EMPIRE STATE
INFORMATION FLUENCY CONTINUUM
Benchmark Skills for Grades K-12
Assessments / Common Core Alignment

Developed by the New York City School Library System

EMPIRE STATE
INFORMATION FLUENCY CONTINUUM
Benchmark Skills for Grades K-12
Assessments / Common Core Alignment

Developed by the New York City School Library System
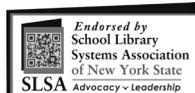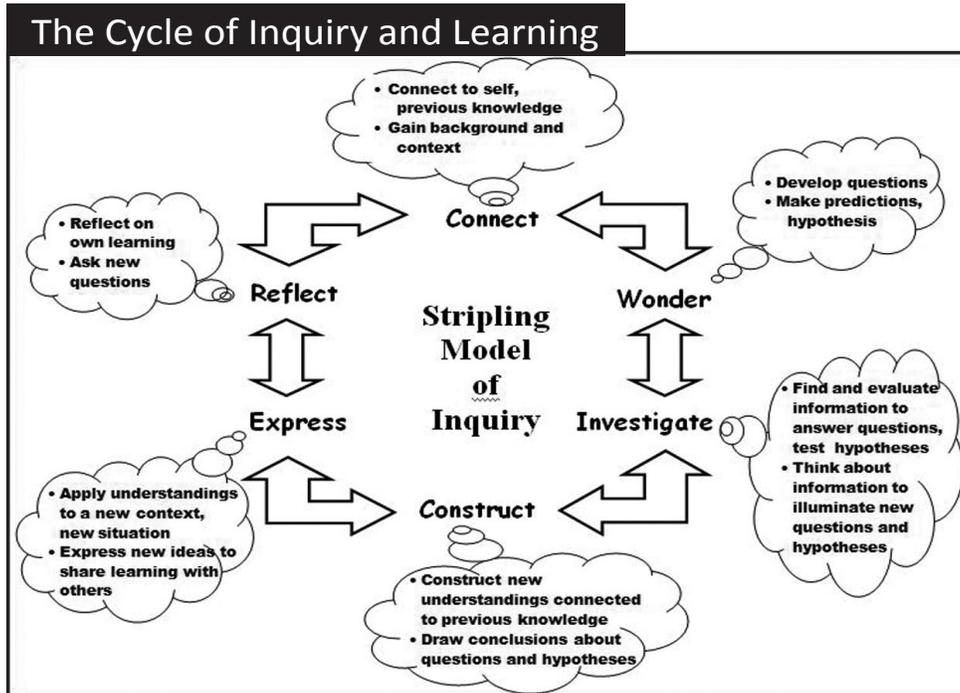
Introduction
Information Fluency Continuum, Benchmark Skills, Assessments

• •

Inquiry is a fundamental building block of teaching and learning that empowers students to follow their sense of wonder into new discoveries and insights about the way the world works. The empowered learner calls upon information/inquiry skills to connect with what he or she knows, ask intriguing questions about what is not known, investigate the answers, construct new understandings, and communicate to share those understandings with others.

Students need to use the skills of inquiry to learn. The Cycle of Inquiry and Learning provides a framework for active learning and the formation of new understandings.

The Cycle of Inquiry and Learning

- **Connect to self, previous knowledge**
- **Gain background and context**

- **Develop questions**
- **Make predictions, hypothesis**

- **Reflect on own learning**
- **Ask new questions**

Connect

Reflect

Wonder

Stripling Model of Inquiry

Express

Investigate

- **Find and evaluate information to answer questions, test hypotheses**
- **Think about information to illuminate new questions and hypotheses**

Construct

- **Apply understandings to a new context, new situation**
- **Express new ideas to share learning with others**

- **Construct new understandings connected to previous knowledge**
- **Draw conclusions about questions and hypotheses**

The information and inquiry skills required for in-depth learning must follow a coherent development spiral of instruction and practice throughout the years of schooling, K-12 and beyond, to enable all of our children to become independent life-long learners.

The Common Core Learning Standards (CCLS) for literacy establish a framework to ensure that all students graduate college and career ready. The connections between the CCLS and inquiry skills and strategies are multitudinous and strong. It is through the teaching and learning of information fluency skills that our students can meet the Common Core Learning Standards.

The inquiry skills and strategies articulated in the **Empire State Information Fluency Continuum (IFC)** are aligned with the CCLS and provide opportunities for librarians and teachers to engage in systematic collaborative planning as they incorporate the teaching of inquiry into the implementation of the CCLS through classroom instruction and project based learning.

A collaborative approach by the librarian and the classroom teacher is by far the most effective way to teach information fluency/inquiry skills and strategies to meet the high expectations of the Common Core Learning Standards. This guide contains a series of documents that define the information literacy and inquiry skills that are important for all students to learn.

The documents in this guide include:

TAB 1: **Information Fluency Continuum** – This K-12 document identifies three information literacy standards, indicators for each standard, and the skills that students should develop by Grades 2, 5, 8, and 12.

TAB 2: **Information Fluency Continuum Benchmark Skills** – These documents lay out the skills that are benchmarks for the development of information fluency at each grade level, K-12. These charts, organized by K-2, 3-5, 6-8, and 9-12, are intended to give a coherent picture of information skill development in lower elementary, upper elementary, middle, and high school. Highlighted in bold are the Priority Benchmark Skills which have been pulled into a separate document described below.

TAB 3: **Grade-by-Grade Information Fluency Benchmark Skills** – These documents, one each for kindergarten through twelfth grade, are the Information Fluency Benchmark Skills from the previous grade-span documents that have been separated into each grade level. These documents will be most helpful for specific grade-level planning by librarians and classroom teachers.

TAB 4: **Information Fluency Continuum: K-12 Priority Benchmark Skills Brochure** – The information skills that are essential building blocks in students' path to becoming information literate have been identified as Priority Benchmark Skills. This brochure is designed to be pulled out for easy access to the K-12 continuum of Priority Information Fluency Benchmark Skills – to help teachers, librarians, and parents see the expected development over the years of schooling.

TAB 5: **Information Fluency Continuum: Priority Benchmark Skills and Assessments** – This section features the priority benchmarks for each grade level with template assessments for each priority skill. The assessments can be adopted or adapted for use by teachers and librarians who are teaching these essential information skills.

TAB 6: **REACTS Taxonomy** – This taxonomy offers a variety of authentic products at multiple levels of thought for students to create in response to their inquiry investigations. The verbs and sample products at each level may be used by teachers and librarians to plan project assignments that engage and motivate students to share their learning in creative ways.

TAB 7: **IFC/Common Core Alignment** – The Common Core Learning Standards (CCLS) establish a framework to ensure that all students graduate college and career ready. The skills and strategies articulated in the Information Fluency Continuum (IFC) are aligned with the CCLS and open up opportunities for librarians and teachers to engage in sustained collaborative planning and teaching as they infuse these skills and strategies. The documents in this section include a sample of student work and the IFC/CCLS Alignment
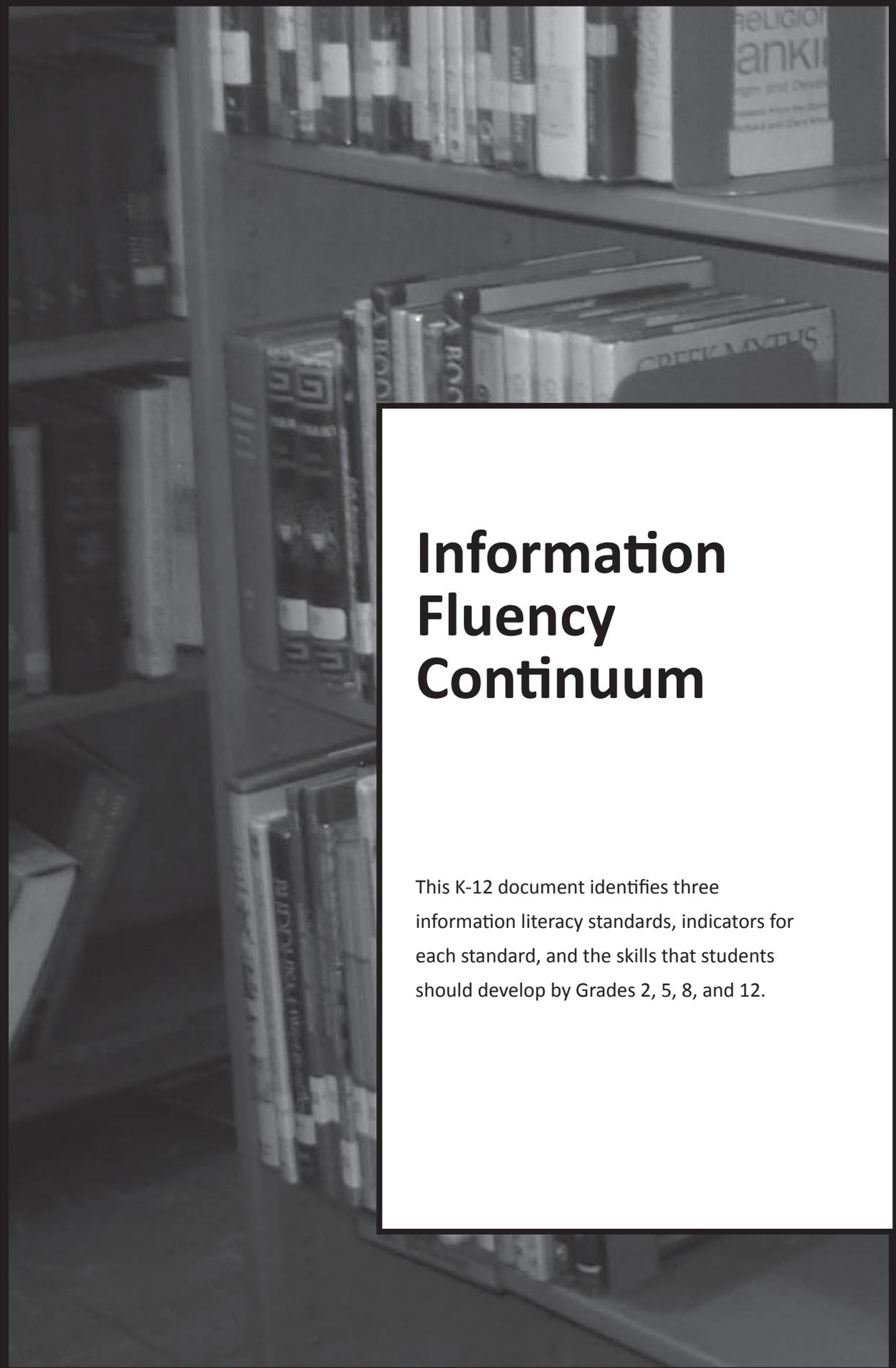
Information Fluency Continuum

This K-12 document identifies three information literacy standards, indicators for each standard, and the skills that students should develop by Grades 2, 5, 8, and 12.

A substantial body of research has emerged in the last 15 years that demonstrates an important and positive relationship between the presence of a good school library and increased student achievement.

- Effective libraries enable students to explore content deeply, pursue their own academic interests, and engage in inquiry—all of which support the development of high-level literacy skills.
- Effective libraries surround students with high-quality, engaging resources, and technology that spark independent learning.
- Effective libraries also serve a unique function in a school as a "public forum for learning" where students can connect to each other and present their work.
- Librarians play a key role in integrating independent learning skills throughout the curriculum by teaching research, inquiry, and technology skills to students and by providing professional development for teachers.

The attached document provides a framework for the instructional aspects of a library program. The framework is based on three standards that form the basis for the skills and strategies essential for students to become independent readers and learners:

- **Standard 1: Using Inquiry to Build Understanding and Create New Knowledge**

- **Standard 2: Pursuing Personal and Aesthetic Growth**

- **Standard 3: Demonstrating Social Responsibility**

This document is called an "Information Fluency Continuum" for very specific reasons. Our young people must go beyond being able to decode information to being able to use appropriate information in any situation; they must be "information fluent" in order to thrive both in and out of school. In addition, like literacy, information fluency must extend in a coherent development continuum throughout the years of schooling, K–12 and beyond.

Information fluency skills and strategies are an integral part of learning in any subject area. They can be most effectively taught by the librarian in collaboration with the classroom teacher, so that students are using these skills to learn essential content. Some of the skills may be incorporated into classroom instruction; others will be most effectively taught in the library setting. Wherever they are taught, these information fluency skills are pivotal in helping all of our children become independent learners.

In the fall of 2010, this Continuum was revised to align with the new AASL national tandards, *Standards for the 21st -Century Learner.* In 2012, the continuum was aligned with teh Common Core Learning Standards and endorsed by the School Library Systems Association of New York State. The new Empire State Information Fluency Continuum reflects the critical thinking and informations literacy skills today's students need to be college and career ready.

How To Use
THE CONTINUUM

If you are an administrator:

- Use the Continuum as a starting point for professional development planning to help all of your teachers become comfortable with integrating information skills into their instructional design.
- Be sure that students have opportunities for inquiry, personal exploration, and independent reading by facilitating open access and flexible scheduling of your library.
- Lead your school through a process of defining the most important skills and strategies for each grade level you serve. Set high expectations for students' information fluency.

If you are a classroom teacher:

- Collaborate with the librarian and other classroom teachers to decide the most important skills to be taught in each grade or subject.
- Design instructional units in collaboration with the librarian that integrate the teaching and application of essential information fluency skills.
- Include the assessment of information fluency skills in all rubrics.
- Actively incorporate student use of multiple resources and technology whenever possible.
- Develop a collaborative relationship with your librarian, so that you both are teaching information fluency skills and all students experience a consistent set of expectations in their use of information.

If you are a librarian or library teacher:

- Assume a leadership role in your school in collaborative planning that integrates the teaching of information fluency throughout the curriculum.
- Figure out which skills to teach and which to scaffold in every lesson.
- Plan the implementation of the Continuum so that all students develop the essential skills at every grade level and so that they build on their skills each year.
- Order high quality resources that enable students to conduct successful inquiry.
- Collaborate with classroom teachers to co-teach whenever possible.
- Align the implementation of the Continuum with your school's goals and your students' needs.
- Collaborate with your administrator to integrate the teaching and learning in the library with the principles and practice of teaching and learning throughout the school.

IFC Table of Contents

Information Fluency Continuum for Grade-Level Groupings: K-2; 3-5; 6-8; 9-12

Standard One: Using Inquiry to Build Understanding and Create New Knowledge

Standard Two: Pursuing Personal and Aesthetic Growth

Standard Three: Demonstrating Social Responsibility

Vision and Goals

VISION

The library fosters a community of learning and literacy that leads to high academic achievement, independent reading and learning, and collaboration throughout the school.

GOALS FOR EFFECTIVE LIBRARY PROGRAMS

Students are motivated and independent learners.
- Students successfully employ information literacy, technology, and critical thinking skills in subject-area learning experiences.
- Students are engaged in independent reading and inquiry-based learning.

The library is a powerful intellectual and social space where students and teachers gather ideas, exchange points of view, and learn together.
- Students and teachers have access to certified school library media specialists.
- Students have equitable access to the library and its resources.
- The library provides access to high-quality resources in a variety of formats that support curricular and instructional goals and respond to diverse student needs and interests.
- The library facility is welcoming, with a climate conducive to individual and shared learning.
- Current technology is available and operable to support multiple learning experiences in the library and remote access to library resources.

The library program supports a culture of literacy throughout the school.
- Teachers integrate resources and information-literacy skills into every classroom.
- Teachers collaborate with the librarian and other teachers to optimize instruction and curriculum design.

The library fosters a professional learning community.
- Teachers, principals, and librarians engage in ongoing professional development.
- Librarians facilitate professional dialogue and networking among teachers, principals, and other librarians to support continuous improvement of practice.

INFORMATION FLUENCY CONTINUUM

Developed by the New York City School Library System

Framework and Key Indicators

STANDARD 1

USING INQUIRY TO BUILD UNDERSTANDING AND CREATE NEW KNOWLEDGE

"I am a thinker."

An independent learner asks authentic questions and accesses, evaluates,
and uses information effectively to develop new understandings.

INQUIRY PHASE: CONNECT

At the beginning of the Connect Phase, a student may ask:

- What interests me about this idea or topic?
- What do I already know or think I know about this topic?
- What background information would help me get an overview of my topic?

INDICATORS

- Understands the process of inquiry.
- Recognizes purpose for inquiry.
- Connects ideas to self; finds personal passion.
- Connects ideas to previous knowledge.
- Observes and experiences to gain background and context.
- Identifies a focus or topic for inquiry.
- Identifies key concepts and terms.
- Identifies the "big picture" or schema.

Before moving to the Wonder Phase, a student may ask:

- Do I know enough about the idea or topic to ask good questions?
- Am I interested enough in the idea or topic to investigate it?

INQUIRY PHASE: WONDER

At the beginning of the Wonder Phase, a student may ask:

- What intriguing questions do I have about the topic or idea?
- Why am I doing this research?
- What do I expect to find?

INDICATORS

- Develops and refines questions.
- Makes predictions about the kind of **information** needed to answer the questions and the **sources** that will be most likely to have that information.
- Forms tentative thesis or hypothesis to guide research.

Before moving to the Investigate Phase, a student may ask:

- Can my question(s) be answered through investigation?
- Will my question(s) lead me to answers that will fulfill my assignment or purpose for research?

INQUIRY PHASE: INVESTIGATE

At the beginning of the Investigate Phase, a student may ask:

- What are all of the sources that might be used?
- Which sources will be most useful and valuable?
- How do I locate these sources?
- How do I find the information within each source?
- How do I evaluate the information that I find?

INDICATORS

- Understands the organization of a library.
- Plans research and follows a timeline.
- Uses successful information and technology strategies and tools to locate **sources** of information.
- Seeks information from diverse genres, formats, and points of view.
- Evaluates sources for usefulness, relevance, clarity of organization, currency, validity and authority.
- Understands the organization of information and uses strategies to locate **information** within a resource.
- Uses reading, thinking, and visual literacy strategies to derive meaning from information and monitor own understanding.
- Evaluates information to determine accuracy, currency and relevance for answering questions.
- Evaluates information for fact, opinion, point of view, and bias.
- Selects, paraphrases, summarizes and records appropriate information in reflective and interactive process.
- Identifies gaps in information.

Before moving to the Construct Phase, a student may ask:

- Have I located sources with diverse perspectives?
- Have I found enough accurate information to answer all my questions?
- Have I discovered information gaps and filled them with more research?
- Have I begun to identify relationships and patterns and thoughtfully reacted to the information I found?

....

INQUIRY PHASE: CONSTRUCT

....

At the beginning of the Construct Phase, a student may ask:

- Have any main ideas emerged from the research?
- Did I find enough evidence to form an opinion or support my thesis?
- What organizational patterns or tools will help me make sense of my information?

INDICATORS

- Makes sense of information by clarifying main and supporting ideas.
- Looks for patterns and connects ideas across resources.
- Organizes information by using a variety of tools and strategies.
- Discusses, collaborates, and negotiates meaning with others.
- Compares new ideas to prior knowledge and reflects on new understandings.
- Draws conclusions by integrating new ideas with prior knowledge.

Before moving to the Express Phase, a student may ask:

- Have I drawn conclusions that are supported by the evidence?
- Have I organized my conclusions and evidence to present them effectively?

INQUIRY PHASE: EXPRESS

At the beginning of the Express Phase, a student may ask:
- What type of product or presentation will allow me to present my conclusions and evidence effectively to the intended audience?
- What technology will help me create a product or presentation?
- How will I get help to revise and edit my product?

INDICATORS
- Uses creative thought processes to express new understandings.
- Communicates information and ideas in a variety of formats.
- Uses writing process to develop new understandings and create products.
- Uses standard citation and bibliographic formats.
- Uses technology tools to create original products.

Before moving to the Reflect Phase, a student may ask:
- Have I organized the product/presentation to make my major points and present convincing evidence?
- Does my product/presentation fulfill all the requirements of the assignment?

INQUIRY PHASE: REFLECT

At the beginning of the Reflect Phase, a student may ask:
- Is my product/presentation as effective as I can make it?
- How well did my inquiry process go?
- How can I get feedback on my final product to use in my next inquiry project?

INDICATORS
- Develops evaluative criteria for the inquiry process.
- Engages in self-evaluation.
- Participates in peer evaluation.
- Asks new questions for continuing inquiry.

Before moving to another assignment or personal inquiry, a student may ask:
- What new understandings did I develop about the topic or idea?
- What did I learn about inquiry?
- What new questions do I now want to answer about the topic or idea?

STANDARD 2
PURSUING PERSONAL AND AESTHETIC GROWTH
"I am an explorer."
An independent learner responds to and creates literary and artistic expressions, uses effective strategies for personal exploration of ideas, and reads on his or her own by choice.

READER/VIEWER RESPONSE AND EXPRESSION

INDICATORS
- Uses prior knowledge to connect to and form personal meaning from fiction, non-fiction and multimedia works.
- Deepens understanding of the source by analyzing the parts.
- Selects appropriate resources from a variety of genres.
- Understands creator's purpose, point of view, and voice.
- Makes connections across different works in a variety of genres and formats.
- Discusses, evaluates, and shares literature.
- Creates personal responses to literature using arts and technology.

PERSONAL EXPLORATION

INDICATORS
- Identifies own areas of interest by reading widely.
- Reads, views, and listens for a variety of purposes.
- Locates reliable information for personal growth.
- Uses the arts and technology for personal expression.
- Participates in networking and sharing of information.

MOTIVATED, INDEPENDENT LEARNING

INDICATORS
- Selects resources and seeks information related to academic and personal interests in a variety of genres and formats.
- Uses multiple ways to access resources.
- Uses text features to increase understanding.
- Seeks to understand the meaning of what is read.
- Uses technology to find information related to academic and personal interests.

STANDARD 3
DEMONSTRATING SOCIAL RESPONSIBILITY
"I am a citizen."

An independent learner contributes to the learning community by seeking multiple perspectives, sharing his or her understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

INDICATORS

- Seeks multiple points of view and a global perspective.
- Respects the principle of equitable access to information.
- Understands that democracy is built on intellectual freedom.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

INDICATORS

- Uses multimedia tools to collaborate with others to develop creative projects and share them with an authentic audience.
- Respects and acknowledges ideas and contributions of all group members.
- Collaborates with others to use information effectively and solve problems.

ETHICAL BEHAVIOR IN USE OF INFORMATION

INDICATORS

- Respects intellectual property rights by attributing the sources and avoiding plagiarism.
- Uses information and technology safely, ethically and responsibly.

SOURCES

American Association of School Librarians. Standards for the 21st-Century Learner.
http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm

ISTE. National Educational Technology Standards for Students (NETS*S).
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_
Standards.pdf

Stripling, Barbara K. "Inquiry-Based Learning."
In Curriculum Connections Through the Library: Principles and Practice, edited by Barbara K. Stripling and Sandra
Hughes-Hassell. Westport, CT: Libraries Unlimited, 2003.

EMPIRE STATE
INFORMATION FLUENCY CONTINUUM
Aligned with AASL Standards for the 21st Century Learner
Developed by the New York City School Library System

STANDARD 1

USING INQUIRY TO BUILD UNDERSTANDING AND CREATE NEW KNOWLEDGE
"I am a thinker."

An independent learner asks authentic questions and accesses, evaluates,
and uses information effectively to develop new understandings.

CONNECT				Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**

	At the beginning of the Connect Phase, a student may ask: • What interests me about this idea or topic? • What do I already know or think I know about this topic? • What background information would help me get an overview of my topic?				
Understands the process of inquiry	Recognizes that questions can be answered by finding information.	Knows the phases of inquiry and completes the thinking and actions appropriate for each phase with guidance.	Follows the inquiry process to investigate answers to questions and pursue new learning. Monitors own process and moves to next phase when appropriate.	Uses the inquiry process to pursue personal and academic learning. Recognizes the recursiveness of inquiry and moves flexibly through the process as phases are successfully completed.	AASL 1.1.1 ISTE NETS-S 3a
Recognizes purpose for inquiry	Recognizes the purpose of inquiry and that this purpose influences the kind of information needed.	Recognizes the purpose of inquiry and that historical, scientific, and literary inquiry differ in the kind of information needed.	Defines the purpose of inquiry, and aligns questions and investigation with the purpose. *(e.g., historical purpose needs interpretive information and balanced opinions; scientific purpose needs accurate and up-to-date information with supporting evidence).*	Defines the purpose of inquiry and recognizes that the type of thinking required by the inquiry will differ according to the purpose. *(e.g., historical—take a position and defend it; scientific—verify accuracy of model and support with evidence; literary—analyze literary and social context).*	AASL 1.1.1 ISTE NETS-S 3
Connects ideas to self; finds personal passion	Connects ideas to own interests. Identifies areas of strong personal interest.	Connects ideas in texts to own interests. Identifies and pursues areas of passion and interest.	Connects ideas in texts and in world to own interests. Finds areas of passion or interest within topics of study.	Connects ideas in texts and in world to own interests. Pursues areas of passionate interest in depth within topics of study.	AASL 1.1.1 AASL 4.1.2
Connects ideas to previous knowledge	Shares what is known about the general topic to elicit and make connections to prior knowledge. Shares ideas, asks questions, and makes references to print and nonprint resources.	States what is known about the problem or question and makes connections to prior knowledge. Shares ideas, asks questions, and makes references to print and nonprint resources.	States and verifies what is known about the problem or question and makes connections to prior knowledge. Shares ideas, asks questions, and makes references to print, nonprint and electronic resources.	Verifies the accuracy of what is known about the problem or question. Shares ideas, asks questions, and makes references to print, nonprint and electronic resources.	AASL 1.1.2 AASL 4.1.2

CONNECT				Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Observes and experiences to gain background and context	Actively participates in an experience that introduces a topic, problem or question and responds to the experience/activity by capturing observations and thoughts in pictures, graphics or simple sentences.	Actively participates in an experience that introduces a topic, problem or question and captures observations, questions and reflections by writing, speaking with others or drawing. Uses sources to acquire background information and brainstorms ideas for further inquiry.	Actively participates in an experience that introduces a topic, problem or question and captures observations, analysis and reflections by writing, speaking with others and drawing. Uses multiple sources to acquire background information and brainstorms ideas for further inquiry.	Actively participates in an experience that introduces a topic, problem or question; captures observations, analysis and reflections through writing and generates new questions. Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry.	AASL 1.1.2
Identifies a focus or topic for inquiry	Restates/Retells and asks questions about the topic, problem or question with guidance.	Restates the topic, problem, or question in own words with guidance to focus on an area for inquiry.	Revises the question or problem as needed to arrive at a manageable topic for inquiry.	Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry. Explores problems or questions for which there are multiple answers or no "best" answer.	AASL 1.1.3 ISTE NETS-S 4a
Identifies key concepts and terms	Identifies one or two key words about a topic, problem, or question with guidance from the librarian. Identifies key vocabulary by using a picture book or dictionary.	Identifies key words and ideas in a teacher-provided research question. Generates a list of key words for a research-based project with guidance.	Identifies key words and ideas that appear in background information and class conversation. Uses and adds to the list of key words throughout the research.	Identifies key words, concepts and synonyms, both stated and implied, for topic and uses them to further research. Maintains a list of effective search terms throughout the process of inquiry.	
Identifies the "big picture" or schema	Identifies the overall "big picture" idea by stating it orally or drawing a picture.	States the big idea orally, in writing, or by creating a simple mind map.	Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words.	Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest.	

