice ethical behavior when using print and digital resources		
LIB 3.2.A	Consider a variety of balanced and authoritative sources	CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LIB 3.2.B	Generate accurate source citations and respect copyright law	CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LIB 3.2.C	Respect the intellectual property of others when gathering, presenting or publishing information to avoid plagiarism	CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Social Resonsibility Standard 3: Participate collaboratively and productively as a member of a democratic society		
LIB 3.3.A	Collaborate as members of a social and intellectual community	CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LIB 3.3.B	Advocate for intellectual freedom and uphold the rights of others	
LIB 3.3.C	Demonstrate responsible citizenship in use of library materials and resources	
For more information visit: Oregon Department of Education: English Language Arts (ELA) Literacy Standards		