> **Before moving to the Wonder Phase, a student may ask:**
> - Do I know enough about the idea or topic to ask good questions?
> - Am I interested enough in the idea or topic to investigate it?

CONNECT				Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
	At the beginning of the Wonder Phase, a student may ask: • What intriguing questions do I have about the topic or idea? • Why am I doing this research? • What do I expect to find?				
Develops and refines questions	Formulates questions related to listening activities. Asks "I wonder" questions about the research topic. Adds to K-W-L chart constructed by class by helping develop questions for W – Wonder. Looks at questions with librarian or teacher guidance to decide which are the burning questions to be answered.	Formulates questions about the topic with guidance. Develops questions for KWL chart based on prior knowledge and experiences and class conversations. Asks questions to clarify topics or details. Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.	Recognizes characteristics of good questions. Writes questions independently based on key ideas or areas of focus. Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison).	Focuses the purpose of the research by formulating specific questions to be answered. Maintains flexible approach to research questions and to key words and concepts. Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue).	AASL 1.1.3 AASL 1.2.1 ISTE NETS-S 4a

"A lifetime of inquiry begins with a single moment of wonder."

CONNECT					Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Makes predictions about the kind of <u>information</u> needed to answer the questions and the <u>sources</u> that will be most likely to have that information	Uses prior knowledge and understanding of specific topic to make predictions about answers to questions.	Uses prior knowledge and understanding of overall topic to make predictions about what the new information will reveal.	Uses prior knowledge, understanding of topic, and background information to make predictions about types of information needed and to identify a limited number of potential resources.	Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources.	AASL 1.1.3; AASL 1.1.4
	Identifies the type of information needed (e.g., facts, pictures, maps).	Identifies the type of information needed (e.g., facts, explanations, diagrams).	Determines what information is needed to support the investigation and answer the questions.	Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important.	
	Identifies the possible sources for information needed.	Predicts what type of resources will most likely contain that information.	Determines what resources will most likely offer quality information. Determines whether different points of view will be important.	Determines what resources will offer in-depth and diverse information.	
	Generates ideas for gathering further information.	Generates ideas for gathering further information.	Generates ideas for gathering further information.	Generates ideas for gathering further information.	
Forms tentative thesis or hypothesis to guide research	Predicts answers to inquiry questions based on background knowledge and beginning observation or experience.	Predicts answers to inquiry questions based on background knowledge and beginning observation or experience. Forms tentative thesis about main idea with guidance.	Analyzes and evaluates what is known, observed, or experienced to form tentative thesis or hypothesis. Plans inquiry to test hypothesis or validate thesis.	Analyzes and evaluates what is known, observed, or experienced to form thesis or hypothesis to be tested during the inquiry. Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis.	AASL 1.1.3

Before moving to the Investigate Phase, a student may ask:

- Can my question(s) be answered through investigation?
- Will my question(s) lead me to answers that will fulfill my assignment or purpose for research?

INVESTIGATE					Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
	At the beginning of the Investigate Phase, a student may ask: • What are all of the sources that might be used? • Which sources will be most useful and valuable? • How do I locate these sources? • How do I find the information within each source? • How do I evaluate the information that I find?				
Understands the organization of a library	Demonstrates the ability to use the library and check out books. Follows signage to locate important areas of the library media center. Distinguishes between fiction and nonfiction resources. Recognizes that nonfiction resources in the library are organized by categories and begins to associate the Dewey numbers with areas of interest. Recognizes that fiction and picture books are organized by the author's last name in A-B-C order.	Demonstrates the ability to use the library and check out a variety of sources. Recognizes the organization and use of important areas of the library media center. Identifies the ten major Dewey areas and what main topics are included in each. Recognizes that fiction books are organized by author's last name.	Recognizes the organization and use of special sections in the library (e.g., reference, graphic novels, paperbacks). Uses the categorization of materials within Dewey areas to locate resources and browse for additional materials. Transfers the understanding of school library organization to use of the public library.	Recognizes the organization and use of special sections in the library (e.g., reference, reserve books, databases). Explores multiple Dewey areas to browse for information about different aspects of the same topics. Transfers the understanding of library organization to public, academic and special libraries. Becomes familiar with the concepts underlying the Library of Congress classification system.	
Plans research and follows a timeline	Follows a modeled inquiry process during each visit to the library to do research.	Follows a model or template provided to complete inquiry projects and follows a timeline.	Follows a complete research plan and stays on a timeline.	Follows a complete research plan and adjusts timeline when necessary.	AASL 1.1.1; AASL 1.2.2

INVESTIGATE				Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Uses successful information and technology strategies and tools to locate **sources** of information	Uses ABC arrangement of picture and fiction books to locate materials.	Recognizes and uses a variety of systems for organizing (e.g., basic library systems, ABC order, numerical order) in order to locate sources independently.	Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources.	Uses search strategies (Boolean operators, synonyms, and relational searching) to broaden and narrow searches and locate appropriate resources.	AASL 1.1.4; AASL 1.1.8; AASL 1.2.2 ISTE NETS-S 3c
	Locates nonfiction materials at appropriate reading levels with assistance.	Locates nonfiction materials at appropriate reading level.			
	Recognizes the purpose of the online catalog to locate materials.	Searches the online catalog (author, title, and subject) with assistance to locate materials.	Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves.	Uses online catalog independently to locate specific books, get classification numbers of related areas, and browse the shelves in each area.	
	Uses online encyclopedias, magazine databases, and other technology resources with guidance.	Uses pre-selected Web resources to locate information. Uses pre-selected primary sources to gather information. Uses bookmarked Websites and selected search engines to find appropriate information.	Uses technology resources such as online encyclopedias, online databases, and Web subject directories to locate information on assigned topics in the curriculum. Participates in supervised use of search engines and pre-selected Web resources to access appropriate information for research.	Uses technology resources such as the online catalog, online encyclopedias, online databases, Web subject directories, and links from valid Websites to locate primary and secondary information on topics of inquiry. Conducts advanced Web searches using Boolean logic and other sophisticated search functions.	
		Uses at least two sources for research projects.	Uses at least three to four sources for research projects.	Uses a variety of search engines to do advanced searching. Uses multiple sources for research projects.	

INVESTIGATE				Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Seeks information from diverse genres, formats, and points of view	Recognizes different formats and purposes for resources (e.g., storybooks, information books, encyclopedias).	Identifies available resources (e.g., subscription databases, bookmarked Web sites) and genres that are most appropriate for own abilities and informational needs.	Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps, and diagrams) as sources of information.	Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively.	AASL 1.1.4; AASL 1.2.2; AASL 1.2.3 ISTE NETS-S 3b, c
	Distinguishes purpose of various types of genres (e.g., informing, entertaining).	Recognizes the differences and similarities of genres and the types of information included in each.	Matches the genre selected with the purpose for gathering information.	Recognizes the effect of genre on the information presented.	
	Selects and uses appropriate sources with guidance to answer questions: 1 – Picture dictionary, beginning encyclopedia. 2 – Dictionary, periodicals, maps, and globes.	Selects and uses multiple appropriate print, nonprint, electronic and human sources to answer questions: 3 – Thesauri, general encyclopedias, periodical databases. 4 – Almanacs, indexes, specialized dictionaries and encyclopedias, databases, 5 – Databases, unabridged dictionaries.	Understands the concept of balanced points of view. Seeks balanced view by using diverse sources to access appropriate material.	Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical, or culturally based topics. Uses specialized reference materials to find specific and in-depth information.	
			Uses both primary and secondary sources.	Uses both primary and secondary sources.	
Evaluates sources for usefulness, relevance, clarity of organization, currency, validity and authority	Examines the title, pictures and text of a book to determine its usefulness in answering the research questions.	Evaluates the relevance and clarity of organization of sources by examining the title, table of contents and index of books and the layout and navigation tools of websites.	Evaluates the currency and validity (specific connection to research questions and related ideas) of print and electronic sources by looking at the copyright date, examining the overall organization and text.	Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher.	AASL 1.1.4 ISTE NETS-S 3c

INVESTIGATE				Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Understands the organization of information and uses strategies to locate **information** within a resource	Identifies and uses parts of a book to locate and gather information: K – Cover, title page, spine, barcode, illustrations. 1 – Call number. 2 – Dedications, verso, publisher, place of publication, index.	Identifies and uses the organizational structures of a nonfiction book to locate information: 3 – Table of contents, index, glossary. 4 – Bibliography, appendix. 5 – Preface, foreword, introduction.	Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas.	Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective.	AASL 1.1.5 ISTE NETS-S 3b, 4c
	Understands the basic organizational structure of books.	Uses skim/scan to locate information that is appropriate to age and ability level.	Uses skim/scan to locate main ideas.	Uses skim/scan to locate main ideas and supporting evidence.	
	Understands how to click to advance through an electronic resource.	Uses navigation tools of a Website to find information.	Uses the structure and navigation tools of a Website to find the most relevant information.	Adjusts search strategies by comparing information gathered with the problem or question.	

Indicator	Grade K-2	Grade 3-5	Grade 6-8	Grade 9-12	Related Standards
Uses reading, thinking, and visual literacy strategies to derive meaning from information and monitor own understanding	Forms images while reading or listening to text.	Questions text during reading or listening.	Summarizes and reacts to text after each section.	Challenges ideas in text and makes note of questions to pursue in additional sources.	AASL 1.1.6; AASL 1.4.1; AASL 2.1.1
		Identifies main ideas and supporting details. Stops after each paragraph to summarize the main idea in the text.	Identifies multiple levels of meaning. Stops periodically to summarize and paraphrase the meaning of the text.	Recognizes and interprets multiple levels of meanings.	ISTE NETS-S 3b
	Uses text structures to find information that answers questions (bold text, chapter titles).	Uses text structures to find information that answers questions (topic sentences, bold and boxed text, captions, chapter headings and subheadings).	Uses text structures to derive relationships among ideas presented (chapter titles and subtitles, topic sentences, marginal notes, organizational pattern within chapter).	Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information).	
	Uses visual and oral features of Web sites to find information of interest.	Uses organizational structures of Web sites to find the main idea and follow the links to supporting ideas.	Uses organizational structures of Web sites to derive relationships of ideas (site map, table of contents or tabs, links).	Uses organizational structures of Web sites to derive relationships of ideas (site map, table of contents or tabs, links).	
	Uses prior knowledge to understand new facts.	Uses prior knowledge and experiences to understand new facts and ideas.	Relates new information to prior knowledge.	Relates new information to prior knowledge and real-world experiences.	
	Interprets information represented in pictures, illustrations, and simple charts and verbalizes the main idea.	Interprets information taken from maps, graphs, charts, and other visuals.	Analyzes maps, charts, graphs, and other visuals to gather information and determine the main idea.	Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details.	
		Revises ideas as new information is gained.	Identifies misconceptions and revises ideas as new information is gained.	Revises own point of view and preconceptions as new information is gained.	

INVESTIGATE				Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Evaluates information to determine accuracy, currency and relevance for answering questions	Uses materials provided to find answers to questions posed.	Evaluates print and electronic information for usefulness, relevance and accuracy.	Evaluates quality of electronic and print information for usefulness, currency, authority and accuracy.	Evaluates information from a variety of sources for accuracy, appropriateness, validity and comprehensiveness.	AASL 1.1.5; AASL 1.2.1 ISTE NETS-S 3b, 4c
	Recognizes facts.	Determines important details.	Differentiates between important and unimportant details.	Determines the significance of information to the specific research question.	
		Evaluates information to determine whether it is accurate.	Evaluates electronic and print information to determine whether it is inaccurate or misleading.	Recognizes statements that can be verified.	
				Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided.	
	Recognizes when one fact conflicts with another fact.	Recognizes when information in one source conflicts with information in another source.	Seeks additional information when conflicting information is found.	Verifies all facts through use of multiple sources.	
				Extends search beyond readily available sources to ensure accuracy and comprehensiveness.	
			Selects information based on authority and point of view.	Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability.	

INVESTIGATE				Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Evaluates information for fact, opinion, point of view, and bias	Distinguishes between fact and opinion.	Distinguishes between fact and opinion. Tries to use facts rather than opinions when doing research. Recognizes how pictures and words are used to persuade.	Uses both facts and opinions responsibly by identifying and verifying them. Recognizes various techniques used by creator to persuade or propagandize. Recognizes the effect of different perspectives and points of view on the information. Recognizes that own point of view influences the interpretation of information.	Recognizes competing interpretations of historical events and issues and the reasons for those differences. Recognizes the author's use of tone to convey point of view. Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda). Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective. Pursues a balanced perspective of fact, opinion, and different points of view. Maintains a critical stance toward own point of view and interpretation of information.	AASL 1.1.7 ISTE NETS-S 3b

INVESTIGATE					Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Selects, paraphrases, summarizes and records appropriate information in reflective and interactive process	Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions.	Paraphrases, summarizes information that answers research questions.	Evaluates, paraphrases, summarizes information that answers research questions.	Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic.	AASL 1.1.7; AASL 1.4.1; AASL 2.4.1 ISTE NETS-S 3b, 4c
			Uses quotations when appropriate.	Uses quotations strategically.	
	Writes, draws, or verbalizes the main idea and supporting details. Uses simple note taking strategies as demonstrated by librarian/teacher (e.g., copying words or phrases).	Uses various note taking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers).	Takes notes using one or more of a variety of note taking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).	Takes notes using one or more of a variety of note taking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).	
			Categorizes information; adds new categories as necessary.	Categorizes information; adds new categories as necessary; explores connections among categories.	
		Uses software (e.g., word processing, graphic organizing) to record and organize information.	Uses digital tools (e.g., word processing, presentation, Google docs, del.icio.us) to record and organize information.	Uses collaborative and independent digital tools (e.g., word processing, simple database or spreadsheet, presentation, Google docs, del.icio.us) to record and organize information.	
		Uses feedback from librarian/teachers to rethink information gathered.	Uses feedback from librarian/teachers, peers, and experts to rethink and evaluate information gathered.	Uses feedback from librarian/teachers, peers, and experts and maintains flexibility in topic and research strategies to incorporate new ideas as they are found. Maintains an open attitude about new areas of the subject that were previously unknown or overlooked.	

INVESTIGATE				Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Identifies gaps in information	Responds to questions posed by librarian/teacher by investigating further.	Recognizes gaps in information with guidance.	Recognizes gaps in information independently. Brainstorms ideas for further information.	Independently recognizes gaps in information (based on the complexity of the problem or question). Brainstorms ideas for further information. Determines the extent of the research by the complexity of the subject, not by time or page limits.	AASL 1.1.7; AASL 1.2.1; AASL 1.4.4

⚠ **_Before moving to the Construct Phase, a student may ask:_**
- Have I located sources with diverse perspectives?
- Have I found enough accurate information to answer all my questions?
- Have I discovered information gaps and filled them with more research?
- Have I begun to identify relationships and patterns, and thoughtfully reacted to the information I found?

CONSTRUCT				Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
	At the beginning of the Construct Phase, a student may ask: • Have any main ideas emerged from the research? • Did I find enough evidence to form an opinion or support my thesis? • What organizational patterns or tools will help me make sense of my information?				
Makes sense of information by clarifying main and supporting ideas	Answers the question, "What is this mostly about?"	Uses a variety of strategies to determine important ideas. Begins to demonstrate independence in determining important ideas in illustrations and text. States the main idea.	Uses a variety of strategies to determine important ideas both stated and implied. Determines the main idea by synthesizing main points from several sources.	Identifies main, supporting, and conflicting information to support interpretation.	AASL 2.1.1 ISTE NETS-S 3b, 4c
	Writes, draws, or verbalizes supporting details.	Identifies facts and details that support main ideas. Makes inferences with guidance.	Finds supporting examples, definitions, and details. Makes inferences based on explicit information in text.	Finds supporting evidence from multiple sources. Makes and explains inferences about main ideas.	

CONSTRUCT				Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Looks for patterns and connects ideas across resources	Finds facts in more than one source to answer questions.	Finds similar big ideas in more than one source.	Develops a deeper understanding of the topic by connecting ideas across sources. Analyzes disparate points of view discovered in different sources.	Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas. Analyzes different points of view and determines best supported point of view by sorting and sifting evidence.	AASL 2.1.1 ISTE NETS-S 4c
	Identifies patterns with guidance.	Identifies patterns and connections.	Determines patterns and discrepancies by comparing and combining information available in different sources.	Determines patterns and discrepancies by comparing and combining information available in multiple diverse sources.	
	Notes similarities and differences in information from different sources.	Notes similarities and differences in information from two different sources.	Questions the differences between sources and seeks additional sources to resolve. Interprets information and ideas by defining, classifying, and inferring.	Resolves conflicting evidence or clarifies reasons for differing interpretations of historical events. Builds a conceptual framework by synthesizing ideas gathered from multiple sources.	

"Man's mind, once stretched by a new idea, never regains its original dimensions."

— *Oliver Wendell Holmes*

CONSTRUCT					Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Organizes information by using a variety of tools and strategies	Demonstrates simple organizational skills such as sorting and categorizing.	Organizes information using a teacher-provided tool. Uses common organizational patterns (chronological order; main idea with supporting ideas) to organize information. Organizes notes and ideas, and develops an outline or graphic organizer.	Uses various organizational tools for making distinctions and connections among ideas. Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions. Organizes notes and ideas and develops an outline or graphic organizer using both print and electronic tools.	Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered. Uses organizational patterns to help draw conclusions and build an argument. Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns.	AASL 2.1.2; AASL 2.1.4
Discusses, collaborates, and negotiates meaning with others	Actively listens.	Actively listens to and restates others' ideas and contributes own ideas.	Respectfully listens to and responds to others' ideas in group discussions.	Understands and builds on the ideas of others. Changes own ideas based on the ideas of others. Constructively disagrees with others and contributes to group consensus.	AASL 1.1.9; AASL 2.1.3; AASL 2.1.5; AASL 3.1.2 ISTE NETS-S 2a

CONSTRUCT				Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Compares new ideas to prior knowledge and reflects on new understand-ings	Completes the L portion of the K-W-L chart with what new ideas were learned. Compares new ideas with what was known at the beginning of the inquiry.	Reviews ideas held at beginning of inquiry and reflections captured during notetaking. Reflects on how ideas changed with more information.	Reviews, revises and applies new ideas learned through inquiry process. Compares information found to tentative thesis or hypothesis; revisits and revises thesis/ hypothesis as appropriate.	Forms a conceptual understanding based on new ideas acquired through the inquiry process. Identifies and addresses previously held misconceptions. Identifies when information does not support tentative thesis or hypothesis; gathers additional information or revises thesis/ hypothesis.	AASL 2.1.1; AASL 2.2.1; AASL 2.3.2; AASL 2.4.3
Draws conclusions by integrating new ideas with prior knowledge.	Forms opinion and offers reasons to back it up. Draws a conclusion about the main idea with guidance.	Forms opinion and uses evidence from text to back it up. Draws a conclusion about the main idea.	Forms opinions and judgments backed up by supporting evidence. Combines information and weighs evidence to draw conclusions and create meaning. Draws conclusions based on explicit and implied information.	Develops own point of view and supports with evidence. Combines ideas and information to develop and demonstrate new understanding. Presents different perspectives with evidence for each. Draws clear and appropriate conclusions supported by evidence and examples.	AASL 2.1.3; AASL 2.2.2; AASL 2.2.3; AASL 2.3.2 ISTE NETS-S 4b, c, d

Before moving to the Express Phase, a student may ask:
- Have I drawn conclusions that are supported by the evidence?
- Have I organized my conclusions and evidence to present them effectively?

EXPRESS				Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
	At the beginning of the Express Phase, a student may ask: • What type of product or presentation will allow me to present my conclusions and evidence effectively to the intended audience? • What technology will help me create a product or presentation? • How will I get help to revise and edit my product?				
Uses creative thought processes to express new understand-ings	Communicates new understandings through brainstorming, dramatizing, pretending and building.	Communicates new understandings through combining, predicting, illustrating and constructing.	Communicates new understandings through proposing, modifying, translating and blending.	Communicates new understandings through designing, inventing, composing, transplanting and constructing.	AASL 2.2.2; AASL 3.1.1 ISTE NETS-S 1a, b; ISTE NETS-S 2a, b
Commu-nicates information and ideas in a variety of formats	Presents facts and simple answers to questions. Begins to understand concept of "audience." Uses format chosen by the teacher or librarian. Presents information in a variety of ways (e.g., art, music, poetry, movement, verbally, and/or written language).	Presents information clearly so that main points are evident. Understands the concept of "audience"; determines audience before creating product. Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian. Uses visuals and multimedia to communicate meaning.	Presents conclusions and supporting facts in a variety of ways. Creates products for authentic reasons and audiences. Chooses presentation format based on audience and purpose. Uses visuals and multimedia to communicate meaning.	Presents conclusions to answer the question or problem. Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences. Uses visuals, electronic tools and multimedia to communicate meaning.	AASL 3.1.1 ISTE NETS-S 2b

EXPRESS				Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Uses writing process to develop new understand-ings and create products	Uses writing process to develop expression of new understandings.	Uses writing process to develop expression of new understandings. Uses pre-writing to brainstorm ideas for most effective way to present conclusions.		Uses pre-writing to discover most effective way to present conclusions.	AASL 2.1.6; AASL 2.2.4; AASL 3.1.3 ISTE NETS-S 1b; ISTE NETS-S 2a, b
			Uses pre-writing to discover alternate ways to present conclusions.		
	Creates a product with a beginning, middle, and end.	Creates a product plan using organizational tools (chronological order; main idea with supporting ideas) developed during the Construct Phase.	Creates a product plan using organizational tools (chronological order, cause and effect, compare/contrast) developed during the Construct Phase.	Creates a product plan using organizational tools (cause and effect, compare/contrast, point of view) developed during the Construct Phase.	
	Begins to make changes based on teacher/librarian feedback and suggestions.	Drafts the presentation/ product.	Drafts the presentation/ product tailored to the audience.	Drafts the presentation / product to present an argument, point of view, interpretation, or new model most effectively with supporting evidence.	
		Modifies and revises own work based on feedback from teacher and others.	Assesses own product and criteria, and develops a few ideas for improvement. Uses two or three strategies to revise product based on self-assessment, teacher feedback, and peer feedback.	Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary. Employs a variety of strategies for revising and reviewing own work.	
		Checks for correctness and completeness.	Edits for grammar and language conventions.	Edits for grammar, language conventions, tone and style.	
		Publishes final product.	Publishes final product for a particular audience and purpose.	Publishes final product for an authentic audience and real world application.	
Uses standard citation and bibliographic formats.	Identifies the names of sources used.	Cites all sources used according to model provided by teacher.	Cites all sources used according to local style formats.	Cites all sources used according to standard style formats.	AASL 3.1.6 ISTE NETS-S 5a

EXPRESS				Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Uses technology tools to create original products	Uses technology tools chosen by teacher or librarian to create written products.	Uses a variety of technology tools chosen by librarian or teacher to create products.	Identifies and uses a variety of technology tools, including web-based interactive tools, to organize information, create a product, and enhance communication.	Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication with a real world application.	AASL 2.1.6; AASL 2.2.4; AASL 3.1.4 ISTE NETS-S 1b; ISTE NETS-S 6b

⚠️ ***Before moving to the Reflect Phase, a student may ask:***
- Have I organized the product/presentation to make my major points and present convincing evidence?
- Does my product/presentation fulfill all the requirements of the assignment?'

REFLECT				Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**

	At the beginning of the Reflect Phase, a student may ask: • Is my product/presentation as effective as I can make it? • How well did my inquiry process go? • How can I get feedback on my final product to use in my next inquiry project?				
Develops evaluative criteria for the inquiry process	Uses authentic assessment rubrics modeled by librarian. Relates individual experience of the inquiry process – hardest part, best part, etc.	Identifies and evaluates the important features for a good product. Relates individual experience of the inquiry process – hardest part, best part, skills learned, etc.	Identifies and evaluates the important features for a good product. Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment. Records individual experience of the inquiry process – hardest part, best part, skills learned, insights experienced, etc.	Identifies and evaluates the important and subtle features for an effective product. Collaborates with classmates and teacher to develop criteria for assessment. Records individual experience of the inquiry process – the hardest part, best part, skills learned, insights experienced, etc. - with suggestions for future improvements.	AASL 1.4.1; AASL 2.4.2; AASL 3.4.1; AASL 4.4.5; AASL 4.4.6
Engages in self-evaluation	Identifies own strengths and sets goals for improvement. Assesses and revises own work with guidance.	Identifies own strengths and sets goals for improvement. Assesses and revises own work with guidance.	Identifies own strengths and sets goals for improvement. Assesses own work and begins to develop own revision process.	Identifies own strengths and sets goals for improvement. Assesses and revises own work using own revision process.	AASL 1.4.1; AASL 3.1.1; AASL 3.4.1; AASL 3.4.2; AASL 3.4.3; AASL 4.4.5; AASL 4.4.6

REFLECT					Standard 1
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Participates in peer evaluation	Develops peer evaluation skills through active listening and questioning.	Relies on feedback to figure out how to improve product and process.	Follows plan of work but seeks ideas for improving the process. Modifies and revises own work based on feedback from others.	Follows plan of work but seeks ideas for improving the process. Modifies and revises own work based on feedback from others.	AASL 1.4.2
Asks new questions for continuing inquiry	Asks, "What do I wonder about now?"	Asks, "What about this topic would I like to learn more about?"	Asks, "What about this topic is personally interesting to me? What about this topic do I want to pursue when I have an opportunity?"	Asks, "What about this topic is personally interesting to me and important? What about this topic do I want to pursue when I have an opportunity? Does this topic have implications for future career or college choices?"	AASL 2.4.4

Before moving to another assignment or personal inquiry, a student may ask:
- What new understandings did I develop about the topic or idea?
- What did I learn about inquiry?
- What new questions do I now want to answer about the topic or idea?

"Learning is a treasure that will follow its owner anywhere."
— *Chinese proverb*

EMPIRE STATE
INFORMATION FLUENCY CONTINUUM
Aligned with AASL Standards for the 21st Century Learner
Developed by the New York City School Library System

STANDARD 2

PURSUING PERSONAL AND AESTHETIC GROWTH

"I am an explorer."

An independent learner responds to and creates literary and artistic expressions, uses effective strategies for personal exploration of ideas, and reads on his or her own by choice.

READER/VIEWER RESPONSE AND EXPRESSION				Standard 2
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Uses prior knowledge to connect to and form personal meaning from fiction, non-fiction and multimedia works	Makes connections between literature and own experiences. Creates personal meaning from stories and performances.	Uses personal experiences to stimulate responses to literature (fiction and nonfiction) and multimedia works. Creates personal meaning about key ideas in stories and performances.	Connects text to personal experiences and prior knowledge. Creates personal meaning by reading with a critical eye.	Assesses the emotional impact of specific works on the reader or viewer. Applies ideas gained from responding to literary and artistic works to own life.	AASL 4.1.5 ISTE NETS-S 1a
Deepens understand-ing of the source by analyzing the parts	Retells stories with the correct sequence of events using words and pictures. Identifies plot, characters, times, and places in a story. Uses illustrations to draw meaning from a story. Identifies the main idea of an information source.	Understands and restates ideas presented through creative formats. Identifies story elements in various fiction genres. Identifies and uses illustrations, context, graphics, and layout to extract meaning from different formats. Uses evidence from stories to discuss characters, setting, plot, time, and place. Identifies the main idea and supporting details of an information source.	Synthesizes the main idea and theme of a creative work. Interprets literary elements (plot, setting, characters, time) from evidence presented in the text. Uses and interprets illustrations, context, graphics and layout to extract meaning from different formats. Recognizes how characters change. Identifies and discusses theme of stories, using evidence to support opinions. Draws conclusions based on evidence in the text.	Learns new ideas and connects to the human experience through information presented in a variety of genres and formats. Evaluates the effectiveness of a literary work in terms of the author's use of literary and organizational elements. Uses and interprets illustrations, context, graphics and layout to extract meaning from different formats and across works. Analyzes interrelationships among the literary elements. Compares the theme and its treatment in different works of literature. Develops new ideas based on conclusions about ideas in the text.	

READER/VIEWER RESPONSE AND EXPRESSION				Standard 2
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Selects appropriate resources from a variety of genres	Selects picture, fiction, and information books on a regular basis; tries some books in other genres (poetry, fairy tales).	Selects books from favorite authors and genres; tries new genres and formats when suggested.	Explores new genres and formats that fulfill interests and reading level (graphic novels, magazines, online magazines, e-books).	Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information).	AASL 4.1.4; AASL 4.2.4
	Selects books based on suggestions from teacher or librarian and personal interest.	Selects materials based on a theme, topic, or connection to classroom learning or personal interest.	Selects materials for classroom learning and for personal exploration.	Selects resources for academic, personal, and authentic purposes.	
	Selects some books at the appropriate reading level, other books to be read aloud, and other more challenging books of particular interest for browsing and enjoyment.	Selects both "just right" materials and challenging materials on a regular basis.	Selects both materials at a comfortable reading level and materials that require higher levels of comprehension skills on topics of interest.	Selects materials at all reading levels to satisfy reading interests and needs.	
Understands creator's purpose, point of view, and voice	Demonstrates understanding that authors and illustrators of both narrative and expository texts are real people who follow a process to create a book.	Describes how an illustrator's style, elements, and media represent and extend the meaning of the story or the narrative text.	Demonstrates understanding that materials, including narrative and expository, are created by authors expressing their own ideas.	Recognizes and evaluates the creator's purpose and point of view and how they affect the text; considers and evaluates alternative perspectives.	AASL 4.3.2
		Uses evidence from the text to discuss the author's purpose.	Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights.		

READER/VIEWER RESPONSE AND EXPRESSION				Standard 2
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Makes connections across different works in a variety of genres and formats	Compares illustrations by the same illustrator across different stories. Compares characters in two different stories, or plots in two stories by the same author. Compares different versions of a story.	Examines writing style of same author in two different works. Compares and contrasts story elements in two literary works.	Recognizes similarities and differences among authors writing on the same theme. Makes connections between fiction and nonfiction works on the same topic. Compares and contrasts different media representations of the same story.	Derives multiple perspectives on the same themes by comparing across different works. Evaluates accuracy and authenticity of fiction works by comparing to nonfiction works on same subject.	AASL 4.1.5
Discusses, evaluates, and shares literature	Discusses favorite books and authors through exposure to author studies and series books. Distinguishes between what is factual and imaginary. Expresses feelings about favorite books through pictures and words. Makes predictions about what will happen next in a story. Draws and shares conclusions about main idea of a story.	Participates in book talks and book discussion groups. Distinguishes between fact and opinion. Identifies favorite elements in stories. Makes predictions and inferences about events and characters. Draws and shares conclusions about the theme or focus of a work. Discusses problems and solutions in a work.	Participates in literary discussions and book clubs. Identifies point of view and bias. Analyzes works of literature to identify the elements that appeal to readers. Infers character motivations from story elements. Shares information and literary analysis through discussions. Discusses problems and solutions in a work.	Participates in and leads literary discussions and book clubs. Evaluates point of view and bias. Evaluates works of literature to develop critical reviews. Evaluates authenticity of plot and character behavior. Uses a variety of formats to create and share critical reviews of works. Discusses problems and solutions in a work.	AASL 4.1.3; AASL 4.2.4; AASL 4.3.1

READER/VIEWER RESPONSE AND EXPRESSION				Standard 2
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Creates personal responses to literature using arts and technology	Expresses feelings about a story through creative products in simple formats using technology, arts and crafts.	Expresses the mood of a story and reader responses through creative products in a variety of formats.	Creates and shares reading experiences and responses in a variety of ways and formats. Demonstrates an awareness of audience and purpose in creating a response.	Shares reading experiences and expresses own ideas through creative products in a variety of formats. Chooses format appropriate for audience, purpose, and content. Understands how to express knowledge through artistic works.	AASL 4.1.3; AASL 4.1.8

PERSONAL EXPLORATION					Standard 2
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Identifies own areas of interest by reading widely	Recognizes and identifies personal interests through reading or listening to stories.	Identifies new personal interests by reading a variety of materials.	Identifies and pursues personal interests by reading widely in diverse formats and media.	Explores personal interests by reading materials from the wider community.	AASL 4.1.2; AASL 4.3.3; AASL 4.4.1
Reads, views, and listens for a variety of purposes	Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information.	Establishes and pursues personal reading goals with assistance. Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. Reads to answer questions.	Expands personal reading goals to include new genres and formats. Reads for a variety of purposes (e.g., to answer questions, skim for facts, pursue new ideas, and explore personal interests).	Sets reading goals and maintains a personal reading list. Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum. Develops connections between personal interests, life goals, and career choices.	AASL 4.1.1; AASL 4.2.2; AASL 4.3.3
Locates reliable information for personal growth	Begins to seek information and develop inquiry skills to find materials related to personal interests. Requests/chooses materials related to personal interests.	Seeks information about personal interests by using the library catalog to find materials to read. Gathers information related to personal interests.	Independently locates and selects information for personal, hobby, or vocational interests. Recognizes library and information sources as having value beyond the need for school assignments.	Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking. Uses information to address personal issues and investigate opportunities for the future.	AASL 4.1.4; AASL 4.2.2; AASL 4.3.3

PERSONAL EXPLORATION				Standard 2
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Uses the arts and technology for personal expression	Uses technology tools to create and present ideas. Expresses own ideas through creating products in a variety of formats.	Uses software packages for artistic and personal expression. Develops creative expressions of information to share ideas with peers.	Experiments with various types of multimedia software and online applications for artistic and personal expression. Applies technology productivity tools to meet personal needs. Uses multimedia authoring tools for independent and collaborative publishing activities.	Selects and uses various types of multimedia software and online applications for artistic and personal expression. Applies technology productivity tools to meet personal needs and establish a responsible online personal presence. Seeks opportunities to share creative expressions of information with the community beyond the school.	AASL 4.1.8 ISTE NETS-S 1c; ISTE NETS-S 6b
Participates in network-ing and sharing of information	Collaborates with partners and small groups to share information. Respects the ideas and opinions of others.	Joins groups based on personal interest. Recognizes the contribution of each individual in a group. Understands basic cyber-safety and netiquette.	Independently forms groups/networks based on personal interest. Creates new knowledge by building on the contributions of others in the group/network. Utilizes cyber-safety and netiquette guidelines.	Utilizes networking tools (blogs, wikis, etc.) to connect with groups beyond the school community. Creates new knowledge by building on the contributions of groups and networks in the wider community (both virtual and real-world). Utilizes cyber-safety and netiquette guidelines.	AASL 1.3.4; AASL 3.1.2; AASL 3.2.2; AASL 4.3.1 ISTE NETS-S 2a, b; ISTE NETS-S 5b

MOTIVATED, INDEPENDENT LEARNING				Standard 2
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Selects resources and seeks information related to academic and personal interests in a variety of genres and formats	Recognizes the works of a single author. Explains personal criteria for selecting a book, poem, or story. Selects books, poems, or media based on teacher-selected criteria, or personal preference.	Begins to explore and examine the various genres based on personal interests. Recognizes why some authors and genres have become favorites. Selects appropriate print and electronic materials on an individual level.	Reads a variety of genres in print and electronic format. Reads independently. Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level.	Reads a variety of fiction and nonfiction materials in various formats. Reads/listens to works of international and multicultural authors. Uses print and nonprint resources for information and personal needs; actively seeks answers to questions. Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career.	AASL 4.1.4 ISTE NETS-S 3b, c; ISTE NETS-S 5b, c
Uses multiple ways to access resources	Utilizes print and nonprint sources with guidance to find information.	When the library does not have the needed resources, seeks help in finding the information from another source.	When materials outside the school are needed, looks for them through electronic access and borrows them from other sources.	Uses interlibrary loan as a regular part of inquiry process. Uses several libraries and online sources to find needed information.	AASL 4.1.1; AASL 4.1.7 ISTE NETS-S 3c; ISTE NETS-S 4d; ISTE NETS-S 5a, b
Uses text features to increase understand-ing	Begins to recognize that different genres require different reading strategies.	Recognizes features of various genres and uses different reading strategies for understanding.	Uses text features in various media and genres to locate specific information and increase comprehension.	Applies understanding of text features to navigate new media.	AASL 1.1.6

MOTIVATED, INDEPENDENT LEARNING				Standard 2
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Seeks to understand the meaning of what is read	Demonstrates comprehension of stories read independently and stories read aloud. Reads and restates ideas from text presented digitally and in print.	Understands literal meanings and can identify the main points and supporting details. Reads beyond the first screen of Web sites to gather relevant information.	Understands literal and implied meanings and can place the meaning in a conceptual framework. Reads and analyzes all information presented digitally to draw conclusions about topics of personal and academic interest.	Understands text on both a literal and an abstract level. Uses context and graphic clues to aid understanding. Connects the meaning from one digital text to another to gain a comprehensive understanding about a topic of interest. Considers alternative perspectives and evaluates differing points-of-view.	AASL 1.1.6 ISTE NETS-S 3b
Uses technology to find information related to academic and personal interests	Uses simple databases and pre-selected Web sites to locate information to satisfy personal and academic interests.	Uses online catalog strategies to locate information about personal interest topics in school library. Develops basic search skills for online and database searching related to personal interests. Uses navigation strategies to locate information within a Web site.	Uses search strategies to locate information on personal and academic interests in online catalogs, databases, and Web sites. Develops more advanced search skills and applies evaluative criteria to online information related to personal interests. Uses navigation and linking strategies to expand the search for information to additional appropriate Web sites.	Varies the search strategies and key words used to locate information on academic and personal interests by the type of technology being used. Critically evaluates all information accessed to maintain a balance between expanding the search to obtain alternative viewpoints and additional information and narrowing the search to include only the highest quality, most relevant information.	AASL 4.1.4 ISTE NETS-S 6a, b, c, d

EMPIRE STATE
INFORMATION FLUENCY CONTINUUM
Aligned with AASL Standards for the 21st Century Learner
Developed by the New York City School Library System

STANDARD 3

DEMONSTRATING SOCIAL RESPONSIBILITY
"I am a citizen."

An independent learner contributes to the learning community by seeking multiple perspectives, sharing his or her understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY				Standard 3
Indicator	**Grade K-2**	**Grade 3-5**	**Grade 6-8**	**Grade 9-12**	**Related Standards**
Seeks multiple points of view and a global perspective	Listens to/reads multicultural texts from various genres. Compares folktales or stories from different cultures.	Considers multiple viewpoints and cultural perspectives. Seeks more than one perspective on an issue. Uses more than one resource when seeking information.	Considers culturally divergent and opposing viewpoints on topics. Compares online resources to seek global perspectives.	Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics. Uses multiple resources as a general rule to seek a balanced and global perspective.	AASL 1.3.2; AASL 3.3.1; AASL 3.3.2 ISTE NETS-S 2c; ISTE NETS-S 4d; ISTE NETS-S 5d
Respects the principle of equitable access to information	Begins to associate use of the library with respect for rules and procedures. Returns materials when they are due so that others have access.	Respects the guidelines for using information resources. Demonstrates responsibility and awareness that library resources are to be shared among the entire school community.	Maintains respectful use of information resources, both in own library and in other institutions.	Seeks alternative sources of information and respects the guidelines for access in all environments (public libraries, museums, cultural institutions, agencies).	AASL 3.3.6 ISTE NETS-S 5a, d
Understands that democracy is built on intellectual freedom	Respects the ideas of others by listening and raising hands before speaking. Recognizes the right to express own opinion in an appropriate manner.	Explores the idea of freedom of expression. Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others.	Understands the concept of freedom of expression and the role that it plays in democracy. Demonstrates tolerance for different opinions.	Can explain First Amendment rights and knows the process available to defend those rights. Promotes and defends the rights of others.	AASL 3.3.6; AASL 3.3.7 ISTE NETS-S 5a, d

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING				Standard 3

"I Participate in Groups to Pursue and Generate Information"

Indicator	Grade K-2	Grade 3-5	Grade 6-8	Grade 9-12	Related Standards
Uses multimedia tools to collaborate with others to develop creative projects and share them with an authentic audience	Uses online tools to read, send, or post electronic messages to peers, experts, and family members with guidance. Works collaboratively with a small group using technology for research to meet information needs. Contributes to a group media project to communicate ideas to classmates, families, and others.	Uses online tools efficiently and effectively to read, send, or post electronic messages to peers, experts, and family members. Works collaboratively using technology for research to meet information needs. Uses a variety of developmentally appropriate media to communicate ideas relevant to the curriculum, classmates, families, and others.	Uses interactive multimedia tools to exchange data collected and to learn curricular concepts by communicating with peers, experts, and other audiences. Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences.	Uses online tools to collaborate, publish, and interact with peers, experts, and other audiences. Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences.	AASL 3.1.4; AASL 4.3.1 ISTE NETS-S 1b; ISTE NETS-S 2a, b, d; ISTE NETS-S 6b
Respects and acknowledges ideas and contributions of all group members	Respects the ideas of others. Practices giving positive feedback and compliments as modeled by librarian.	Shows respect for and responds to the ideas of others. Restates ideas of others accurately and adds own perspective.	Encourages team members to share ideas and opinions. Asks questions of others in a group to elicit their information and opinions.	Seeks ideas and opinions from others, including experts in the field. Respects and helps group members to find and incorporate diverse ideas.	AASL 1.3.4; AASL 3.1.2; AASL 3.2.2
Collaborates with others to use information effectively and solve problems	Works in groups to create and interpret charts of information gathered through research. Uses feedback from others to create individual and collaborative projects.	Expresses own ideas appropriately and effectively while working in groups to identify and resolve information problems, such as fact checking. Creates individual and small-group collaborative projects to share with others.	Participates in problem solving process with group to distinguish what is important and select relevant information to meet needs. Works collaboratively with peers to use technology for research to meet information needs. Helps to organize and integrate contributions of all group members into projects.	Participates in discussion with others to analyze information problems and to suggest solutions. Collaborates locally and remotely with peers, experts, and others to collect, produce, and share information. Works with others to create and evaluate projects that communicate complex information and ideas and respectfully integrate the contributions of all group members.	AASL 3.1.2; AASL 3.2.2; AASL 3.2.3; AASL 3.3.3; AASL 3.3.5 ISTE NETS-S 1b; ISTE NETS-S 2a, d

ETHICAL BEHAVIOR IN USE OF INFORMATION				Standard 3

"I Practice Ethical Behavior"

Indicator	Grade K-2	Grade 3-5	Grade 6-8	Grade 9-12	Related Standards
Respects intellectual property rights by attributing the sources and avoiding plagiarism	Understands that it is wrong to copy from an author or another student. Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences. Introduces stories crediting author and illustrator. By grade 2, credits sources by citing author and title.	Understands the basic concept of plagiarism as copying the work of others. Uses notetaking skills to answer research questions with words and phrases from sources, but not copying whole sentences. By grade 5, credits all sources properly with title, author, and page number. Understands the basic concept of intellectual property.	Understands the concept of plagiarism and the importance of paraphrasing. Takes notes by paraphrasing or using quotation marks when using someone else's words. Gathers and uses information ethically by citing all sources. Credits sources by using correct bibliographic format. Understands, respects, and observes copyright laws.	Understands the concept and consequences of plagiarism. Takes notes by paraphrasing, summarizing, or selecting short segments to quote. Extends respect for intellectual property rights and copyright by crediting sources of ideas as well as directly quoted material. Credits sources by using correct bibliographic format, according to the style selected by the teacher. Demonstrates awareness of fair use guidelines and acquires permission from creator when necessary. Demonstrates understanding of the process for copyrighting own work.	AASL 1.3.1; AASL 1.3.3; AASL 3.1.6 ISTE NETS-S 5a, d

ETHICAL BEHAVIOR IN USE OF INFORMATION				Standard 3

"I Practice Ethical Behavior"

Indicator	Grade K-2	Grade 3-5	Grade 6-8	Grade 9-12	Related Standards
Uses information and technology safely, ethically and responsibly	Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to use of technology.	Discusses responsible use and misuse of technology, as according to Acceptable Use Policy, and describes personal consequences of inappropriate use of information and technology.	Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly.	Abides by the Acceptable Use Policy in all respects.	AASL 1.3.1; AASL 1.3.3; AASL 1.3.5; AASL 3.1.6; AASL 4.3.4 ISTE NETS-S 5a, b, c, d
	Works cooperatively with peers, family members, and others when using technology in the classroom or at home.	Observes Internet safety procedures including safeguarding personal information.	Observes Internet safety procedures including safeguarding personal information and equipment. Uses programs and Internet sites responsibly, efficiently, and ethically.	Observes Internet safety procedures including safeguarding personal information and equipment. Uses programs and Internet sites responsibly, efficiently, and ethically.	
		Respects privacy of others (e-mail, files, passwords, sites).	Discusses privacy, security, copyright, piracy and downloading, cyberbullying and other issues related to safe and responsible use of information and communication technology.	Discusses privacy, security, copyright, piracy and downloading, cyberbullying and other issues related to safe and responsible use of information and communication technology. Analyzes the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways of addressing these risks. Serves as a mentor for others who want to use information technology.	

Information Fluency Continuum

Benchmark Skills

These documents lay out the skills that are benchmarks for the development of information fluency at each grade level, K-12. These charts, organized by K-2, 3-5, 6-8, and 9-12, are intended to give a coherent picture of information skill development in lower elementary, upper elementary, middle, and high school. Highlighted in bold are the Priority Benchmark Skills which have been pulled into a separate document in a later section of this guide.

GRADES K-2 • Information Fluency Continuum • Benchmark Skills

STANDARD 1 - USING INQUIRY TO BUILD UNDERSTANDING

Standard 1	Grade K	Grade 1	Grade 2
Connect	*Grade 2 Exit Benchmark Skills – Connect Phase* • Connects ideas to own interests. • Shares what is known about the general topic to elicit and make connections to prior knowledge. • Recognizes that questions can be answered by finding information.		
	• Identifies one or two key words about a topic, problem or question with guidance from the librarian. • **Connects ideas to own interests.**	• **Shares what is known about the general topic to elicit and make connections to prior knowledge.** • Restates/retells and asks questions about the topic, problem or question with guidance.	• **Recognizes that questions can be answered by finding information.** • Identifies the overall "big picture" idea by stating it orally or drawing a picture.
Wonder	*Grade 2 Exit Benchmark Skills – Wonder Phase* Asks "I wonder" questions about the research topic.		
	• Formulates questions related to listening activities.	• Adds to K-W-L chart constructed by class by helping develop questions for W – Wonder.	• Asks "I wonder" questions about the research topic.

Standard 1	Grade K	Grade 1	Grade 2
Investigate	**Grade 2 Exit Benchmark Skills – Investigate Phase**		
	• Follows a modeled inquiry process during each visit to the library to do research. • Understands the basic organizational structure of books • Distinguishes between fiction and nonfiction resources. • Recognizes that fiction and picture books are organized by the author's last name in A-B-C order. • Distinguishes between fact and opinion. • Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions. • Writes, draws, or verbalizes the main idea and supporting details.		
	• Uses ABC arrangement of picture books to locate materials. • **Understands the basic organizational structure of books.** • **Distinguishes between fiction and nonfiction resources.** • Uses materials provided to find answers to questions posed.	• Demonstrates the ability to use the library and check out books. • Recognizes that nonfiction resources in the library are organized by categories and begins to associate the Dewey numbers with areas of interest. • **Recognizes that fiction and picture books are organized by the author's last name in A-B-C order.** • Recognizes the purpose of the online catalog to locate materials. • Selects and uses appropriate sources with guidance, including picture dictionaries and beginning encyclopedias, to answer questions. • Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea. • **Distinguishes between fact and opinion.** • **Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions.**	• Uses ABC arrangement of fiction books to locate materials. • **Follows a modeled inquiry process during each visit to the library to do research.** • Uses online encyclopedias, magazines databases, and other technology resources with guidance. • Selects and uses appropriate sources with guidance, including dictionaries, periodicals, maps, and globes, to answer questions. • **Writes, draws, or verbalizes the main idea and supporting details.** • Uses simple note-taking strategies as demonstrated by librarian/teacher (e.g., copying words or phrases).

Standard 1	Grade K	Grade 1	Grade 2
Construct	**Grade 2 Exit Benchmark Skills – Construct Phase** • Demonstrates simple organizational skills such as sorting and categorizing. • Draws a conclusion about the main idea with guidance. • Compares new ideas with what was known at the beginning of the inquiry.		
	• **Demonstrates simple organizational skills such as sorting and categorizing.**	• **Draws a conclusion about the main idea with guidance.** • Completes the L portion of the K-W-L chart with what new ideas were learned.	• **Compares new ideas with what was known at the beginning of the inquiry.**
Express	**Grade 2 Exit Benchmark Skills – Express Phase** • Presents facts and simple answers to questions. • Presents information in a variety of ways (e.g., art, music, poetry, movement, verbally, and/or written language).		
	• **Presents facts and simple answers to questions.**	• Uses writing process to develop expression of new understandings. • Uses format chosen by the teacher.	• Begins to understand concept of "audience." • **Presents information in a variety of ways (e.g., art, music, poetry, movement, verbally, and/or written language).** • Identifies the names of sources used. • Uses technology tools chosen by teacher or librarian to create written products.
Reflect	**Grade 2 Exit Benchmark Skills – Reflect Phase** • Identifies own strengths and sets goals for improvement. • Asks, "What do I wonder about now?"		
	• **Identifies own strengths and sets goals for improvement.**	• **Asks, "What do I wonder about now?"** • **Identifies own strengths and sets goals for improvement.**	• Uses authentic assessment rubrics modeled by librarian. • **Identifies own strengths and sets goals for improvement.**

GRADES K-2 • Information Fluency Continuum • Benchmark Skills

STANDARD 2 - PURSUING PERSONAL AND AESTHETIC GROWTH

Standard 2	Grade K	Grade 1	Grade 2
Reader/ Viewer Response and Expression	• Retells stories with the correct sequence of events. • Retells a story using words and pictures. • Makes predictions about what will happen next in a story. • Uses illustrations to draw meaning from a story.	• Identifies plot, characters, times, and places in a story. • Draws and shares conclusions about main idea of a story. • Discusses favorite books and authors through exposure to author studies and series books. • Expresses feelings about favorite books through pictures and words. • Distinguishes between what is factual and imaginary.	• Compares characters in two different stories, or plots in two stories by the same author.
Personal Exploration	• Requests/chooses materials related to personal interests. • Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information.	• Recognizes and identifies personal interests through reading or listening to stories.	• Expresses own ideas through creating products in a variety of formats.
Motivated, Independent Learning	• Recognizes the works of a single author.	• Selects books, poems, or media based on teacher-selected criteria or personal preference.	• Begins to recognize that different genres require different reading strategies. • Demonstrates comprehension of stories read independently and stories read aloud.

GRADES K-2 • Information Fluency Continuum • Benchmark Skills

STANDARD 3 - DEMONSTRATING SOCIAL RESPONSIBILITY

Standard 3	Grade K	Grade 1	Grade 2
Importance of Information to a Democratic Society	• Begins to associate use of the library with respect for rules and procedures. • Respects the ideas of others by listening and raising hands before speaking.	• Listens to multicultural texts from various genres.	• Reads multicultural texts from various genres. • Compares folktales or stories from different cultures. • Returns materials when they are due so that others have access. • Recognizes the right to express own opinion in an appropriate manner.
Effective Social Interaction to Broaden Understand-ing	• Works collaboratively with a small group using technology for research to meet information needs. • Respects the ideas of others.	• Contributes to a group media project to communicate ideas to classmates, families, and others. • Practices giving positive feedback and giving compliments as modeled by librarian. • Works in groups to create and interpret charts of information gathered through research.	• Understands that it is wrong to copy from an author or another student. • Works cooperatively with peers, family members, and others when using technology in the classroom or at home.
Ethical Behavior in the Use of Information	• Introduces stories crediting author and illustrator.	• Understands that it is wrong to copy from an author or another student. • Works cooperatively with peers, family members, and others when using technology in the classroom or at home.	• Credits sources by citing author and title. • Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences. • Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to use of technology.

GRADES 3-5 • Information Fluency Continuum • Benchmark Skills

STANDARD 1 - USING INQUIRY TO BUILD UNDERSTANDING

Standard 1	Grade 3	Grade 4	Grade 5
Connect	*Grade 5 Exit Benchmark Skills – Connect Phase* • Generates a list of key words for a research –based project with guidance. • Uses sources to acquire background information and brainstorms ideas for further inquiry.		
	• Connects ideas in texts to own interests. • States what is known about the problem or question and makes connections to prior knowledge.	• **Generates a list of key words for a research–based project with guidance.**	• **Uses sources to acquire background information and brainstorms ideas for further inquiry.**
Wonder	*Grade 2 Exit Benchmark Skills – Wonder Phase* • Asks questions to clarify topics or details. • Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry. • Predicts answers to inquiry questions based on background knowledge and beginning observation or experience.		
	• Formulates questions about the topic with guidance. • Uses prior knowledge and understanding of overall topic to make predictions about what the new information will reveal.	• **Asks questions to clarify topics or details.** • **Predicts answers to inquiry questions based on background knowledge and beginning observation or experience.**	• **Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.** • Forms tentative thesis about main idea with guidance.

Standard 1	Grade 3	Grade 4	Grade 5
Investigate	***Grade 5 Exit Benchmark Skills – Investigate Phase*** • Identifies the ten major Dewey areas and what main topics are included in each. • Searches the online catalog (author, title, and subject) with assistance to locate materials. • Uses bookmarked Websites and selected search engines to find appropriate information. • Uses navigation tools of a Website to find information. • Paraphrases, summarizes information that answers research questions. • Selects and uses multiple appropriate print, nonprint, electronic, and human sources to answer questions. • Evaluates print and electronic information for usefulness, relevance, and accuracy. • Uses various notetaking strategies.		
	• **Identifies the ten major Dewey areas and what main topics are included in each.** • Locates nonfiction material at appropriate reading level. • **Searches the online catalog (author, title, and subject) with assistance to locate materials.** • **Uses bookmarked Websites to find appropriate information.** • Selects and uses multiple appropriate print, nonprint, electronic and human sources (e.g., thesauri, general encyclopedias, and periodical databases) to answer questions. • Uses at least two sources for research projects. • Questions text during reading or listening. • Uses simple notetaking strategies (e.g., graphic organizers). • Identifies and uses the organizational structures of a nonfiction book (table of contents, index and glossary) to locate information.	• **Uses selected search engines to find appropriate information.** • Uses pre-selected primary sources to gather information. • Uses pre-selected Web resources to locate information. • Selects and uses multiple appropriate print, nonprint, electronic and human sources (e.g., almanacs, indexes, specialized dictionaries and encyclopedias, and databases) to answer questions. • Uses skim/scan to locate information that is appropriate to age and ability level. • Distinguishes between fact and opinion. • Uses various notetaking strategies (e.g., highlighting, graphic organizers). • **Paraphrases, summarizes information that answers research questions.** • Identifies and uses the organizational structures of a nonfiction book (bibliography and appendix) to locate information. • Follows a model or template provided to complete inquiry project and follows a timeline.	• **Selects and uses multiple appropriate print, nonprint, electronic, and human sources to answer questions.** • **Uses navigation tools of a Website to find information.** • Uses prior knowledge and experiences to understand new facts and ideas. • Interprets information taken from maps, graphs, charts and other visuals. • **Evaluates print and electronic information for usefulness, relevance, and accuracy.** • Determines important details. • **Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers).** • Uses software (e.g., word processing, graphic organizing) to record and organize information. • Identifies and uses the organizational structures of a nonfiction book (preface, foreword and introduction) to locate information.

Standard 1	Grade 3	Grade 4	Grade 5
Construct	*Grade 5 Exit Benchmark Skills – Construct Phase* • States the main idea. • Identifies facts and details that support main ideas. • Uses common organizational patterns (chronological order, main idea with supporting details) to organize information. • Forms opinion and uses evidence from text to back it up.		
	• Uses a variety of strategies to determine important ideas. • **States the main idea.** • Organizes information using a teacher provided tool.	• **Identifies facts and details that support main ideas.** • Notes similarities and differences in information from two different sources. • **Uses common organizational patterns (chronological order, main idea with supporting details) to organize information.** • Draws a conclusion about the main idea.	• Makes inferences with guidance. • **Forms opinion and uses evidence from text to back it up.** • Organizes notes and ideas and develops an outline or graphic organizer. • Actively listens to and restates others' ideas and contributes own ideas.
Express	*Grade 5 Exit Benchmark Skills – Express Phase* • Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian. • Cites all sources used according to model provided by teacher. • Modifies and revises own work based on feedback from teachers and others. • Presents information clearly so that main points are evident.		
	• Communicates new understandings through combining, predicting, illustrating and constructing. • **Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian.** • Uses visuals and multimedia to communicate meaning. • **Presents information clearly so that main points are evident.**	• Uses pre-writing to brainstorm ideas for most effective way to present conclusions. • Drafts the presentation/product. • Understands the concept of "audience"; determines audience before creating product.	• Uses writing process to develop expression of new understandings. • **Cites all sources used according to model provided by teacher.** • Uses a variety of technology tools chosen by librarian or teacher to create products. • **Modifies and revises own work based on feedback from teacher and others.** • Checks for correctness and completeness.

Standard 1	Grade 3	Grade 4	Grade 5
Reflect	*Grade 5 Exit Benchmark Skills – Reflect Phase* • Identifies and evaluates the important features for a good product. • Assesses and revises own work with guidance. • Identifies own strengths and sets goals for improvement.		
	• Identifies and evaluates the important features for a good product. • **Assesses and revises own work with guidance.** • **Identifies own strengths and sets goals for improvement.** • Asks "What about this topic would I like to learn more about?"	• **Identifies and evaluates the important features for a good product.** • **Assesses and revises own work with guidance.** • **Identifies own strengths and sets goals for improvement.**	• Identifies and evaluates the important features for a good product. • **Assesses and revises own work with guidance.** • **Identifies own strengths and sets goals for improvement.** • Relies on feedback to figure out how to improve product and process.

STANDARD 2 - PURSUING PERSONAL AND AESTHETIC GROWTH

Standard 2	Grade 3	Grade 4	Grade 5
Reader/ Viewer Response and Expression	• Discusses problems and solutions in a work. • Selects both "just right" materials and challenging materials on a regular basis.	• Identifies story elements in various fiction genres. • Uses evidence from stories to discuss characters, setting, plot, time, and place. • Makes predictions and inferences about events and characters.	• Draws and shares conclusions about the theme or focus of a work. • Compares and contrasts story elements in two literary works.
Personal Exploration	• Gathers information related to personal interests. • Understands basic cybersafety.	• Seeks information about personal interests by using the library catalog to find materials to read. • Understands basic netiquette.	• Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information.
Motivated, Independent Learning	• Begins to explore and examine the various genres based on personal interests.	• Recognizes features of various genres and uses different reading strategies for understanding. • Selects appropriate print and electronic materials on an individual level.	• Understands literal meanings and can identify the main points and supporting details. • Develops basic search skills for online and database searching related to personal interests.

GRADES 3-5 • Information Fluency Continuum • Benchmark Skills

STANDARD 3 - DEMONSTRATING SOCIAL RESPONSIBILITY

Standard 3	Grade 3	Grade 4	Grade 5
Importance of Information to a Democratic Society	• Demonstrates responsibility and awareness that library resources are to be shared among the entire school community.	• Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others.	• Considers multiple viewpoints and cultural perspectives.
Effective Social Interaction to Broaden Understanding	• Shows respect for and responds to the ideas of others.	• Restates ideas of others accurately and adds own perspective.	• Works collaboratively using technology for research to meet information needs.
Ethical Behavior in Use of Information	• Observes Internet safety procedures including safeguarding personal information.	• Respects privacy of others (e-mail, files, passwords, sites). • Understands the basic concept of plagiarism as copying the work of others.	• Discusses responsible use and misuse of technology and describes personal consequences of inappropriate use of information and technology. • Credits all sources properly with title, author, and page number.

GRADES 6-8 • Information Fluency Continuum • Benchmark Skills

STANDARD 1 - USING INQUIRY TO BUILD UNDERSTANDING

Standard 1	Grade 6	Grade 7	Grade 8
Connect	**Grade 8 Exit Benchmark Skills – Connect Phase** • States and verifies what is known about the problem or question and makes connections to prior knowledge. • Revises the question or problem as needed to arrive at a manageable topic for inquiry.		
	• Finds areas of passion or interest within topics of study. • Identifies key words and ideas that appear in background information and class conversation.	• **States and verifies what is known about the problem or question and makes connections to prior knowledge.** • Uses multiple sources to acquire background information and brainstorms ideas for further inquiry.	• **Revises the question or problem as needed to arrive at a manageable topic for inquiry.** • Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words.
Wonder	**Grade 8 Exit Benchmark Skills – Wonder Phase** • Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis. • Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison)		
	• Recognizes characteristics of good questions. • Determines what information is needed to support the investigation and answer the questions.	• Writes questions independently based on key ideas or areas of focus. • **Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis.** • Determines what resources will most likely offer quality information.	• **Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison).** • Plans inquiry to test hypothesis or validate thesis.

Standard 1	Grade 6	Grade 7	Grade 8
Investigate	**_Grade 8 Exit Benchmark Skills – Investigate Phase_** • Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves. • Uses both primary and secondary sources. • Evaluates quality of electronic and print information for usefulness, currency, authority and accuracy. • Uses both facts and opinions responsibly by identifying and verifying them. • Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information. • Recognizes the effect of different perspectives and points of view on information. • Recognizes that own point of view influences the interpretation of information.		
	• Recognizes the organization and use of special sections in the library (e.g., reference, graphic novels, paperbacks). • Follows a complete research plan and stays on a timeline. • **Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves.** • Participates in supervised use of search engines and pre-selected Web resources to access appropriate information for research. • Evaluates electronic and print information to determine whether it is inaccurate or misleading. • **Uses both primary and secondary sources.** • Summarizes information that answers research questions. • Differentiates between important and unimportant details. • Takes notes using one or more of a variety of note taking strategies. • Relates new information to prior knowledge.	• Uses the categorization of materials within Dewey Areas to locate resources and browse for additional materials. • Uses technology resources such as online encyclopedias, online databases, and Web subject directories to locate information on assigned topics in the curriculum. • Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources. • Evaluates and paraphrases information that answers research questions. • **Evaluates quality of electronic and print information for usefulness, currency, authority and accuracy.** • **Uses both facts and opinions responsibly by identifying and verifying them.** • Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas. • Uses the structure and navigation tools of a Website to find the most relevant information.	• **Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information.** • Seeks balanced view by using diverse sources to access appropriate material. • Selects information based on authority and point of view. • **Recognizes the effect of different perspectives and points of view on information.** • **Recognizes that own point of view influences the interpretation of information.** • Identifies misconceptions and revises ideas as new information is gained.

Standard 1	Grade 6	Grade 7	Grade 8
Construct	***Grade 8 Exit Benchmark Skills – Construct Phase*** • Combines information and weighs evidence to draw conclusions and create meaning. • Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions. • Interprets information and ideas by defining, classifying, and inferring. • Draws conclusions based on explicit and implied information.		
	• Makes inferences based on explicit information in text. • Organizes notes and ideas and develops an outline or graphic organizer using both print and electronic tools. • **Combines information and weighs evidence to draw conclusions and create meaning.**	• **Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions.** • **Interprets information and ideas by defining, classifying, and inferring.** • Forms opinions and judgments backed up by supporting evidence. • Questions the differences between sources and seeks additional sources to resolve.	• Analyzes disparate points of view discovered in different sources. • **Draws conclusions based on explicit and implied information.** • Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate.
Express	***Grade 8 Exit Benchmark Skills – Express Phase*** • Presents conclusions and supporting facts in a variety of ways. • Cites all sources used according to local style formats. • Creates products for authentic reasons and audiences.		
	• Uses pre-writing to discover alternate ways to present conclusions. • Drafts the presentation/product tailored to the audience. • **Presents conclusions and supporting facts in a variety of ways.**	• Publishes final product for a particular audience and purpose. • **Cites all sources used according to local style formats.**	• **Creates products for authentic reasons and audiences.** • Uses two or three strategies to revise product based on self-assessment, teacher feedback, and peer feedback. • Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication.

Standard 1	Grade 6	Grade 7	Grade 8
Reflect	***Grade 8 Exit Benchmark Skills – Reflect Phase*** • Identifies own strengths and sets goals for improvement. • Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment.		
	• Assesses own work and begins to develop own revision process.	• Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment.	• Identifies own strengths and sets goals for improvement.

GRADES 6-8 • Information Fluency Continuum • Benchmark Skills

STANDARD 2 - PURSUING PERSONAL AND AESTHETIC GROWTH

Standard 2	Grade 6	Grade 7	Grade 8
Reader/ Viewer Response and Expression	• Recognizes similarities and differences among authors writing on the same theme. • Participates in literary discussions and book clubs. • Compares and contrasts different media representations of the same story.	• Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights. • Participates in literary discussions and book clubs.	• Creates and shares reading experiences and responses in a variety of ways and formats. • Participates in literary discussions and book clubs.
Personal Exploration	• Identifies and pursues personal interests by reading widely in diverse formats and media.	• Independently locates and selects information for personal, hobby, or vocational interests.	• Experiments with various types of multimedia software and online applications for artistic and personal expression..
Motivated, Independent Learning	• Reads a variety of genres in print and electronic format. • Reads independently.	• Reads independently. • Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level.	• Reads independently. • Understands literal and implied meanings and can place the meaning in a conceptual framework.

GRADES 6-8 • Information Fluency Continuum • Benchmark Skills

STANDARD 3 - DEMONSTRATING SOCIAL RESPONSIBILITY

Standard 3	Grade 6	Grade 7	Grade 8
Importance of Information to a Democratic Society	• Demonstrates tolerance for different opinions.	• Considers culturally divergent and opposing viewpoints on topics.	• Understands the concept of freedom of expression and the role that it plays in democracy. • Compares online resources to seek global perspective.
Effective Social Interaction to Broaden Understand-ing	• Encourages team members to share ideas and opinions. • Works collaboratively with peers to use technology for research to meet information needs.	• Independently locates and selects information for personal, hobby, or vocational interests.	• Helps to organize and integrate contributions of all group members into projects. • Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences.
Ethical Behavior in Use of Information	• Discusses privacy and cyberbullying related to safe and responsible use of information and communication technology. • Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly. • Understands the concept of plagiarism and the importance of paraphrasing.	• Discusses security, piracy and downloading related to safe and responsible use of information and communication technology. • Uses programs and Internet sites responsibly, efficiently, and ethically. • Observes Internet safety procedures, including safeguarding personal information and equipment. • Takes notes by paraphrasing or using quotation marks when using someone else's words.	• Discusses copyright related to safe and responsible use of information and communication technology. • Gathers and uses information ethically by citing all sources. • Credits sources by using correct bibliographic format.

GRADES 9-12 • Information Fluency Continuum • Benchmark Skills

STANDARD 1 - USING INQUIRY TO BUILD UNDERSTANDING

Standard 1	Grade 9	Grade 10	Grade 11	Grade 12
Connect	***Grade 12 Exit Benchmark Skills – Connect Phase*** • Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research. • Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest. • Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry. • Explores problems or questions for which there are multiple answers or no "best" answer.			
	• Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry. • **Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research.** • **Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest.**	• **Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry.** • Maintains a list of effective search terms throughout the process of inquiry.	• Verifies the accuracy of what is known about the problem or question.	• **Explores problems or questions for which there are multiple answers or no "best" answer.**

Standard 1	Grade 9	Grade 10	Grade 11	Grade 12
Wonder	**_Grade 12 Exit Benchmark Skills – Wonder Phase_** • Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research. • Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis.			
	• Focuses the purpose of the research by formulating specific questions to be answered. • Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important.	• **Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research** (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue).	• **Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis.**	• Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources.
Investigate	**_Grade 12 Exit Benchmark Skills – Investigate Phase_** • Conducts advanced Web searches using Boolean logic and other sophisticated search functions. • Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective. • Takes notes using one or more of a variety of notetaking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes). • Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability. • Challenges ideas in text and makes notes of questions to pursue in additional sources.			
	• Brainstorms ideas for further information. • Uses search strategies (Boolean operators, synonyms and relational searching) to broaden and narrow searches and locate appropriate resources.	• Uses specialized reference materials to find specific and in-depth information. • **Conducts advanced Web searches using Boolean logic and other sophisticated search functions**	• **Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability.** • **Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective.**	• Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics.

Standard 1	Grade 9	Grade 10	Grade 11	Grade 12
Investigate *continued*	• Uses technology resources such as the online catalog, online encyclopedias, online databases, Web subject directories, and links from valid Web sites to locate primary and secondary information on topics of inquiry. • Uses a variety of search engines to do advanced searching. • Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively. • Adjusts search strategies by comparing information gathered with the problem or question. • Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details. • **Takes notes using one or more of a variety of notetaking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).**	• Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information). • Evaluates information from a variety of sources for accuracy, appropriateness, validity and comprehensiveness. • Recognizes statements that can be verified. • Uses collaborative and independent digital tools to record and organize information. • Pursues a balanced perspective of fact, opinion, and different points of view.	• Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda). • Recognizes competing interpretations of historical events and issues and the reasons for those differences. • Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher. • Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic. • Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided. • Categorizes information; adds new categories as necessary; explores connections among categories.	• Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective. • **Challenges ideas in text and makes notes of questions to pursue in additional sources.** • Independently recognizes gaps in information (based on the complexity of the problem or question). • Extends search beyond readily available sources to ensure accuracy and comprehensiveness. • Maintains an open attitude about new areas of the subject that were previously unknown or overlooked.

Standard 1	Grade 9	Grade 10	Grade 11	Grade 12
Construct	*Grade 12 Exit Benchmark Skills – Construct Phase* • Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered. • Draws clear and appropriate conclusions supported by evidence and examples. • Presents different perspectives with evidence for each. • Develops own point of view and supports with evidence. • Builds a conceptual framework by synthesizing ideas gathered from multiple sources.			
	• Combines ideas and information to develop and demonstrate new understanding. • **Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered.** • Understands and builds on the ideas of others.	• Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas. • Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns. • **Draws clear and appropriate conclusions supported by evidence and examples.**	• Analyzes different points of view and determines best supported point of view by sorting and sifting evidence. • **Presents different perspectives with evidence for each.** • Identifies and addresses previously held misconceptions.	• **Builds a conceptual framework by synthesizing ideas gathered from multiple sources.** • Changes own ideas based on the ideas of others. • **Develops own point of view and supports with evidence.**
Express	*Grade 12 Exit Benchmark Skills – Express Phase* • Cites all sources used according to standard style formats. • Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences. • Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary.			
	• Presents conclusions to answer the question or problem. • Uses visuals, electronic tools and multimedia to communicate meaning.	• Drafts the presentation/product to present an argument, point of view, interpretation, or new model most effectively with supporting evidence. • **Cites all sources used according to standard style formats.** • Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication with a real world application.	• **Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences.** • Publishes final product for an authentic audience and real world application.	• Communicates new understandings through designing, inventing, composing, transplanting and constructing. • **Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary.**

Standard 1	Grade 9	Grade 10	Grade 11	Grade 12
Reflect	*Grade 12 Exit Benchmark Skills – Reflect Phase* • Identifies own strengths and sets goals for improvement. • Records individual experience of the inquiry process – the hardest part, best part, skills learned, insights experienced, etc. – with suggestions for future improvements.			
	• **Identifies own strengths and sets goals for improvement.**	• Identifies and evaluates the important and subtle features for an effective product. • **Records individual experience of the inquiry process – the hardest part, best part, skills learned, insights experienced, etc. – with suggestions for future improvements.**	• Assesses and revises own work using own revision process.	• Asks, "What about this topic is personally interesting to me and important? What about this topic do I want to pursue when I have an opportunity? Does this topic have implications for future career or college choices?"

STANDARD 2 - PURSUING PERSONAL AND AESTHETIC GROWTH

Standard 2	Grade 9	Grade 10	Grade 11	Grade 12
Reader/ Viewer Response and Expression	• Shares reading experiences and expresses own ideas through creative products in a variety of formats.	• Participates in and leads literary discussions and book clubs.	• Evaluates accuracy and authenticity of fiction works by comparing to nonfiction works on same subject.	• Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information).
Personal Exploration	• Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum.	• Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking.	• Applies technology productivity tools to meet personal needs and establish a responsible online personal presence.	• Uses information to address personal issues and investigate opportunities for the future.
Motivated, Independent Learning	• Reads a variety of fiction and nonfiction materials in various formats. • Uses print and nonprint resources for information and personal needs; actively seeks answers to questions.	• Considers alternative perspectives and evaluates differing points-of-view. • Connects the meaning from one digital text to another to gain a comprehensive understanding about a topic of interest.	• Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career.	• Reads/listens to works of international and multicultural authors. • Understands text on both a literal and an abstract level.

STANDARD 3 - DEMONSTRATING SOCIAL RESPONSIBILITY

Standard 3	Grade 9	Grade 10	Grade 11	Grade 12
Importance of Information to a Democratic Society	• Uses multiple resources as a general rule to seek a balanced and global perspective.	• Seeks alternative sources of information and respects the guidelines for access in all environments (public libraries, museums, cultural institutions, agencies).	• Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics.	• Can explain First Amendment rights and knows the process available to defend those rights.
Effective Social Interaction to Broaden Understanding	• Works with others to create and evaluate projects that communicate complex information and ideas and respectfully integrate the contributions of all group members.	• Works with others to create and evaluate projects that communicate complex information and ideas and respectfully integrate the contributions of all group members.	• Participates in discussions with others to analyze information problems and to suggest solutions.	• Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences.
Ethical Behavior in Use of Information	• Abides by the Acceptable Use Policy in all respects. • Observes Internet safety procedures including safeguarding personal information and equipment. • Uses programs and Internet sites responsibly, efficiently, and ethically. • Takes notes by paraphrasing, summarizing, or selecting short segments to quote.	• Analyzes the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways for addressing these risks.	• Understands the concept and consequences of plagiarism. • Demonstrates awareness of fair use guidelines and acquires permission from creator when necessary.	• Extends respect for intellectual property rights and copyright by crediting sources of ideas as well as directly quoted material.
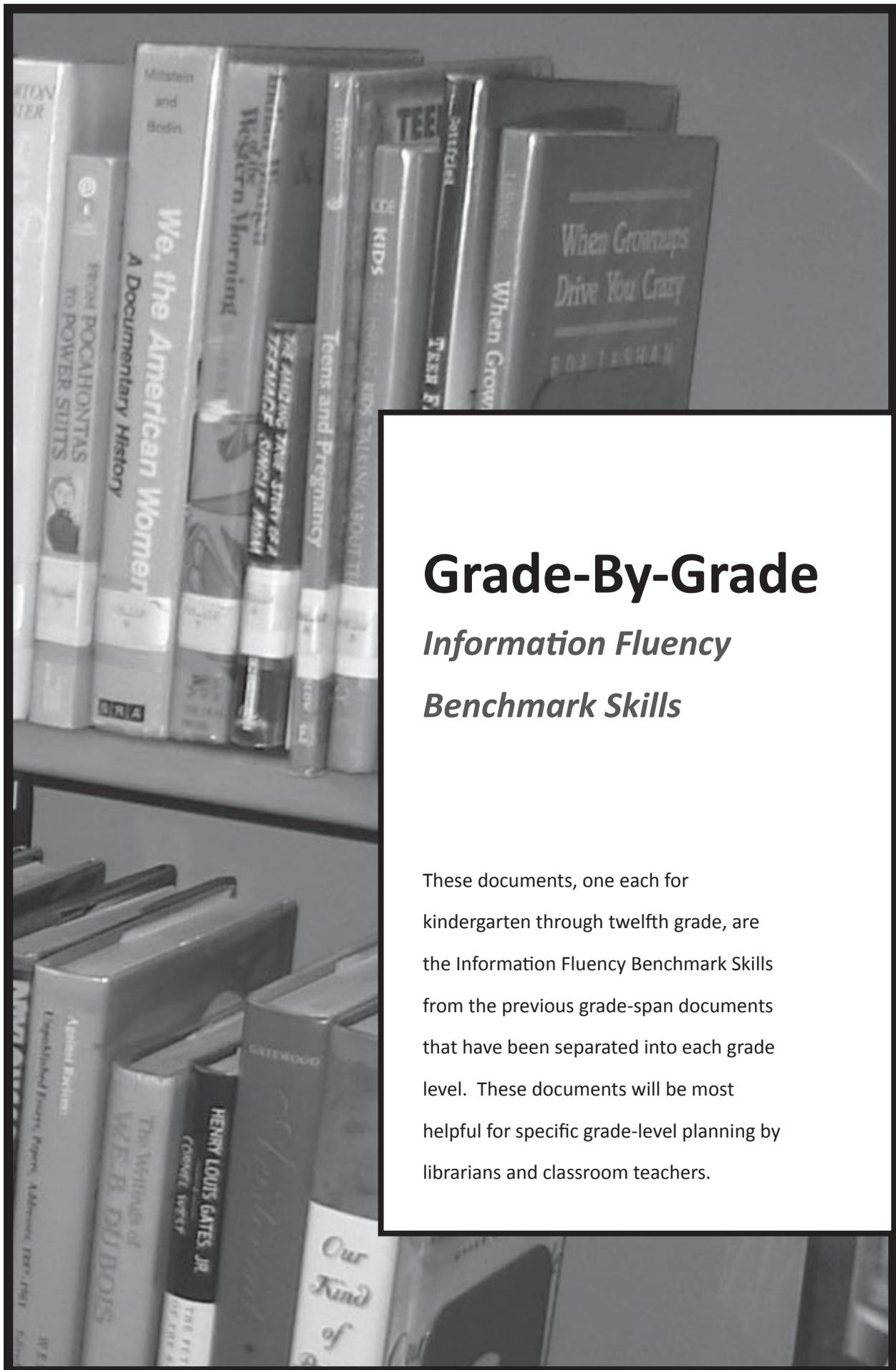
Grade-By-Grade

Information Fluency

Benchmark Skills

These documents, one each for kindergarten through twelfth grade, are the Information Fluency Benchmark Skills from the previous grade-span documents that have been separated into each grade level. These documents will be most helpful for specific grade-level planning by librarians and classroom teachers.

Grade-By-Grade Information Fluency Benchmark Skills

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
"We are thinkers."
Independent learners ask authentic questions and access, evaluate and
use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- Identifies one or two key words about a topic, problem or question with guidance from the librarian.
- **Connects ideas to own interests.**

Wonder
- Formulates questions related to listening activities.

Investigate
- Uses ABC arrangement of picture books to locate materials.
- **Understands the basic organizational structure of books.**
- **Distinguishes between fiction and nonfiction resources.**
- Uses materials provided to find answers to questions posed.

Construct
- **Demonstrates simple organizational skills such as sorting and categorizing.**

Express
- **Presents facts and simple answers to questions.**

Reflect
- **Identifies own strengths and sets goals for improvement.**

Indicators in bold are Priority Benchmark Skills.

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
"We are explorers."
Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION
- Retells stories with the correct sequence of events.
- Retells a story using words and pictures.
- Makes predictions about what will happen next in a story.
- Uses illustrations to draw meaning from a story.

PERSONAL EXPLORATION
- Requests/chooses materials related to personal interests.
- Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information.

MOTIVATED, INDEPENDENT LEARNING
- Recognizes the works of a single author.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
"We are citizens."
Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY
- Begins to associate use of the library with respect for rules and procedures.
- Respects the ideas of others by listening and raising hands before speaking.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING
- Works collaboratively with a small group using technology for research to meet information needs.
- Respects the ideas of others.

ETHICAL BEHAVIOR IN USE OF INFORMATION
- Introduces stories crediting author and illustrator.

••

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
"We are thinkers."
Independent learners ask authentic questions and access, evaluate and
use information effectively to develop new understandings.

••

INQUIRY PROCESS

Connect
- **Shares what is known about the general topic to elicit and make connections to prior knowledge.**
- Restates/retells and asks questions about the topic, problem or question with guidance.

Wonder
- Adds to K-W-L chart constructed by class by helping develop questions for W – Wonder.

Investigate
- Demonstrates the ability to use the library and check out books.
- Recognizes that nonfiction resources in the library are organized by categories and begins to associate the Dewey numbers with areas of interest.
- **Recognizes that fiction and picture books are organized by the author's last name in A-B-C order.**
- Recognizes the purpose of the online catalog to locate materials.
- Selects and uses appropriate sources with guidance, including picture dictionaries and beginning encyclopedias, to answer questions.
- Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea.
- **Distinguishes between fact and opinion.**
- **Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions.**

Construct
- **Draws a conclusion about the main idea with guidance.**
- Completes the L portion of the K-W-L chart with what new ideas were learned.

Express
- Uses writing process to develop expression of new understandings.
- Uses format chosen by the teacher or librarian.

Reflect
- **Asks, "What do I wonder about now?"**
- **Identifies own strengths and sets goals for improvement.**

Indicators in bold are Priority Benchmark Skills.

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
"We are explorers."

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION

- Identifies plot, characters, times, and places in a story.
- Draws and shares conclusions about main idea of a story.
- Discusses favorite books and authors through exposure to author studies and series books.
- Expresses feelings about favorite books through pictures and words.
- Distinguishes between what is factual and imaginary.

PERSONAL EXPLORATION

- Recognizes and identifies personal interests through reading or listening to stories.

MOTIVATED, INDEPENDENT LEARNING

- Selects books, poems, or media based on teacher-selected criteria or personal preference.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
"We are citizens."

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

- Listens to multicultural texts from various genres.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

- Contributes to a group media project to communicate ideas to classmates, families, and others.
- Practices giving positive feedback and giving compliments as modeled by librarian.
- Works in groups to create and interpret charts of information gathered through research.

ETHICAL BEHAVIOR IN USE OF INFORMATION

- Understands that it is wrong to copy from an author or another student.
- Works cooperatively with peers, family members, and others when using technology in the classroom or at home.

Grade-By-Grade Information Fluency Benchmark Skills

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
"We are thinkers."
Independent learners ask authentic questions and access, evaluate and
use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- **Recognizes that questions can be answered by finding information.**
- Identifies the overall "big picture" idea by stating it orally or drawing a picture.

Wonder
- **Asks "I wonder" questions about the research topic.**

Investigate
- Uses ABC arrangement of fiction books to locate materials.
- **Follows a modeled inquiry process during each visit to the library to do research.**
- Uses online encyclopedias, magazines databases, and other technology resources with guidance.
- Selects and uses appropriate sources with guidance, including dictionaries, periodicals, maps, and globes, to answer questions.
- **Writes, draws, or verbalizes the main idea and supporting details.**
- Uses simple note-taking strategies as demonstrated by librarian/teacher (e.g., copying words or phrases).

Construct
- **Compares new ideas with what was known at the beginning of the inquiry.**

Express
- Begins to understand concept of "audience."
- **Presents information in a variety of ways (e.g., art, music, poetry, movement, verbally, and/or written language).**
- Identifies the names of sources used.
- Uses technology tools chosen by teacher or librarian to create written products.

Reflect
- Uses authentic assessment rubrics modeled by librarian.
- **Identifies own strengths and sets goals for improvement.**

Indicators in bold are Priority Benchmark Skills.

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
"We are explorers."

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION
- Compares characters in two different stories, or plots in two stories by the same author.

PERSONAL EXPLORATION
- Expresses own ideas through creating products in a variety of formats.

MOTIVATED, INDEPENDENT LEARNING
- Begins to recognize that different genres require different reading strategies.
- Demonstrates comprehension of stories read independently and stories read aloud.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
"We are citizens."

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY
- Reads multicultural texts from various genres.
- Compares folktales or stories from different cultures.
- Returns materials when they are due so that others have access.
- Recognizes the right to express own opinion in an appropriate manner.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING
- Uses online tools to read, send, or post electronic messages to peers, experts, and family members with guidance.
- Uses feedback from others to create individual and collaborative projects.

ETHICAL BEHAVIOR IN USE OF INFORMATION
- Credits sources by citing author and title.
- Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences.
- Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to use of technology.

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
"We are thinkers."
Independent learners ask authentic questions and access, evaluate and
use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- Connects ideas in texts to own interests.
- States what is known about the problem or question and makes connections to prior knowledge.

Wonder
- Formulates questions about the topic with guidance.
- Uses prior knowledge and understanding of overall topic to make predictions about what the new information will reveal.

Investigate
- **Identifies the ten major Dewey areas and what main topics are included in each.**
- Locates nonfiction material at appropriate reading level.
- **Searches the online catalog (author, title, and subject) with assistance to locate materials.**
- **Uses bookmarked Websites to find appropriate information.**
- Selects and uses multiple appropriate print, nonprint, electronic and human sources (e.g., thesauri, general encyclopedias, and periodical databases) to answer questions.
- Uses at least two sources for research projects.
- Questions text during reading or listening.
- Uses simple notetaking strategies (e.g., graphic organizers).
- Identifies and uses the organizational structures of a nonfiction book (table of contents, index and glossary) to locate information.

Construct
- Uses a variety of strategies to determine important ideas.
- **States the main idea.**
- Organizes information using a teacher provided tool.

Express
- Communicates new understandings through combining, predicting, illustrating and constructing.
- **Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian.**
- Uses visuals and multimedia to communicate meaning.
- **Presents information clearly so that main points are evident.**

Reflect
- Identifies and evaluates the important features for a good product.
- **Assesses and revises own work with guidance.**
- **Identifies own strengths and sets goals for improvement.**
- Asks "What about this topic do I want to learn more about?"

Indicators in bold are Priority Benchmark Skills.

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
"We are explorers."

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION

- Discusses problems and solutions in a work.
- Selects both "just right" materials and challenging materials on a regular basis.

PERSONAL EXPLORATION

- Gathers information related to personal interests.
- Understands basic cybersafety.

MOTIVATED, INDEPENDENT LEARNING

- Begins to explore and examine the various genres based on personal interests.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
"We are citizens."

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

- Demonstrates responsibility and awareness that library resources are to be shared among the entire school community.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

- Shows respect for and responds to the ideas of others.

ETHICAL BEHAVIOR IN USE OF INFORMATION

- Observes Internet safety procedures including safeguarding personal information.

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
"We are thinkers."
Independent learners ask authentic questions and access, evaluate and
use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- **Generates a list of key words for a research–based project with guidance.**

Wonder
- **Asks questions to clarify topics or details.**
- **Predicts answers to inquiry questions based on background knowledge and beginning observation or experience.**

Investigate
- **Uses selected search engines to find appropriate information.**
- Uses pre-selected primary sources to gather information.
- Uses pre-selected Web resources to locate information.
- Selects and uses multiple appropriate print, nonprint, electronic and human sources (e.g., almanacs, indexes, specialized dictionaries and encyclopedias, and databases) to answer questions.
- Uses skim/scan to locate information that is appropriate to age and ability level.
- Distinguishes between fact and opinion.
- Uses various notetaking strategies (e.g., highlighting, graphic organizers).
- **Paraphrases, summarizes information that answers research questions.**
- Identifies and uses the organizational structures of a nonfiction book (bibliography and appendix) to locate information.
- Follows a model or template provided to complete inquiry project and follows a timeline.

Construct
- **Identifies facts and details that support main ideas.**
- Notes similarities and differences in information from two different sources.
- **Uses common organizational patterns (chronological order, main idea with supporting details) to organize information.**
- Draws a conclusion about the main idea.

Express
- Uses pre-writing to brainstorm ideas for most effective way to present conclusions.
- Drafts the presentation/product.
- Understands the concept of "audience"; determines audience before creating product.

Reflect
- **Identifies and evaluates the important features for a good product.**
- **Assesses and revises own work with guidance.**
- **Identifies own strengths and sets goals for improvement.**

Indicators in bold are Priority Benchmark Skills.

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
"We are explorers."

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION

- Identifies story elements in various fiction genres
- Uses evidence from stories to discuss characters, setting, plot, time, and place.
- Makes predictions and inferences about events and characters.

PERSONAL EXPLORATION

- Seeks information about personal interests by using the library catalog to find materials to read.
- Understands basic netiquette.

MOTIVATED, INDEPENDENT LEARNING

- Recognizes features of various genres and uses different reading strategies for understanding.
- Selects appropriate print and electronic materials on an individual level.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
"We are citizens."

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

- Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

- Restates ideas of others accurately and adds own perspective.

ETHICAL BEHAVIOR IN USE OF INFORMATION

- Respects privacy of others (e-mail, files, passwords, sites)
- Understands the basic concept of plagiarism as copying the work of others.

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
"We are thinkers."
Independent learners ask authentic questions and access, evaluate and
use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- **Uses sources to acquire background information and brainstorms ideas for further inquiry.**

Wonder
- **Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.**
- Forms tentative thesis about main idea with guidance.

Investigate
- **Selects and uses multiple appropriate print, nonprint, electronic, and human sources to answer questions.**
- **Uses navigation tools of a Website to find information.**
- Uses prior knowledge and experiences to understand new facts and ideas.
- Interprets information taken from maps, graphs, charts and other visuals.
- **Evaluates print and electronic information for usefulness, relevance, and accuracy.**
- Determines important details.
- **Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers).**
- Uses software (e.g., word processing, graphic organizing) to record and organize information.
- Identifies and uses the organizational structures of a nonfiction book (preface, foreword and introduction) to locate information.

Construct
- Makes inferences with guidance.
- **Forms opinion and uses evidence from text to back it up.**
- Organizes notes and ideas and develops an outline or graphic organizer.
- Actively listens to and restates others' ideas and contributes own ideas.

Express
- Uses writing process to develop expression of new understandings.
- **Cites all sources used according to model provided by teacher.**
- Uses a variety of technology tools chosen by librarian or teacher to create products.
- **Modifies and revises own work based on feedback from teacher and others.**
- Checks for correctness and completeness.

Reflect
- Identifies and evaluates the important features for a good product.
- **Assesses and revises own work with guidance.**
- **Identifies own strengths and sets goals for improvement.**
- Relies on feedback to figure out how to improve product and process.

Indicators in bold are Priority Benchmark Skills.

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
"We are explorers."

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION

- Draws and shares conclusions about the theme or focus of a work.
- Compares and contrasts story elements in two literary works.

PERSONAL EXPLORATION

- Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information.

MOTIVATED, INDEPENDENT LEARNING

- Understands literal meanings and can identify the main points and supporting details.
- Develops basic search skills for online and database searching related to personal interests.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
"We are citizens."

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

- Considers multiple viewpoints and cultural perspectives

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

- Works collaboratively using technology for research to meet information needs.

ETHICAL BEHAVIOR IN USE OF INFORMATION

- Discusses responsible use and misuse of technology and describes personal consequences of inappropriate use of information and technology.
- Credits all sources properly with title, author, and page numbers.

....

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
"We are thinkers."
Independent learners ask authentic questions and access, evaluate and
use information effectively to develop new understandings.

....

INQUIRY PROCESS

Connect
- Finds areas of passion or interest within topics of study.
- Identifies key words and ideas that appear in background information and class conversation.

Wonder
- Recognizes characteristics of good questions.
- Determines what information is needed to support the investigation and answer the questions.

Investigate
- Recognizes the organization and use of special sections in the library (e.g., reference, graphic novels, paperbacks).
- Follows a complete research plan and stays on a timeline.
- **Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves.**
- Participates in supervised use of search engines and pre-selected Web resources to access appropriate information for research.
- Evaluates electronic and print information to determine whether it is inaccurate or misleading.
- **Uses both primary and secondary sources.**
- Summarizes information that answers research questions.
- Differentiates between important and unimportant details.
- Takes notes using one or more of a variety of notetaking strategies.
- Relates new information to prior knowledge.

Construct
- Makes inferences based on explicit information in text.
- Organizes notes and ideas and develops an outline or graphic organizer using both print and electronic tools.
- **Combines information and weighs evidence to draw conclusions and create meaning.**

Express
- Uses pre-writing to discover alternate ways to present conclusions.
- Drafts the presentation/product tailored to the audience.
- **Presents conclusions and supporting facts in a variety of ways.**

Reflect
- Assesses own work and begins to develop own revision process.

Indicators in bold are Priority Benchmark Skills.

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
"We are explorers."

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION

- Recognizes similarities and differences among authors writing on the same theme.
- Participates in literary discussions and book clubs.
- Compares and contrasts different media representations of the same story.

PERSONAL EXPLORATION

- Identifies and pursues personal interests by reading widely in diverse formats and media.

MOTIVATED, INDEPENDENT LEARNING

- Reads a variety of genres in print and electronic format.
- Reads independently.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
"We are citizens."

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

- Demonstrates tolerance for different opinions.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

- Encourages team members to share ideas and opinions.
- Works collaboratively with peers to use technology for research to meet information needs.

ETHICAL BEHAVIOR IN USE OF INFORMATION

- Discusses privacy and cyberbullying related to safe and responsible use of information and communication technology.
- Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly.
- Understands the concept of plagiarism and the importance of paraphrasing.

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
"We are thinkers."
Independent learners ask authentic questions and access, evaluate and
use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- **States and verifies what is known about the problem or question and makes connections to prior knowledge.**
- Uses multiple sources to acquire background information and brainstorms ideas for further inquiry.

Wonder
- Writes questions independently based on key ideas or areas of focus.
- **Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis.**
- Determines what resources will most likely offer quality information.

Investigate
- Uses the categorization of materials within Dewey Areas to locate resources and browse for additional materials.
- Uses technology resources such as online encyclopedias, online databases, and Web subject directories to locate information on assigned topics in the curriculum.
- Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources.
- Evaluates and paraphrases information that answers research questions.
- **Evaluates quality of electronic and print information for usefulness, currency, authority and accuracy.**
- **Uses both facts and opinions responsibly by identifying and verifying them.**
- Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas.
- Uses the structure and navigation tools of a Website to find the most relevant information.

Construct
- **Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions.**
- **Interprets information and ideas by defining, classifying, and inferring.**
- Forms opinions and judgments backed up by supporting evidence.
- Questions the differences between sources and seeks additional sources to resolve.

Express
- Publishes final product for a particular audience and purpose.
- **Cites all sources used according to local style formats.**

Reflect
- **Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment.**

Indicators in bold are Priority Benchmark Skills.

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
"We are explorers."
Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION
- Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights.
- Participates in literary discussions and book clubs.

PERSONAL EXPLORATION
- Independently locates and selects information for personal, hobby, or vocational interests.

MOTIVATED, INDEPENDENT LEARNING
- Reads independently.
- Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
"We are citizens."
Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY
- Considers culturally divergent and opposing viewpoints on topics.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING
- Asks questions of others in a group to elicit their information and opinions.
- Uses interactive multimedia tools to exchange data collected and to learn curricular concepts by communicating with peers, experts, and other audiences.

ETHICAL BEHAVIOR IN USE OF INFORMATION
- Discusses security, piracy and downloading related to safe and responsible use of information and communication technology.
- Uses programs and Internet sites responsibly, efficiently, and ethically.
- Observes Internet safety procedures, including safeguarding personal information and equipment.
- Takes notes by paraphrasing or using quotation marks when using someone else's words.

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
"We are thinkers."

Independent learners ask authentic questions and access, evaluate and
use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- **Revises the question or problem as needed to arrive at a manageable topic for inquiry.**
- Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words.

Wonder
- **Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison).**
- Plans inquiry to test hypothesis or validate thesis.

Investigate
- **Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information.**
- Seeks balanced view by using diverse sources to access appropriate material.
- Selects information based on authority and point of view.
- **Recognizes the effect of different perspectives and points of view on information.**
- **Recognizes that own point of view influences the interpretation of information.**
- Identifies misconceptions and revises ideas as new information is gained.

Construct
- Analyzes disparate points of view discovered in different sources.
- **Draws conclusions based on explicit and implied information.**
- Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate.

Express
- **Creates products for authentic reasons and audiences.**
- Uses two or three strategies to revise product based on self-assessment, teacher feedback, and peer feedback.
- Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication.

Reflect
- **Identifies own strengths and sets goals for improvement.**

Indicators in bold are Priority Benchmark Skills.

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
"We are explorers."
Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION
- Creates and shares reading experiences and responses in a variety of ways and formats.
- Participates in literary discussions and book clubs.

PERSONAL EXPLORATION
- Experiments with various types of multimedia software and online applications for artistic and personal expression.

MOTIVATED, INDEPENDENT LEARNING
- Reads independently.
- Understands literal and implied meanings and can place the meaning in a conceptual framework.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
"We are citizens."
Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY
- Understands the concept of freedom of expression and the role that it plays in democracy.
- Compares online resources to seek global perspective.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING
- Helps to organize and integrate contributions of all group members into projects.
- Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences.

ETHICAL BEHAVIOR IN USE OF INFORMATION
- Discusses copyright related to safe and responsible use of information and communication technology.
- Gathers and uses information ethically by citing all sources.
- Credits sources by using correct bibliographic format.

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
"We are thinkers."
Independent learners ask authentic questions and access, evaluate and
use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry.
- **Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research.**
- **Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest.**

Wonder
- Focuses the purpose of the research by formulating specific questions to be answered.
- Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important.

Investigate
- Brainstorms ideas for further information.
- Uses search strategies (Boolean operators, synonyms and relational searching) to broaden and narrow searches and locate appropriate resources.
- Uses technology resources such as the online catalog, online encyclopedias, online databases, Web subject directories, and links from valid Web sites to locate primary and secondary information on topics of inquiry.
- Uses a variety of search engines to do advanced searching.
- Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively.
- Adjusts search strategies by comparing information gathered with the problem or question.
- Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details.
- **Takes notes using one or more of a variety of notetaking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).**

Construct
- Combines ideas and information to develop and demonstrate new understanding.
- **Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered.**
- Understands and builds on the ideas of others.

Express
- Presents conclusions to answer the question or problem.
- Uses visuals, electronic tools and multimedia to communicate meaning.

Reflect
- **Identifies own strengths and sets goals for improvement.**

Indicators in bold are Priority Benchmark Skills.

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
"We are explorers."

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION
- Shares reading experiences and expresses own ideas through creative products in a variety of formats.

PERSONAL EXPLORATION
- Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum.

MOTIVATED, INDEPENDENT LEARNING
- Reads a variety of fiction and nonfiction materials in various formats.
- Uses print and nonprint resources for information and personal needs; actively seeks answers to questions.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
"We are citizens."

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY
- Uses multiple resources as a general rule to seek a balanced and global perspective.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING
- Works with others to create and evaluate projects that communicate complex information and ideas and respectfully integrate the contributions of all group members.

ETHICAL BEHAVIOR IN USE OF INFORMATION
- Abides by the Acceptable Use Policy in all respects.
- Observes Internet safety procedures including safeguarding personal information and equipment.
- Uses programs and Internet sites responsibly, efficiently, and ethically.
- Takes notes by paraphrasing, summarizing, or selecting short segments to quote.

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
"We are thinkers."
Independent learners ask authentic questions and access, evaluate and
use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- **Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry.**
- Maintains a list of effective search terms throughout the process of inquiry.

Wonder
- **Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research** (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue).

Investigate
- Uses specialized reference materials to find specific and in-depth information.
- **Conducts advanced Web searches using Boolean logic and other sophisticated search functions.**
- Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information).
- Evaluates information from a variety of sources for accuracy, appropriateness, validity and comprehensiveness.
- Recognizes statements that can be verified.
- Uses collaborative and independent digital tools to record and organize information.
- Pursues a balanced perspective of fact, opinion, and different points of view.

Construct
- Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas.
- Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns.
- **Draws clear and appropriate conclusions supported by evidence and examples.**

Express
- Drafts the presentation/product to present an argument, point of view, interpretation, or new model most effectively with supporting evidence.
- **Cites all sources used according to standard style formats.**
- Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication with a real world application.

Reflect
- Identifies and evaluates the important and subtle features for an effective product.
- **Records individual experience of the inquiry process – the hardest part, best part, skills learned, insights experienced, etc. – with suggestions for future improvements.**

Indicators in bold are Priority Benchmark Skills.

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
"We are explorers."

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION
- Participates in and leads literary discussions and book clubs.

PERSONAL EXPLORATION
- Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking.

MOTIVATED, INDEPENDENT LEARNING
- Considers alternative perspectives and evaluates differing points-of-view.
- Connects the meaning from one digital text to another to gain a comprehensive understanding about a topic of interest.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
"We are citizens."

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY
- Seeks alternative sources of information and respects the guidelines for access in all environments (public libraries, museums, cultural institutions, agencies).

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING
- Seeks ideas and opinions from others, including experts in the field.
- Uses online tools to collaborate, publish and interact with peers, experts and other audiences.

ETHICAL BEHAVIOR IN USE OF INFORMATION
- Analyzes the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways for addressing these risks.

··

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
"We are thinkers."
Independent learners ask authentic questions and access, evaluate and
use information effectively to develop new understandings.

··

INQUIRY PROCESS

Connect
- Verifies the accuracy of what is known about the problem or question.

Wonder
- **Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis.**

Investigate
- **Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability.**
- **Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective.**
- Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda).
- Recognizes competing interpretations of historical events and issues and the reasons for those differences.
- Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher.
- Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic.
- Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided.
- Categorizes information; adds new categories as necessary; explores connections among categories.

Construct
- Analyzes different points of view and determines best supported point of view by sorting and sifting evidence.
- **Presents different perspectives with evidence for each.**
- Identifies and addresses previously held misconceptions.

Express
- **Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences.**
- Publishes final product for an authentic audience and real world application.

Reflect
- Assesses and revises own work using own revision process.

Indicators in bold are Priority Benchmark Skills.

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
"We are explorers."

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION

- Evaluates accuracy and authenticity of fiction works by comparing to nonfiction works on same subject.

PERSONAL EXPLORATION

- Applies technology productivity tools to meet personal needs and establish a responsible online personal presence.

MOTIVATED, INDEPENDENT LEARNING

- Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
"We are citizens."

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

- Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

- Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics.

ETHICAL BEHAVIOR IN USE OF INFORMATION

- Understands the concept and consequences of plagiarism.
- Demonstrates awareness of fair use guidelines and acquires permission from creator when necessary.

STANDARD 1: USING INFORMATION TO BUILD UNDERSTANDING
"We are thinkers."
Independent learners ask authentic questions and access, evaluate and
use information effectively to develop new understandings.

INQUIRY PROCESS

Connect
- **Explores problems or questions for which there are multiple answers or no "best" answer.**

Wonder
- Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources.

Investigate
- Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics.
- Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective.
- **Challenges ideas in text and makes notes of questions to pursue in additional sources.**
- Independently recognizes gaps in information (based on the complexity of the problem or question).
- Extends search beyond readily available sources to ensure accuracy and comprehensiveness.
- Maintains an open attitude about new areas of the subject that were previously unknown or overlooked.

Construct
- **Builds a conceptual framework by synthesizing ideas gathered from multiple sources.**
- Changes own ideas based on the ideas of others.
- **Develops own point of view and supports with evidence.**

Express
- Communicates new understandings through designing, inventing, composing, transplanting and constructing.
- **Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary.**

Reflect
- Asks, "What about this topic is personally interesting to me and important? What about this topic do I want to pursue when I have an opportunity? Does this topic have implications for future career or college choices?

Indicators in bold are Priority Benchmark Skills.

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
"We are explorers."

Independent learners respond to and create literary and artistic expressions, use effective strategies for personal exploration of ideas, and read on their own by choice.

READER/VIEWER RESPONSE AND EXPRESSION
- Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information).

PERSONAL EXPLORATION
- Uses information to address personal issues and investigate opportunities for the future

MOTIVATED, INDEPENDENT LEARNING
- Reads/listens to works of international and multicultural authors.
- Understands text on both a literal and an abstract level.

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
"We are citizens."

Independent learners contribute to the learning community by seeking multiple perspectives, sharing their understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY
- Can explain First Amendment rights and knows the process available to defend those rights.

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING
- Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences.

ETHICAL BEHAVIOR IN USE OF INFORMATION
- Extends respect for intellectual property rights and copyright by crediting sources of ideas as well as directly quoted material.

Empire State
Information Fluency Continuum
K-12 Priority Benchmark Skills

Developed by the New York City School Library System

The information and inquiry skills required for in-depth learning

Empire State
Priority Benchmark Skills for Information Fluency and Inquiry

Inquiry is a fundamental building block of teaching and learning that empowers students to follow their sense of wonder into new discoveries and insights about the way the world works. The empowered learner calls upon information/inquiry skills to connect with what he or she knows, ask intriguing questions about what is not known, investigate the answers, construct new understandings, and communicate to share those understandings with others.

Students need to use the skills of inquiry to learn. The Cycle of Inquiry and Learning provides a framework for active learning and the formation of new understandings.

The Cycle of Inquiry and Learning

The information and inquiry skills required for in-depth learning must follow a coherent development spiral of instruction and practice throughout the years of schooling, K–12 and beyond, to enable all of our children to become independent learners.

A collaborative approach by the librarian and the classroom teacher is the most effective way to teach information fluency/inquiry skills and strategies.

Grade K

The information-literate student in Grade K has developed the following skills:

- Connects ideas to own interests
- Understands the basic organizational structure of books
- Distinguishes between fiction and nonfiction resources
- Demonstrates simple organizational skills such as sorting and categorizing
- Presents facts and simple answers to questions
- Identifies own strengths and sets goals for improvement

Grade 1

The information-literate student in Grade 1 has developed the following skills:

- Shares what is known about the general topic to elicit and make connections to prior knowledge
- Recognizes that fiction and picture books are organized by the author's last name in A-B-C order
- Distinguishes between fact and opinion
- Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions
- Draws a conclusion about the main idea with guidance
- Asks, "What do I wonder about now?"
- Identifies own strengths and sets goals for improvement

Grade 2

The information-literate student in Grade 2 has developed the following skills:

- Recognizes that questions can be answered by finding information
- Asks "I wonder" questions about the research topic
- Follows a modeled inquiry process during each visit to the library to do research
- Writes, draws, or verbalizes the main idea and supporting details
- Compares new ideas with what was known at the beginning of the inquiry
- Presents information in a variety of ways (e.g., art, music, poetry, movement, verbally, and/or written language)
- Identifies own strengths and sets goals for improvement

Grade 3

The information-literate student in Grade 3 has developed the following skills:

- Identifies the ten major Dewey areas and what main topics are included in each
- Searches the online catalog (author, title, and subject) with assistance to locate materials
- Uses bookmarked Websites to find appropriate information
- States the main idea
- Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian
- Presents information clearly so that main points are evident
- Assesses and revises own work with guidance
- Identifies own strengths and sets goals for improvement

Grade 4

The information-literate student in Grade 4 has developed the following skills:

- Generates a list of key words for a research-based project with guidance
- Asks questions to clarify topics or details
- Predicts answers to inquiry questions based on background knowledge and beginning observation or experience
- Uses selected search engines to find appropriate information
- Paraphrases, summarizes information that answers research questions
- Identifies facts and details that support main ideas
- Uses common organizational patterns (chronological order, main idea with supporting details) to organize information
- Identifies and evaluates the important features for a good product
- Assesses and revises own work with guidance
- Identifies own strengths and sets goals for improvement

Grade 5

The information-literate student in Grade 5 has developed the following skills:

- Uses sources to acquire background information and brainstorms ideas for further inquiry
- Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry
- Selects and uses multiple appropriate print, nonprint, electronic, and human sources to answer questions
- Uses navigation tools of a Website to find information
- Evaluates print and electronic information for usefulness, relevance, and accuracy
- Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers)
- Forms opinion and uses evidence from text to back it up
- Cites all sources used according to model provided by teacher
- Modifies and revises own work based on feedback from teacher and others
- Assesses and revises own work with guidance
- Identifies own strengths and sets goals for improvement

Grade 6

The information-literate student in Grade 6 has developed the following skills:

- Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves
- Uses both primary and secondary sources
- Combines information and weighs evidence to draw conclusions and create meaning
- Presents conclusions and supporting facts in a variety of ways

Grade 7

The information-literate student in Grade 7 has developed the following skills:

- States and verifies what is known about the problem or question and makes connections to prior knowledge
- Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis
- Evaluates quality of electronic and print information for usefulness, currency, authority and accuracy
- Uses both facts and opinions responsibly by identifying and verifying them
- Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions
- Interprets information and ideas by defining, classifying, and inferring
- Cites all sources used according to local style formats
- Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment

Grade 8

The information-literate student in Grade 8 has developed the following skills:

- Revises the question or problem as needed to arrive at a manageable topic for inquiry
- Refines questions to guide the search for different types of information (e.g., overview, big idea, specific detail, cause and effect, comparison)
- Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information
- Recognizes the effect of different perspectives and points of view on information
- Recognizes that own point of view influences the interpretation of information
- Draws conclusions based on explicit and implied information
- Creates products for authentic reasons and audiences
- Identifies own strengths and sets goals for improvement

Grade 9

The information-literate student in Grade 9 has developed the following skills:

- Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research
- Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest
- Takes notes using one or more of a variety of notetaking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes)
- Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered
- Identifies own strengths and sets goals for improvement

Grade 10

The information-literate student in Grade 10 has developed the following skills:

- Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry
- Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research
- Conducts advanced Web searches using Boolean logic and other sophisticated search functions
- Draws clear and appropriate conclusions supported by evidence and examples
- Cites all sources used according to standard style formats
- Records individual experience of the inquiry process – the hardest part, best part, skills learned, insights experienced, etc. – with suggestions for future improvements

Grade 11

The information-literate student in Grade 11 has developed the following skills:

- Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis
- Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability
- Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective
- Presents different perspectives with evidence for each
- Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences

Grade 12

The information-literate student in Grade 12 has developed the following skills:

- Explores problems or questions for which there are multiple answers or no "best" answer
- Challenges ideas in text and makes notes of questions to pursue in additional sources
- Builds a conceptual framework by synthesizing ideas gathered from multiple sources
- Develops own point of view and supports with evidence
- Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary

EMPIRE STATE
INFORMATION FLUENCY CONTINUUM FRAMEWORK

STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING AND CREATE NEW KNOWLEDGE
"I am a thinker."
An independent learner asks authentic questions and accesses, evaluates, and uses
information effectively to develop new understandings.

INQUIRY PHASE: CONNECT
Connecting to own interests, prior knowledge, and background knowledge

· ··

INQUIRY PHASE: WONDER
Asking questions, making predictions, forming tentative thesis

· ··

INQUIRY PHASE: INVESTIGATE
Finding and evaluating information to answer questions

· ··

INQUIRY PHASE: CONSTRUCT
Constructing new understandings, forming opinions, drawing conclusions

· ··

INQUIRY PHASE: EXPRESS
Applying new understandings to new context; expressing new ideas to share with others

· ··

INQUIRY PHASE: REFLECT
Reflecting on own learning; asking new questions

STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH
"I am an explorer."
An independent learner responds to and creates literary and artistic expressions,
uses effective strategies for personal exploration of ideas, and reads on his or her own by choice.

READER/VIEWER RESPONSE AND EXPRESSION

PERSONAL EXPLORATION

MOTIVATED, INDEPENDENT LEARNING

STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY
"I am a citizen."
An independent learner contributes to the learning community by seeking multiple perspectives,
sharing his or her understandings with others, and using information and resources ethically.

IMPORTANCE OF INFORMATION TO A DEMOCRATIC SOCIETY

EFFECTIVE SOCIAL INTERACTION TO BROADEN UNDERSTANDING

ETHICAL BEHAVIOR IN USE OF INFORMATION

Information Fluency Continuum:
K-12 Priority Benchmark Skills and Assessments

This section features the priority
benchmarks for each grade level with
template assessments for each priority
skill. The assessments can be adopted
or adapted for use by teachers and
librarians who are teaching these essential
information skills.

Information Fluency: Priority Benchmark Skills and Assessments
Grade K

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect	K.1 Connects ideas to own interests.	K.1 Connecting Ideas to Own Interests -- Pictures K.1 Connecting Ideas to Own Interests -- Words
Inquiry Phase: Wonder		
Inquiry Phase: Investigate	K.2 Understands the basic organizational structure of books. K.3 Distinguishes between fiction and nonfiction resources.	K.2 Sequence of Events K.3 Fiction and Nonfiction Books
Inquiry Phase: Construct	K.4 Demonstrates simple organizational skills such as sorting and categorizing.	K.4 Sorting Books
Inquiry Phase: Express	K.5 Presents facts and simple answers to questions.	K.5 Answering Questions with Facts
Inquiry Phase: Reflect	K.6 Identifies own strengths and sets goals for improvement.	K.6 Knowing and Learning in the Library
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name_____   Class_____

Connecting Ideas to Own Interests – Pictures

Draw pictures of your ideas.

I want to find out

I want to find out

Ideas I heard

I want to find out

I want to find out
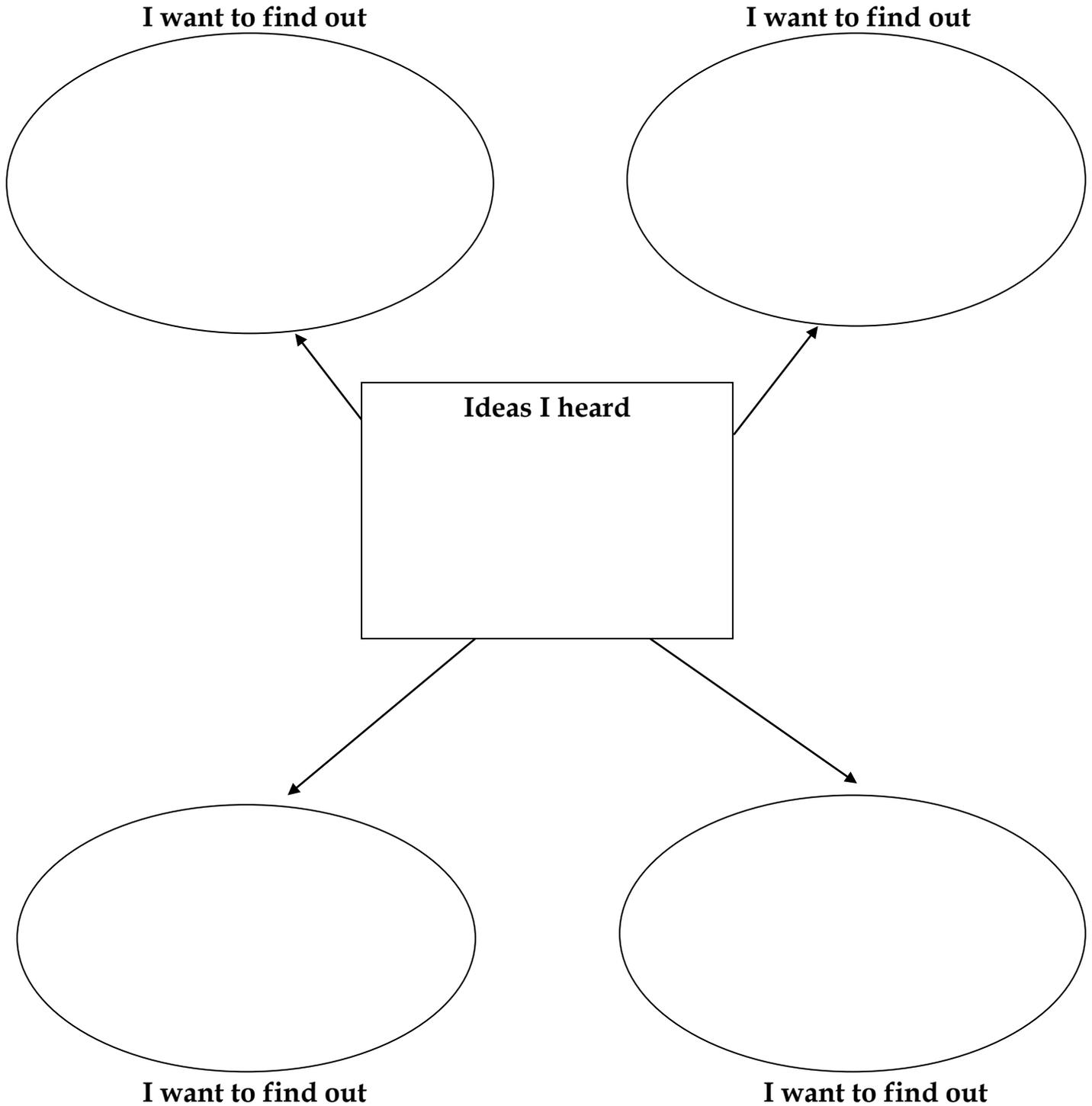
Name_____ **Class**_____

Connecting Ideas to Own Interests – Words

Ideas I heard	I would like to know more about

Ideas I heard	I would like to know more about

Name _____

Class _____

Sequence of Events

Beginning	Middle	End
In the beginning…	What happens first… Next … After that … Then …	At the end…

Name _____

Class _____

Fiction and Nonfiction Books
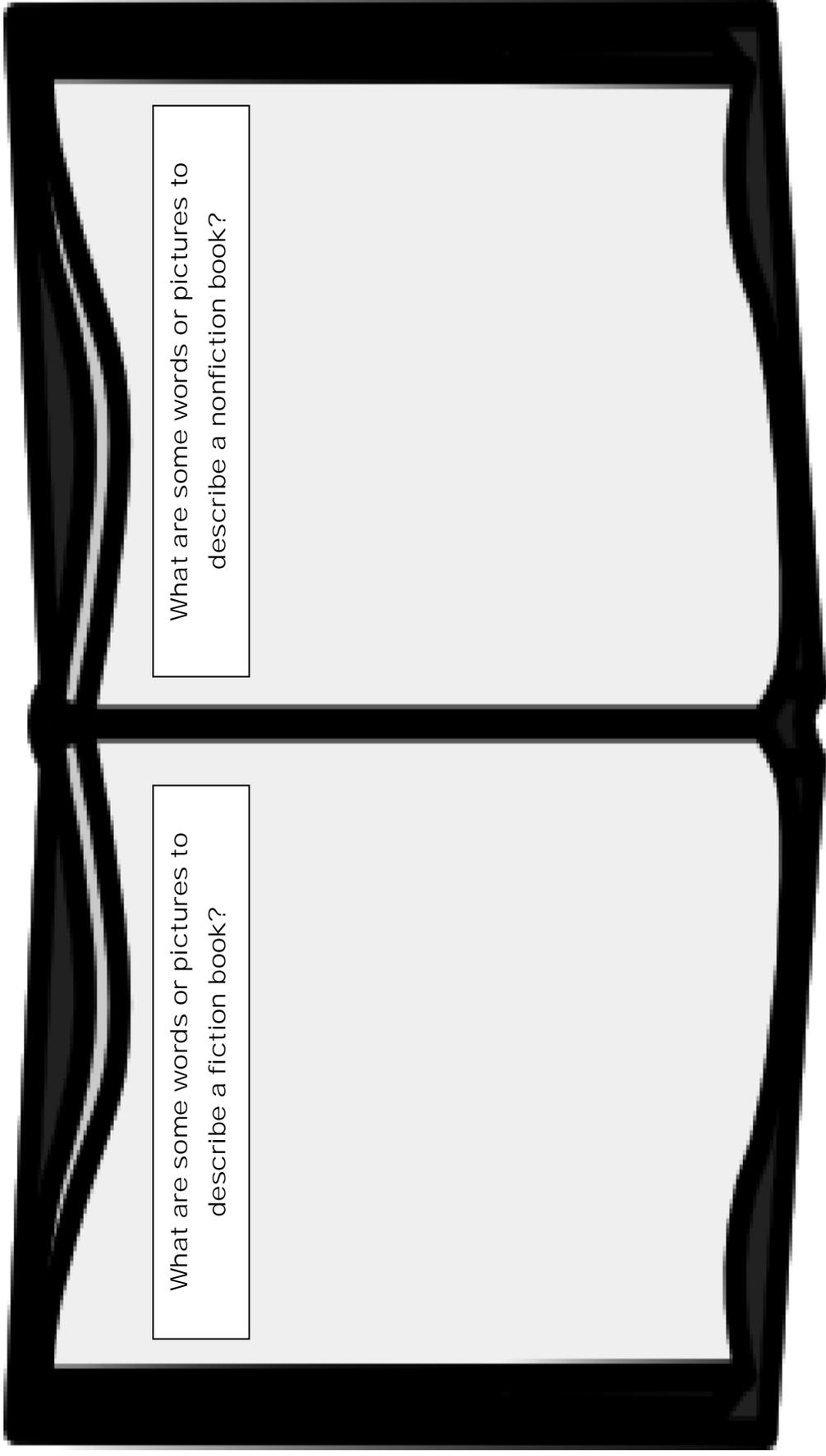
What are some words or pictures to describe a fiction book?

What are some words or pictures to describe a nonfiction book?

Sorting Books

Draw a line connecting the object to the correct basket.
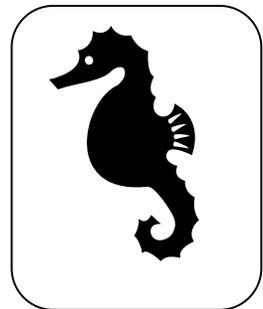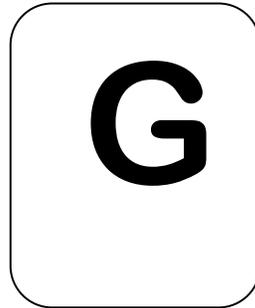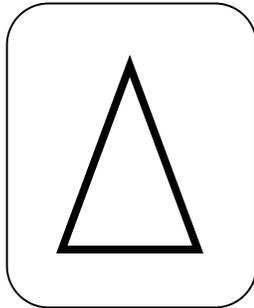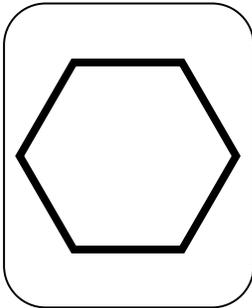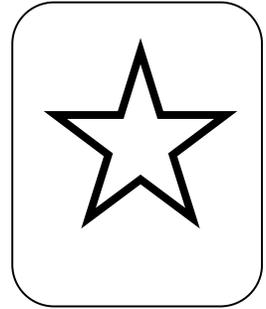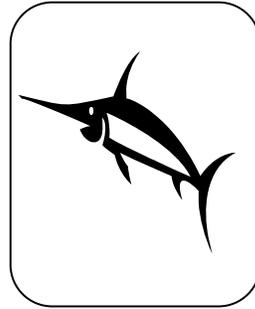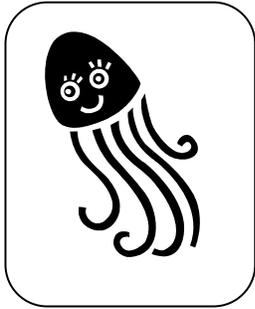
Alphabet   **Shapes**   **Ocean Life**

Name_____ **Class**_____

<u>Answering Questions with Facts</u>

Question: _____

_____

_____ **?**
_____

<div>

<u>FACT</u>

<u>FACT</u>

<u>FACT</u>

<u>FACT</u>

</div>

Name_____Class_____

Knowing and Learning in the Library

Draw a picture and write a sentence.

In the library, I know how to...

In the library, I know how to...

_____

_____

_____

_____

_____

_____

_____

In the library, I want to learn how to...

In the library, I want to learn how to...

_____

_____

_____

_____

_____

_____

Information Fluency: Priority Benchmark Skills and Assessments
Grade 1

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect	1.1 Share what is known about the general topic to elicit and make connections to prior knowledge.	1.1 What Do You Already Know About Your Topic?
Inquiry Phase: Wonder		
Inquiry Phase: Investigate	1.2 Recognizes that fiction and picture books are organized by the author's last name in A-B-C order. 1.3 Distinguishes between fact and opinion. 1.4 Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions.	1.2 How Are Picture Books Organized in the Library? 1.3 Recognizing Facts and Forming Opinions 1.4 Using Facts to Answer Questions
Inquiry Phase: Construct	1.5 Draws a conclusion about the main idea with guidance.	1.5 Picturing the Main Idea of a Story
Inquiry Phase: Express		
Inquiry Phase: Reflect	1.6 Asks, "What do I wonder about now?" 1.7 Identifies own strengths and sets goals for improvement.	1.6 Now I Wonder. . . 1.7 Knowing and Learning in the Library
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

What Do You Already Know About Your Topic?

TOPIC: _____
_____
_____

How are Picture Books Organized in the Library?

Fill in the missing letters of the alphabet on the bookshelf.

PICTURE BOOKS

A A A __ A A A __ __

B B __ __ C __

C __ C C C C C C

D D D __ D __ D

E __ E E __

Name_____ **Class**_____

Recognizing Facts and Forming Opinions

Topic:
_____
_____
_____

Fact: What do you know is true?	Opinion: What do you think about that?

Name_____**Class**_____

<u>Using Facts to Answer Questions</u>

Question: ────────────────────────────

_____

_____ **?**

FACT:

FACT:

FACT:

I learned _____

_____

_____

Name_____ Class_____

Picturing the Main Idea of a Story

Write down the main idea of the story and draw a picture of it.

This story is about _____

_____

_____

_____
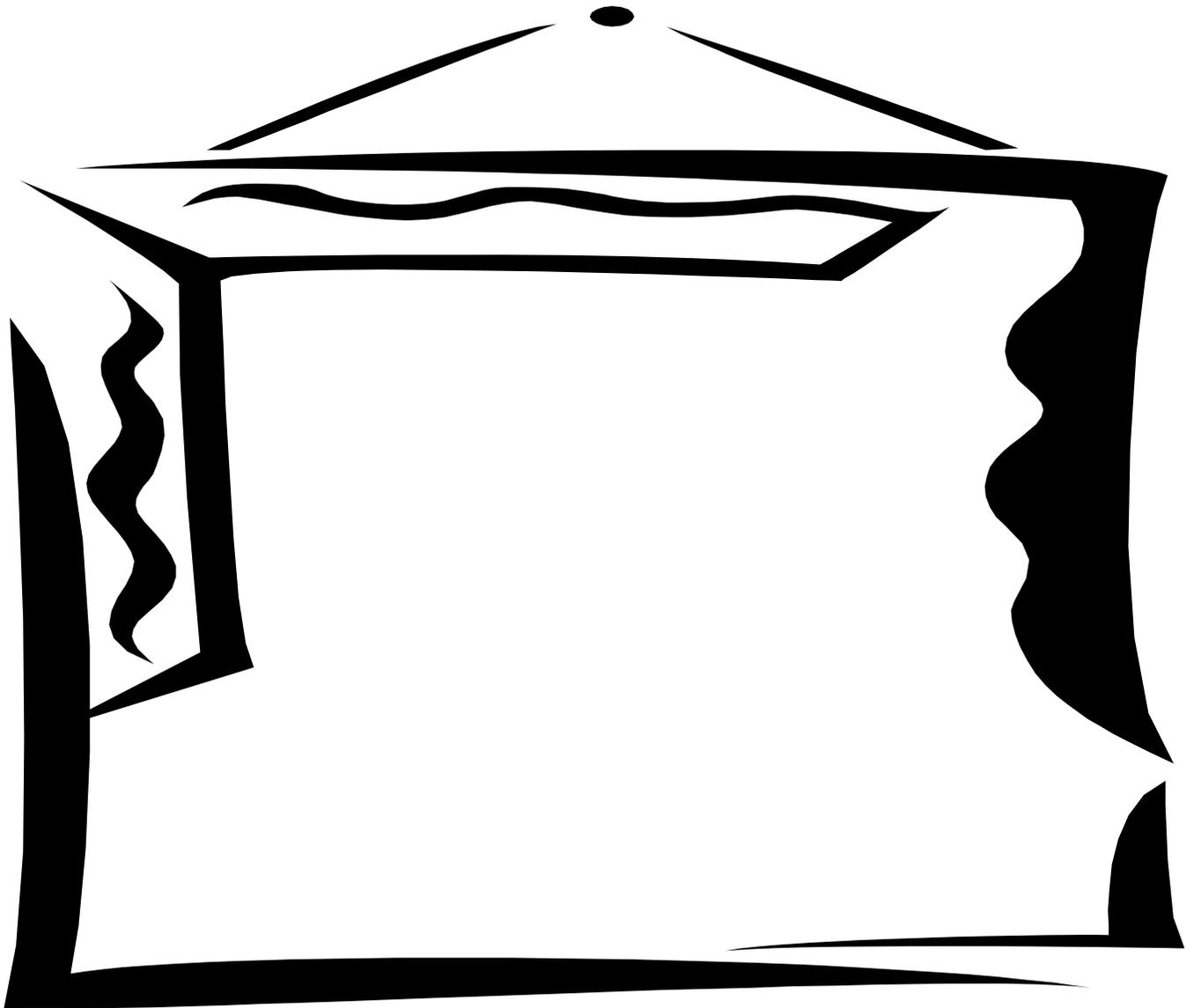
(Caption for picture)

Name_____ **Class**_____

Now I Wonder...

Topic: _____

who	where	when	what

I wonder_____

_____

_____

I wonder_____

_____

_____

I wonder_____

_____

_____

I wonder_____

_____

_____

How	Why	If

_____

_____

_____

Name_____Class_____

Knowing and Learning in the Library

Draw a picture and write a sentence.

In the library, I know how to...

In the library, I know how to...

_____

_____

_____

_____

_____

_____

_____

In the library, I want to learn how to...

In the library, I want to learn how to...

_____

_____

_____

_____

_____

_____

Information Fluency: Priority Benchmark Skills and Assessments
Grade 2

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect	2.1 Recognizes that questions can be answered by finding information.	2.1 My Inquiry
Inquiry Phase: Wonder	2.2 Asks "I wonder" questions about the research topic.	2.2 I Wonder. . .
Inquiry Phase: Investigate	2.3 Follows a modeled inquiry process during each visit to the library to do research. 2.4 Writes, draws, or verbalizes the main idea and supporting details.	2.3 Inquiry Research Log 2.4 Main Idea & Details
Inquiry Phase: Construct	2.5 Compares new ideas with what was known at the beginning of inquiry.	2.5 Prior Knowledge and New Understandings
Inquiry Phase: Express	2.6 Presents information in a variety of ways (e.g., art, music, poetry, movement, verbally, and/or written language).	2.6 See REACTS Taxonomy in Tab 6
Inquiry Phase: Reflect	2.7 Identifies own strengths and sets goals for improvement.	2.7 Strengths and Goals in the Library
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name _____

Class _____

My Inquiry

My Knowledge

What do I know?
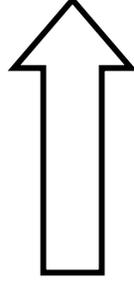
My Questions

What do I wonder?
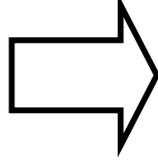
My Notes

What did I find out?

Name_____ **Class**_____

I Wonder...

TOPIC:
_____
_____
_____
_____

I wonder what_____
_____

I wonder how_____
_____

I wonder why_____
_____

I wonder if_____
_____

I wonder when_____
_____

I wonder who_____
_____

I wonder where_____
_____

Name_____ Class_____

Inquiry Research Log

My topic: _____

_____

_____

Inquiry Log	Librarian's Initials
What I already know…	
My questions:	
My facts to answer my questions:	
The main ideas I learned:	
I created this to show what I learned:	
Now I want to know…	

Name_____ Class_____

Main Idea & Details

Draw or Write the Main Idea
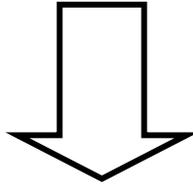
Detail 1:

Detail 2:

Detail 3:

Name_____ Class_____

<u>Prior Knowledge and New Understandings</u>

I knew…

_____
_____
_____
_____
_____
_____

⬇
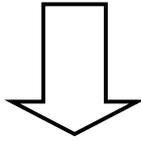
I now know…

_____
_____
_____
_____
_____
_____

⬇
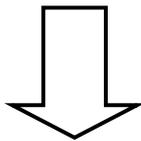
I was surprised to learn…

_____
_____
_____
_____
_____
_____

2.6 See REACTS Taxonomy in Tab 6

Name_____ Class_____

<u>Strengths and Goals in the Library</u>

What can you do in the library?

1._____

_____

_____

2._____

_____

_____

3._____

_____

_____

What do you want to be able to do?

1._____

_____

_____

2._____

_____

_____

3._____

_____

_____

Information Fluency: Priority Benchmark Skills and Assessments
Grade 3

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect		
Inquiry Phase: Wonder		
Inquiry Phase: Investigate	3.1 Identifies the ten major Dewey areas and what main topics are included in each. 3.2 Searches the online catalog (author, title, and subject) with assistance to locate materials. 3.3 Uses bookmarked Websites to find appropriate information.	3.1 Dewey Decimal System 3.2 Online Catalog Searching for Library Resources 3.3 Using a Website to Find Appropriate Information
Inquiry Phase: Construct	3.4 States the main idea.	3.4 Main Idea and Supporting Details
Inquiry Phase: Express	3.5 Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian. 3.6 Presents information clearly so that main points are evident.	3.5 See REACTS Taxonomy in Tab 6 3.6 Main Points
Inquiry Phase: Reflect	3.7 Assesses and revises own work with guidance. 3.8 Identifies own strengths and sets goals for improvement.	3.7 How Am I Doing? 3.8 Strengths and Goals
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name_____ Class_____

__Dewey Decimal System__

Dewey Class	Main Subjects	Interesting Title and Dewey Number
000's General works		
100's Philosophy and Psychology		
200's Religion		
300's Social Science		
400's Language		
500's Pure Science		
600's Applied Science		
700's The Arts		
800's Literature		
900's History and Geography		

Name _____

Online Catalog Searching for Library Resources

Circle the key or important words in your question.

Question:

What other words could you use? (Think of synonyms or related words.)

Write down the source where you found your answer.

_____

_____

Name_____ Class_____

<u>Using a Website to Find Appropriate Information</u>

<u>Question:</u>

What is the Website about?	<u>Clues:</u>	☺ 😐 ☹ **Is it easy to tell what the Website is about?**
Who is the author/creator of the Website?	<u>Clues:</u>	☺ 😐 ☹ **Is the author/creator of the website trustworthy?**
Is the content well-written on the Website?	<u>Clues:</u>	☺ 😐 ☹ **Is the Website easy to read and find the main ideas?**
Find three facts from the Website to answer your question.	1)	☺ 😐 ☹ **Is this fact helpful?**
	2)	☺ 😐 ☹ **Is this fact helpful?**
	3)	☺ 😐 ☹ **Is this fact helpful?**

Name_____ Class_____

Main Idea and Supporting Details

Main Idea

Supporting Detail

Supporting Detail
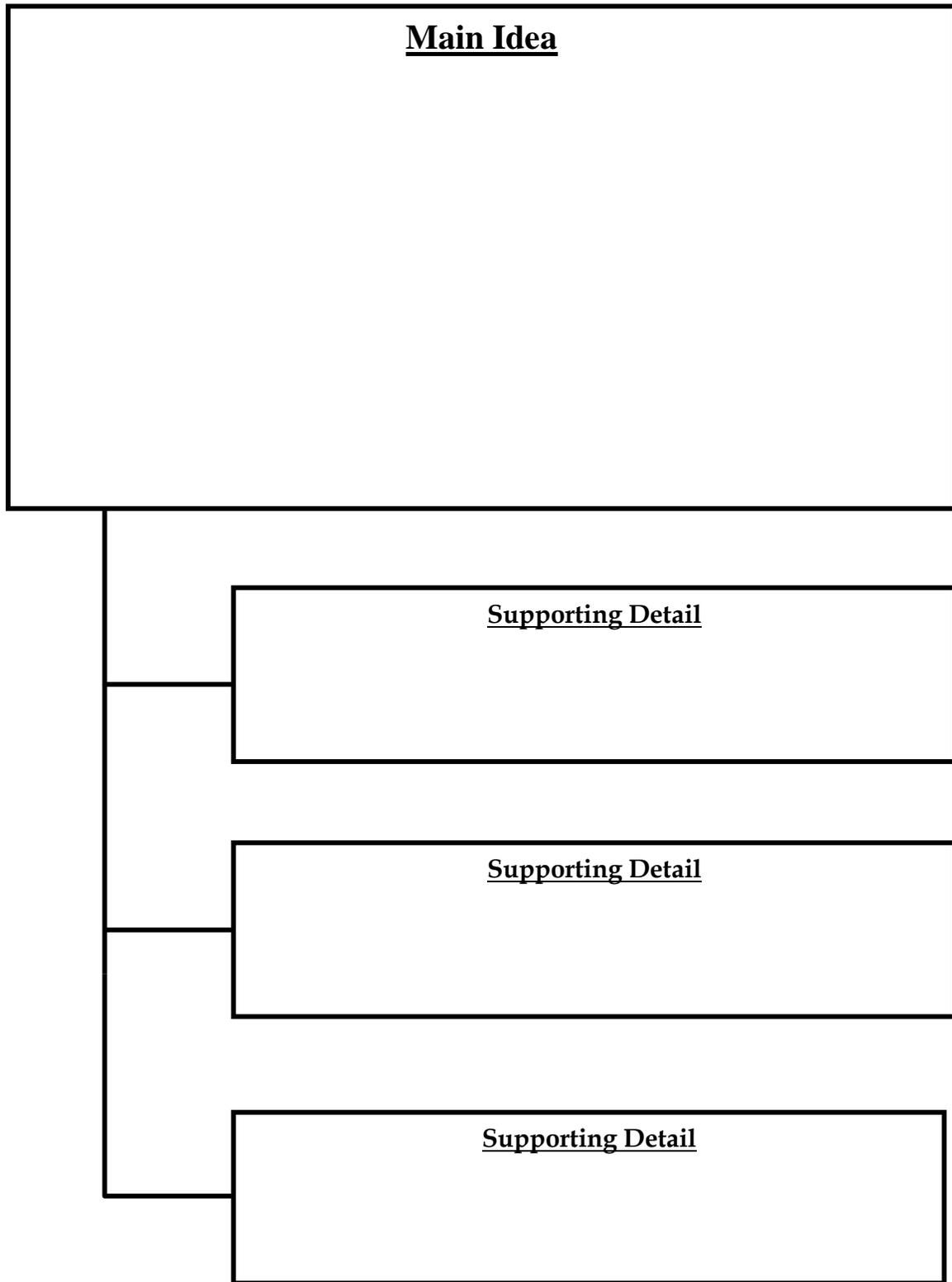
Supporting Detail

3.5 See REACTS Taxonomy in Tab 6

Name_____Class_____

Main Points

Topic:

Important Point:

Important Point:

Important Point:
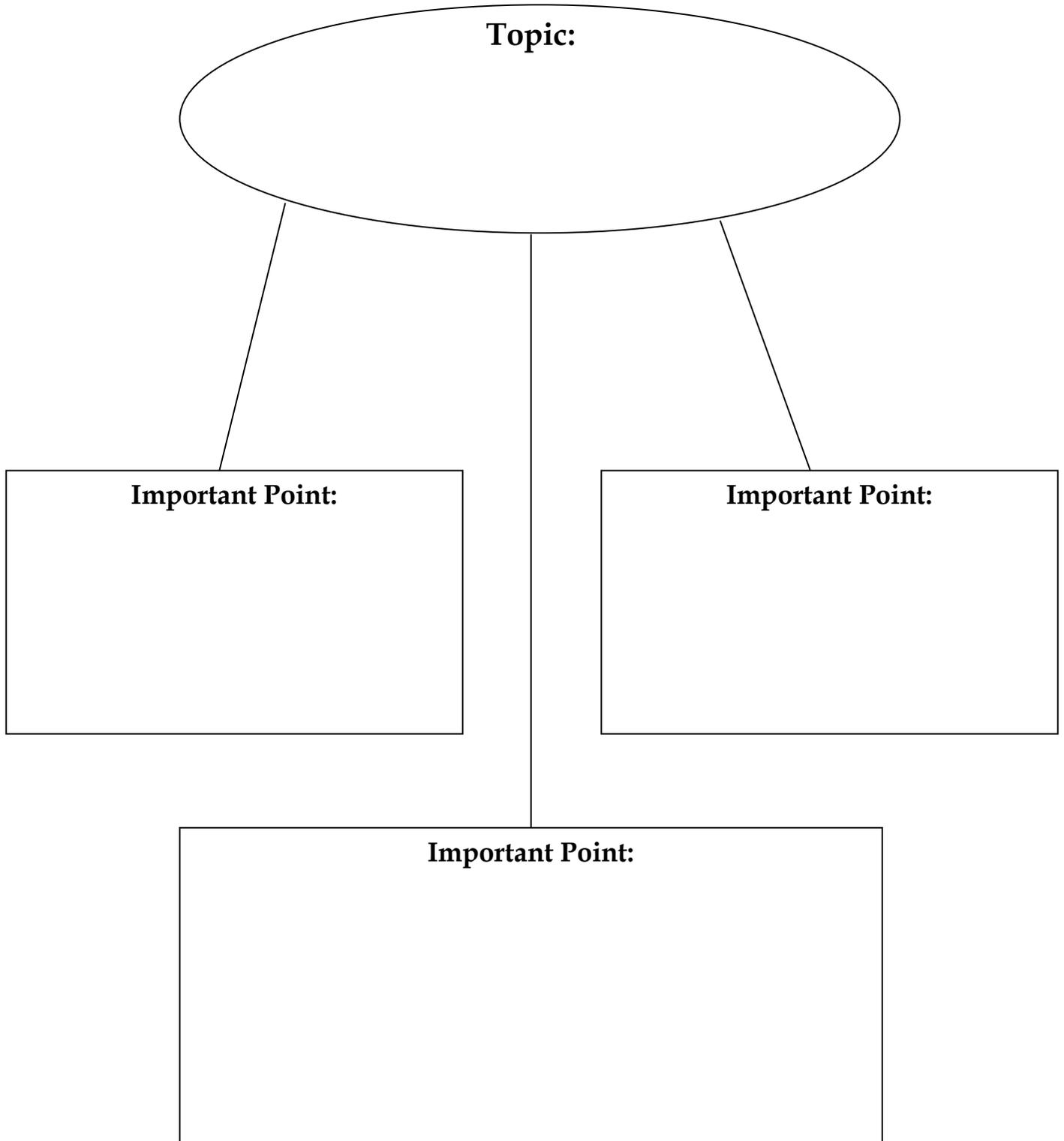
Name_____ Class_____

How Am I Doing?

My Project: _____

_____

Attribute	Self	Teacher
I answered my research questions.	____	____
My main idea is clearly presented.	____	___
I provided supporting details for my main idea.	____	___
My final project is written in my own words.	____	___
My final project is neat, clear, and well-organized.	____	____
I reviewed my work for proper grammar.	____	___
I used multiple sources including print and electronic.	____	___
I cited my sources of information.	____	____
My friends would find my project interesting.	____	____

Name_____ Class_____

Strengths and Goals

What I did well:

1.

2.

3.

Why was it good?

1.

2.

3.

What could have been better:

1.

2.

3.

How can I improve it?

1.

2.

3.

Information Fluency: Priority Benchmark Skills and Assessments
Grade 4

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect	4.1 Generates a list of key words for a research-based project with guidance.	4.1 Key Words for Online Searching
Inquiry Phase: Wonder	4.2 Asks questions to clarify topics or details. 4.3 Predicts answers to inquiry questions based on background knowledge and beginning observation or experience.	4.2 Main Ideas and Details 4.3 Predicting Answers
Inquiry Phase: Investigate	4.4 Uses selected search engines to find appropriate information. 4.5 Paraphrases and summarizes information that answers research questions.	4.4 Selecting the Right Sources 4.5 Paraphrasing Chart
Inquiry Phase: Construct	4.6 Identifies facts and details that support main ideas. 4.7 Uses common organizational patterns (chronological order, main idea with supporting details) to organize information.	4.6 Mapping the Main Idea and Supporting Facts 4.6 Summarizing the Important Ideas 4.7 Supporting the Main Idea
Inquiry Phase: Express		
Inquiry Phase: Reflect	4.8 Identifies and evaluates the important features for a good product. 4.9 Assesses and revises own work with guidance. 4.10 Identifies own strengths and sets goals for improvement.	4.8 Identifying the Story Elements 4.9 Using Feedback to Revise My Work 4.10 Strengths and Goals
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Key Words for Online Searching

Circle the key or important words in your question.

Question:

What other words could you use? (Think of synonyms or related words.)

Name_____ **Class**_____

Main Ideas and Details

Main Idea (Paraphrase in your own words)

⬇
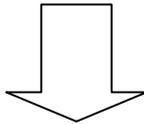
Supporting Detail 1 – Is this fact or opinion? How does it support the main idea?
Supporting Detail 2 – Is this fact or opinion? How does it support the main idea?
Supporting Detail 3 – Is this fact or opinion? How does it support the main idea?

⬇
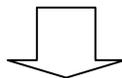
Summary of Main Idea and Details (in 2-3 sentences of your own words)

Name _____ Class _____

Predicting Answers

Topic: _____

I Already Know	I Wonder	I Predict I Will Find

SELECTING THE RIGHT SOURCES

Question:

If this question requires,		Then I might try this type of source:
The most up-to-date information	⟹	Magazine, newspaper, website, almanac
Historical information	⟹	Reference, nonfiction, biography, online primary
Background or summary information	⟹	General encyclopedia
Very specific or in-depth information	⟹	Nonfiction, magazine, website, reference
First-hand accounts	⟹	Nonfiction, biography, online primary sources

Where did I find the information to answer the question?	Why did I choose this source?

Name _____ Class _____

Paraphrasing Chart

Paraphrasing means to put some text that you've read or heard into your own words.

Start with **Notes** where you write down information from the text – main ideas, facts, supporting evidence. In **My Paraphrase** column, write 2-3 sentences in which you explain the main ideas in your own words. In the **My Thoughts** section, write what these ideas make you think about – what feelings, predictions, or conclusions can you draw?

NOTES FROM ORIGINAL SOURCE	**MY PARAPHRASE**

MY THOUGHTS	

Name _____

Mapping the Main Idea and Supporting Facts

DETAIL

DETAIL

DETAIL

DETAIL

FACT

FACT

MAIN IDEA

FACT

FACT

DETAIL

DETAIL

DETAIL

DETAIL

Empire State Information Benchmarks Skills
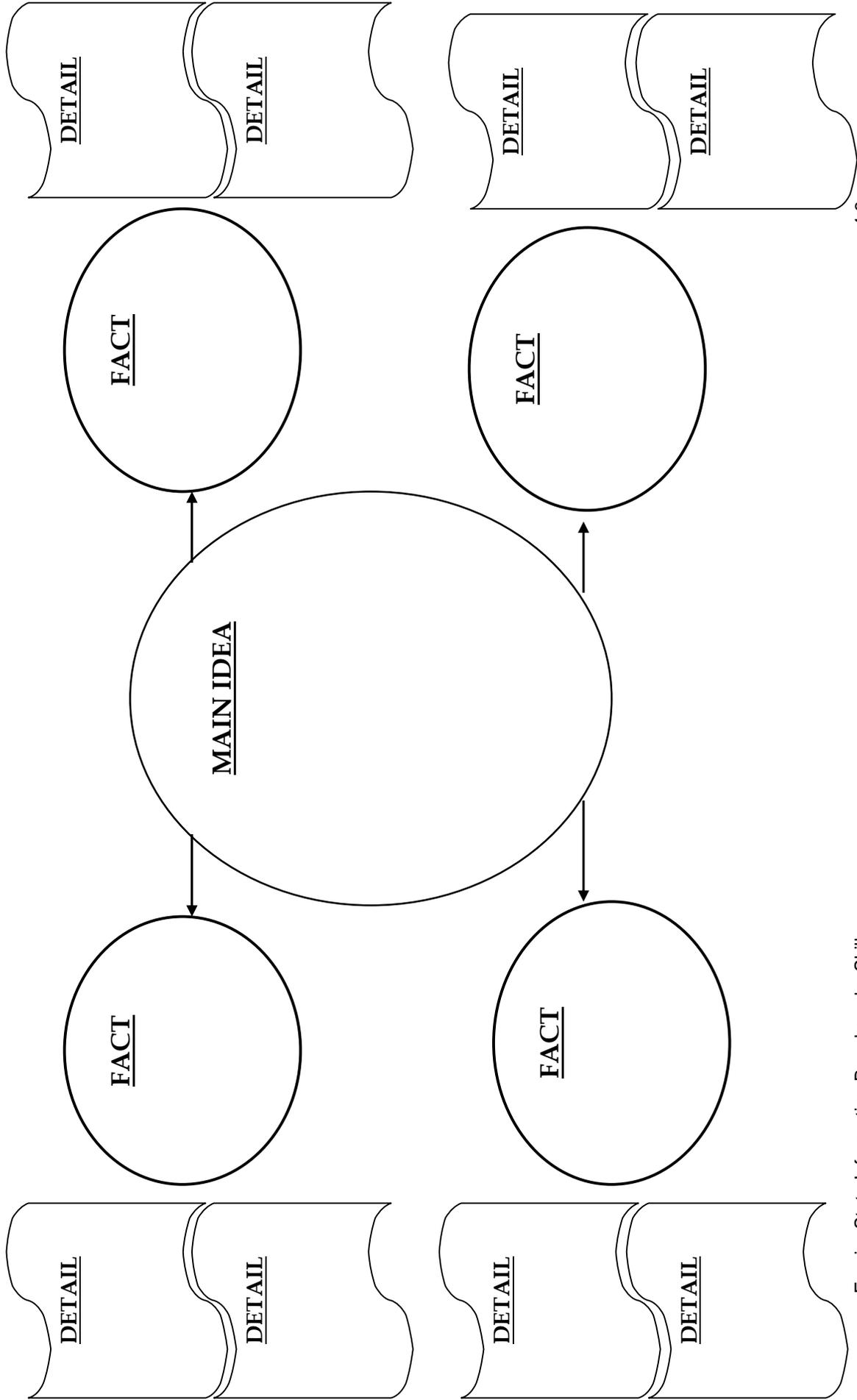
Name_____**Class**_____

Summarizing the Important Ideas

| IMPORTANT IDEA | IMPORTANT IDEA | IMPORTANT IDEA | IMPORTANT IDEA |

SUMMARY:

Supporting the Main Idea

Main Idea

Supporting Detail	Supporting Detail	Supporting Detail
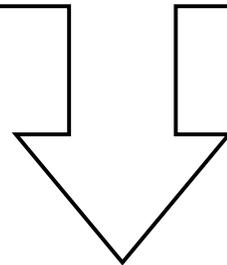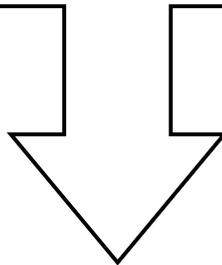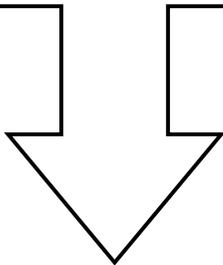
Summary

Name_____ Class_____

Identifying the Story Elements

Title _____

Author_____

Character(s)
Setting
Problem (conflict)
Solution (resolution)
Main Idea

Name_____ Class_____

Using Feedback to Revise My Work

Attribute	Feedback from Teacher	Feedback from Others
The research answered the questions.		
The main idea is clearly presented.		
Supporting details for the main idea were provided.		
The final project is written in the student's own words.		
The final project is neat, clear, and well-organized.		
The project has been reviewed for proper grammar.		
There were multiple sources including print and electronic.		
All sources were cited and in a proper bibliographic format.		
The project is interesting and keeps the reader's attention.		

I will modify and revise my work in the following ways:

_____

_____

_____

_____

_____

_____

_____

_____

Name_____ Class_____

<u>Strengths and Goals</u>

What I did well: **Why was it good?**

1.

1.

2.

2.

3.

3.

What could have been better: **How can I improve it?**

1.

1.

2.

2.

3.

3.

Information Fluency: Priority Benchmark Skills and Assessments
Grade 5

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect	5.1 Uses sources to acquire background information and brainstorms ideas for further inquiry.	5.1 Using Background Information to Brainstorm Ideas
Inquiry Phase: Wonder	5.2 Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry.	5.2 Writing Questions That Lead to Inquiry
Inquiry Phase: Investigate	5.3 Selects and uses multiple appropriate print, nonprint, electronic, and human sources to answer questions.	5.3 Using Multiple Sources
	5.4 Uses navigation tools of a Website to find information.	5.4 Using Website Navigation Tools
	5.5 Evaluates print and electronic information for usefulness, relevance, and accuracy.	5.5 Evaluation Tool Sheet
	5.6 Uses various note taking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers).	5.6 Notetaking Grid 5.6 Notetaking by Question
Inquiry Phase: Construct	5.7 Forms opinion and uses evidence from text to back it up.	5.7 Using Evidence to Support Opinions
Inquiry Phase: Express	5.8 Cites all sources used according to model provided by teacher.	5.8 Bibliography Worksheet
	5.9 Modifies and revises own work based on feedback from teacher and others.	5.9, 5.10 Using Feedback to Revise My Work
Inquiry Phase: Reflect	5.10 Assesses and revises own work with guidance.	5.9, 5.10 Using Feedback to Revise My Work
	5.11 Identifies own strengths and sets goals for improvement.	5.11 Strengths and Goals
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name

Class

Using Background Information to Brainstorm Ideas
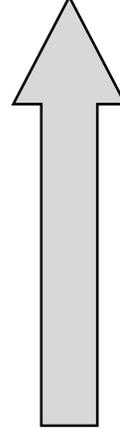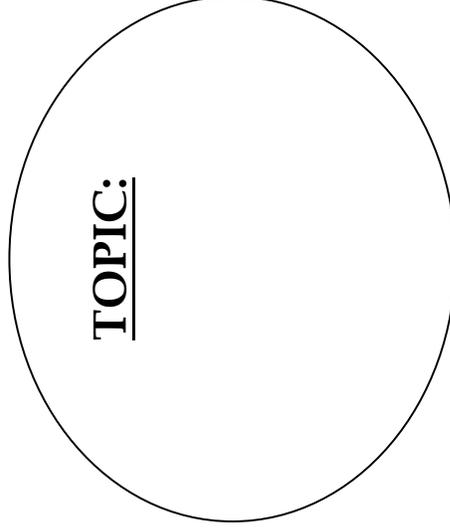
Ideas for further inquiry:

Ideas for further inquiry:

TOPIC:

Source:

Information:

Source:

Information:

Name_____ Class_____

Writing Questions That Lead to Inquiry

Question:

_____

_____

_____

Can your question be answered by research?

✓ Is this a topic that someone would have written about? If yes, why do you think so?

_____

_____

✓ Will there be facts as well as opinions about this topic?

_____

_____

Will your question lead to an interesting inquiry investigation?

✓ Am I interested in the topic?

✓ Does the question go beyond a yes/no answer?

✓ Is the question complex enough to require information beyond a few simple facts to answer it?

✓ Does the question lead to investigating multiple points of view?

How could you revise the question to make it answerable and more interesting?

Revised Question:

_____

_____

_____

Name_____ **Class**_____

Using Multiple Sources

My Research Notes About:

_____

_____

Source Formats include: • Print • Nonprint • Electronic • Human	Question 1	Question 2	Question 3
Source 1 **Source format:**	Notes	Notes	Notes
Source 2 **Source format:**	Notes	Notes	Notes
Source 3 **Source format:**	Notes	Notes	Notes

Name_____Class_____

Using Website Navigation Tools

Topic:

Question(s):

Navigation Tool	Information Found
Navigation Tabs	
Left/Right Channels	
Search Box	
Icons or Images	
Embedded Links	
Crumb Trail	

Name_____ Class_____

Evaluation Tool Sheet

Resource:

Usefulness

Criteria	Yes/No	Evidence
Does the information in the resource answer my question(s)?		
Is the information current? When was the information written?		
Is the information provided fact or opinion?		

Relevance

Criteria	Yes/No	Evidence
Is the information from a primary source or secondary source?		
Is the information provided objective or only one side of an argument? Is there a particular point of view?		
Is the information related to your topic?		

Accuracy

Criteria	Yes/No	Evidence
Do you know who the author of the information is? Is it clear or hidden?		
Is the source of the information trustworthy?		
Does the resource provide a comprehensive overview or a sketchy one?		

Name _____ Class _____

Notetaking Grid

Topic:	Key Question:	Key Question:	Key Question:
Resource:			
Resource:			
Connect & React			

Empire State Information Skills Benchmarks

5:6

Name _____ Class _____

Notetaking by Question

Topic: _____

	Resource (Web site or print source)	Information	Vocabulary (Key Words)	Paraphrase
Key Question:				
Key Question:				
Key Question:				
Key Question:				

Name _____

Class _____

Using Evidence to Support Opinions

Important Facts

_____

Main
Ideas

My
Opinion

_____

Evidence to Support
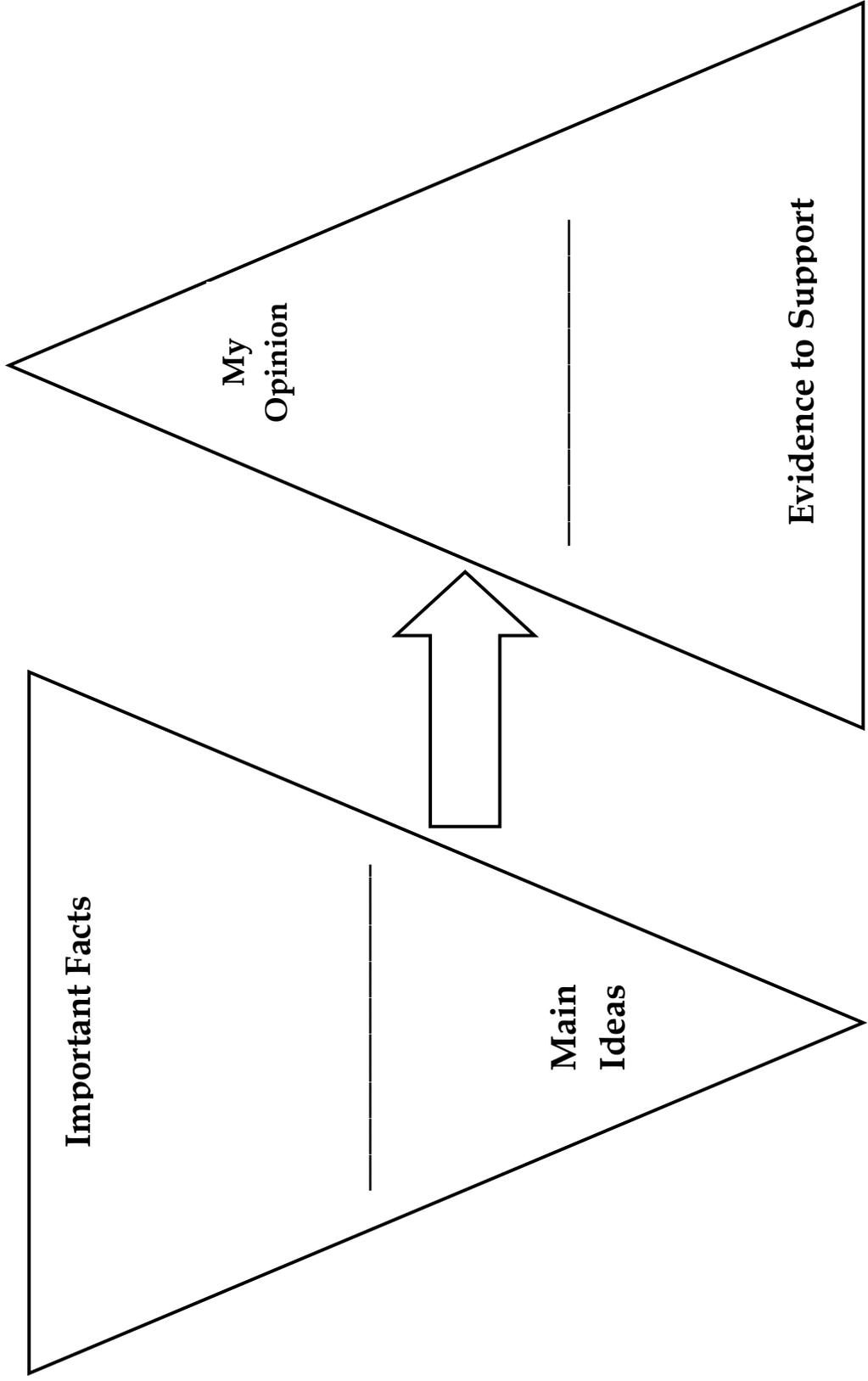
Name_____ Class_____

Bibliography Worksheet

Book Citation

Example:

Author's Last Name	Maguire
Author's First Name	Gregory
Title of Book	Wicked
City of Publication	New York
Name of Publisher	Harper Collins Publishers
Copyright Year	1995
Macguire, Gregory. <u>Wicked</u>. New York: HarperCollins Publishers, 1995.	

My Citation:

Author's Last Name	
Author's First Name	
Title of Book	
City of Publication	
Name of Publisher	
Copyright Year	

Name_____ Class_____

Using Feedback to Revise My Work

Attribute	Feedback from Teacher	Feedback from Others
The research answered the questions.		
The main idea is clearly presented.		
Supporting details for the main idea were provided.		
The final project is written in the student's own words.		
The final project is neat, clear, and well-organized.		
The project has been reviewed for proper grammar.		
There were multiple sources including print and electronic.		
All sources were cited and in a proper bibliographic format.		
The project is interesting and keeps the reader's attention.		

I will modify and revise my work in the following ways:

_____

_____

_____

_____

_____

_____

_____

Name_____ Class_____

<u>Strengths and Goals</u>

What I did well: **Why was it good?**

1.

1.

2.

2.

3.

3.

What could have been better: **How can I improve it?**

1.

1.

2.

2.

3.

3.

Information Fluency: Priority Benchmark Skills and Assessments
Grade 6

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect		
Inquiry Phase: Wonder		
Inquiry Phase: Investigate	6.1 Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves. 6.2 Uses both primary and secondary sources.	6.1 Online Catalog 6.2 Making Inferences from Facts
Inquiry Phase: Construct	6.3 Combines information and weighs evidence to draw conclusions and create meaning.	6.3 Drawing Conclusions from Information
Inquiry Phase: Express	6.4 Presents conclusions and supporting facts in a variety of ways.	6.4 Conclusions and Supporting Evidence 6.4 CEI: Claim, Evidence and Interpretation
Inquiry Phase: Reflect		
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name_____ Class_____

Online Catalog

Catalog Search	Description	Strategy/Search Results
Author	Use this search to find all works written by an author. An author may be a person or an organization.	
Title	Use this search when you know all or part of a title.	
Author/title combination	Use this search when you have all of this information.	
Keyword	Keywords are words occurring in author names, titles, subject headings, publisher names or contents notes of catalog records. Use this all-purpose search when you are not sure which subject to use or other searches don't produce needed results.	
Subject	Use this "controlled vocabulary" search to find works *about* a topic or an author.	
Call Number	Each unique work in the catalog has its own call number. Call numbers are created by the library and printed on item labels. Because of the way they are structured, they bring works on the same topic or by the same author together, so that you can browse library shelves to find related sources.	

Adapted from net.TUTOR: Searching the library catalog http://liblearn.osu.edu/tutor/oscar/pg2.html

Name_____ Class_____

Making Inferences from FACTS

Inferences
Guesses we
make by using what see
or read plus what we know
from our own experiences.

Fact/Observation	Inference *This fact or observation suggests that...*

Name_____ **Class**_____

Drawing Conclusions from Information

Facts	Inferences

Conclusion

Name_____ Class_____

Conclusions and Supporting Evidence

Conclusions
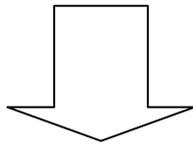
Supporting Evidence

Name_____Class_____

CEI: Claim, Evidence and Interpretation

Claim:

Evidence: Examples, quotes, textual references that support the claim …

Interpretation: An explanation and/or analysis of the evidence

Information Fluency: Priority Benchmark Skills and Assessments
Grade 7

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect	7.1 States and verifies what is known about the problem or question and makes connections to prior knowledge.	7.1 Predicting Answers to Inquiry Questions
Inquiry Phase: Wonder	7.2 Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis.	7.2 Developing Focus Questions
Inquiry Phase: Investigate	7.3 Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy. 7.4 Uses both facts and opinions responsibly by identifying and verifying them.	7.3 Notetaking Grid 7.3 Website Evaluation 7.4 Fact vs. Opinion
Inquiry Phase: Construct	7.5 Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions. 7.6 Interprets information and ideas by defining, classifying, and inferring.	7.5 Cause and Effect Diagram 7.5 One Cause/One Effect 7.5 Cause-Effect Chart 7.5 Chain-of-Events 7.5 Chronological Order 7.5 Time Sequence Organizer 7.5 Flow Chart 7.6 Readers Make Inferences
Inquiry Phase: Express	7.7 Cites all sources used according to local style formats.	7.7 Bibliography Worksheet
Inquiry Phase: Reflect	7.8 Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment.	7.8 Self-Assessment
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name_____ **Class**_____

Predicting Answers to Inquiry Questions

Topic: _____

Background Information:
Important people, places, dates:

Important issues:

Key words and concepts:

Question:	Predicted Answer: Why?
Question:	Predicted Answer: Why?
Question:	Predicted Answer: Why?

Name_____ **Class**_____

Developing Focus Questions

Your topic: _____

<table>
<tr>
<td rowspan="2">From simple to complex questions</td>
<td colspan="2">STARTING QUESTION:</td>
</tr>
<tr>
<td colspan="2">Open question using the 5 W's & How</td>
</tr>
<tr>
<td></td>
<td>
Who

What

When

Where

Why

How
</td>
<td></td>
</tr>
<tr>
<td></td>
<td colspan="2">2. THINK DEEPLY:</td>
</tr>
<tr>
<td></td>
<td colspan="2">Layered questions using comparison, cause and effect, importance</td>
</tr>
<tr>
<td></td>
<td colspan="2">
How are _____ and _____ related?

How will / did _____ affect _____?

What would / did _____ do to _____?

Why might _____ be / have been important for _____?
</td>
</tr>
</table>

Name _____

Class _____

Notetaking Grid

Key Question	Resource (Website)	Information	Vocabulary (Key Words)	Paraphrase
Key Question				
Key Question				
Key Question				

Name_____ Class_____

Website Evaluation

Use the following criteria and questions to evaluate Websites for use in your research:

Criteria	**Your Evaluation**
Website • Title • Author or Publisher • Last Updated • URL	
Authority • What are the credentials of the author or publisher? • Is this a personal page or is it sponsored by an organization? • What is the point of view or perspective of the creator?	
Navigation • What navigation tools are embedded in the site (e.g., navigation bar, tabs, left or right channel, site map) and how easily is the site navigated? • What tools are offered to make the text easier to navigate (e.g., headings, bullets, graphics, highlighting)? • Are all embedded links active?	
Relevance • Does the Website address your topic and research questions? • Can you read and understand the text?	
Accuracy • Does the information appear to be accurate because it matches information found in other resources? Is it up-to-date? • Is the information mostly facts or opinion? • Is believable evidence provided to back up all statements?	
Comprehensiveness • Is the information complete and comprehensive? • Does the site present more than one perspective?	

Name_____ **Class**_____

FACT VS. OPINION

Directions: Understanding text often involves being able to tell the difference between fact and opinion. Often writers will mix fact and opinion, and it becomes the job of the reader to sort them out.

Facts are objective (i.e., the can be proven).
- *The White House is where the president lives.*

Opinions are subjective (i.e., they express a preference or bias).
- *I think all dogs are mean.*

	Text details & direct quotes from text	Explain how you know the details are facts or opinions
FACTS		
OPINIONS		

Name_____ **Class**_____

Cause and Effect Diagram

Causes
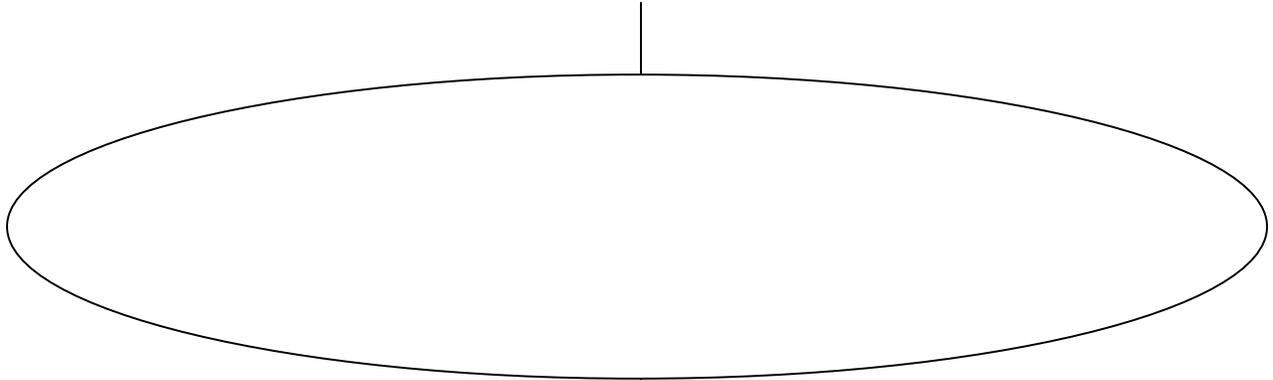
Topic
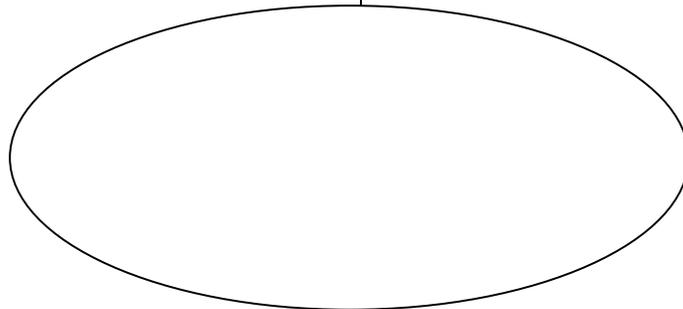
Effects
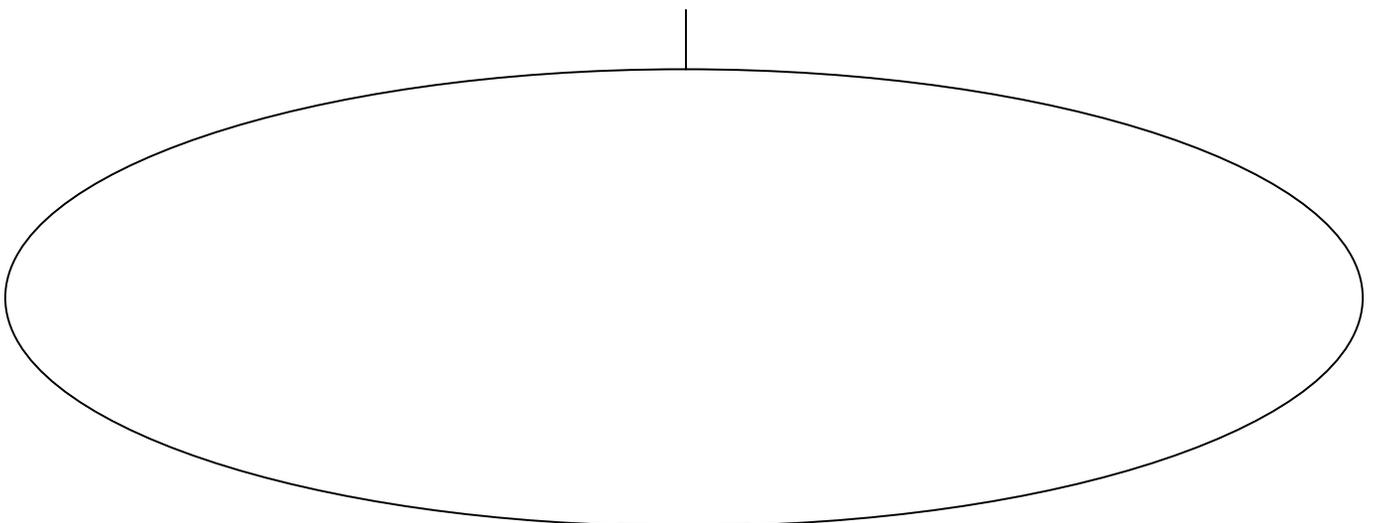
Name_____ **Class**_____

One Cause / One Effect

A *cause* is an event that makes something happen. An *effect* is what happens because of the cause. To find a cause, ask why something happened. To find an effect, ask what happened as a result of something. The chart below is presented to identify cause and effect.

Topic: _____

CAUSE

↓
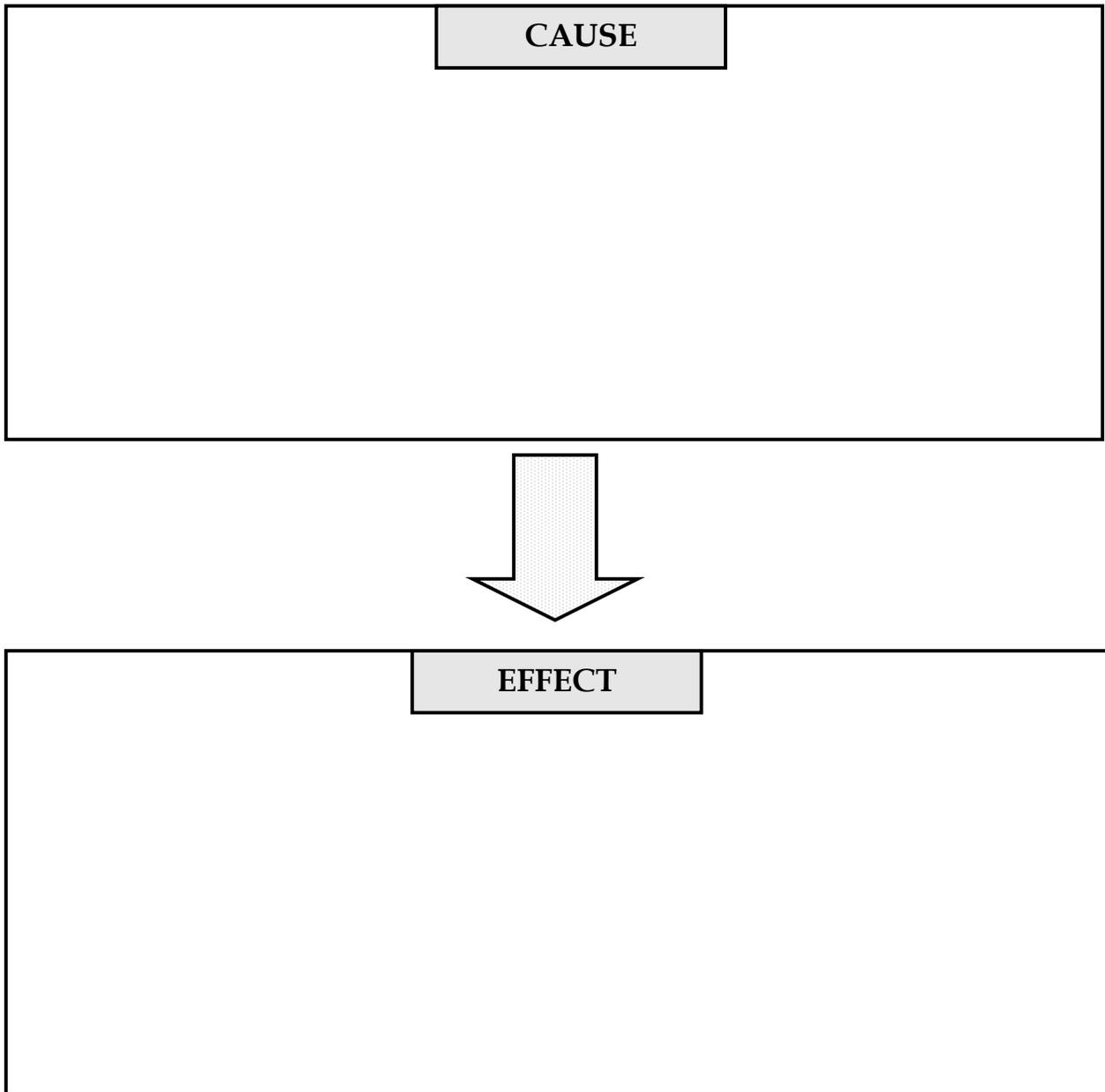
EFFECT

Name _____

Class _____

Cause-Effect Chart

Cause		Effect

Cause

Effect

Effect

Effect
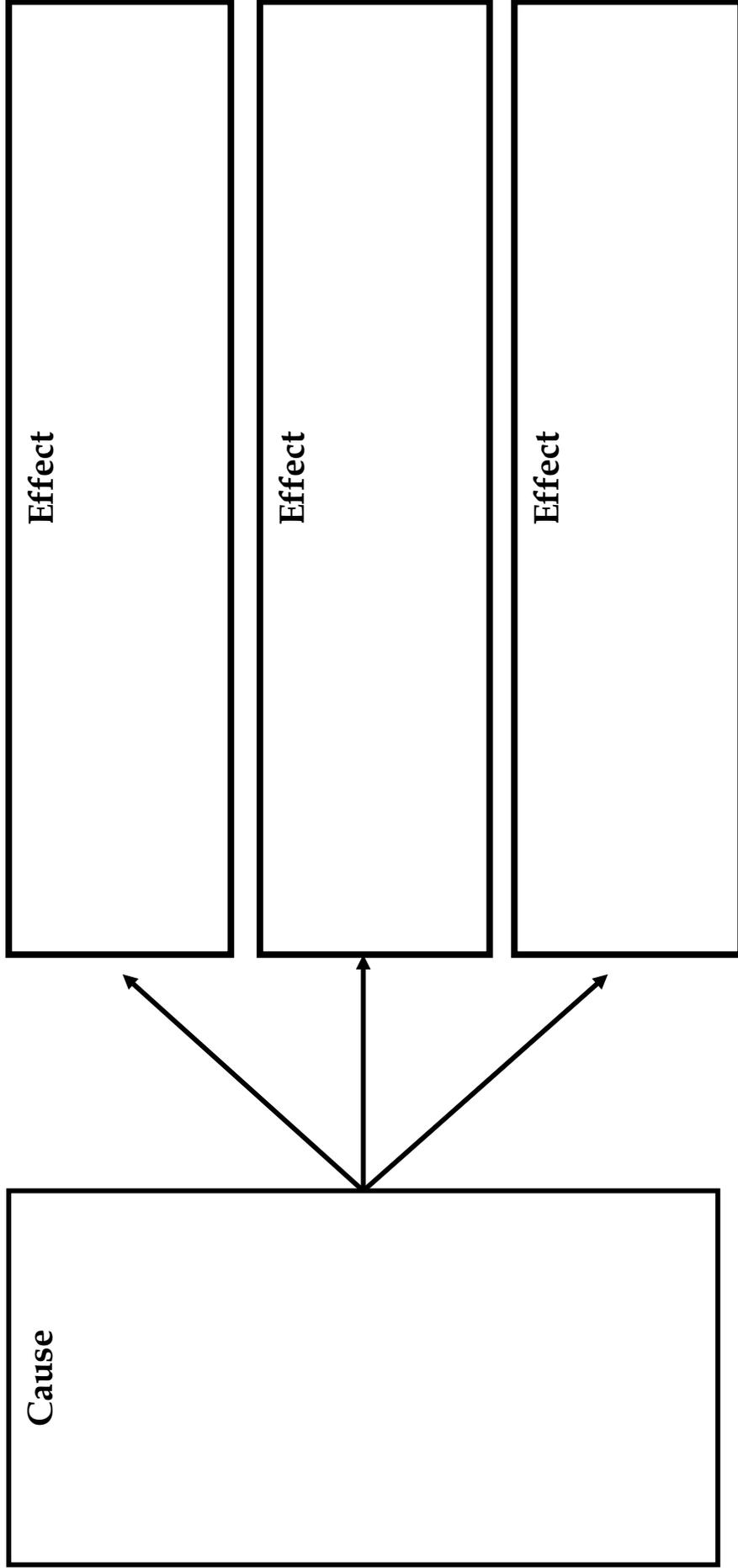
Name_____Class_____

Chain-of-Events
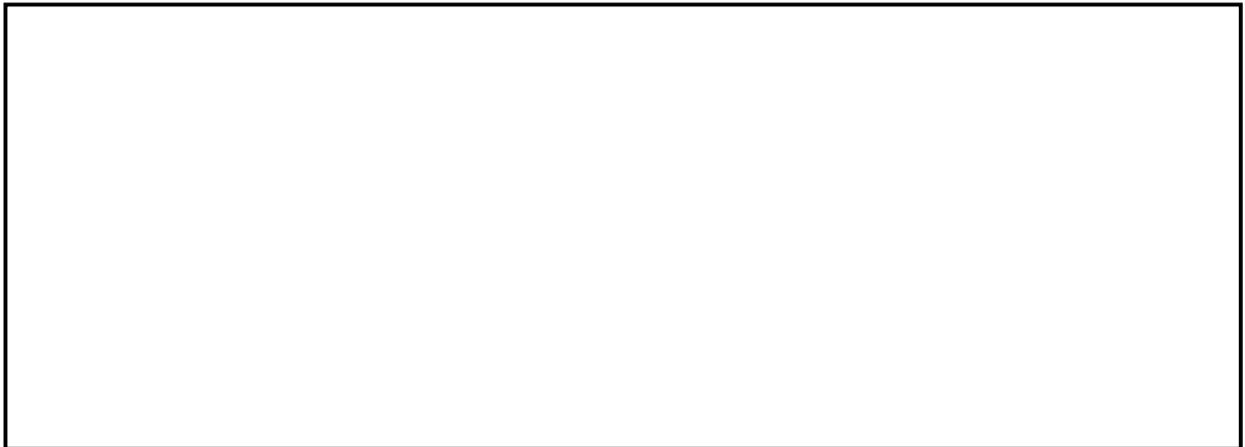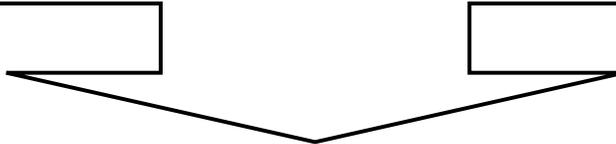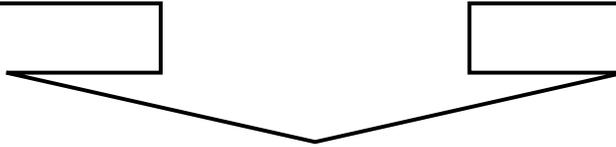
Chronological Order
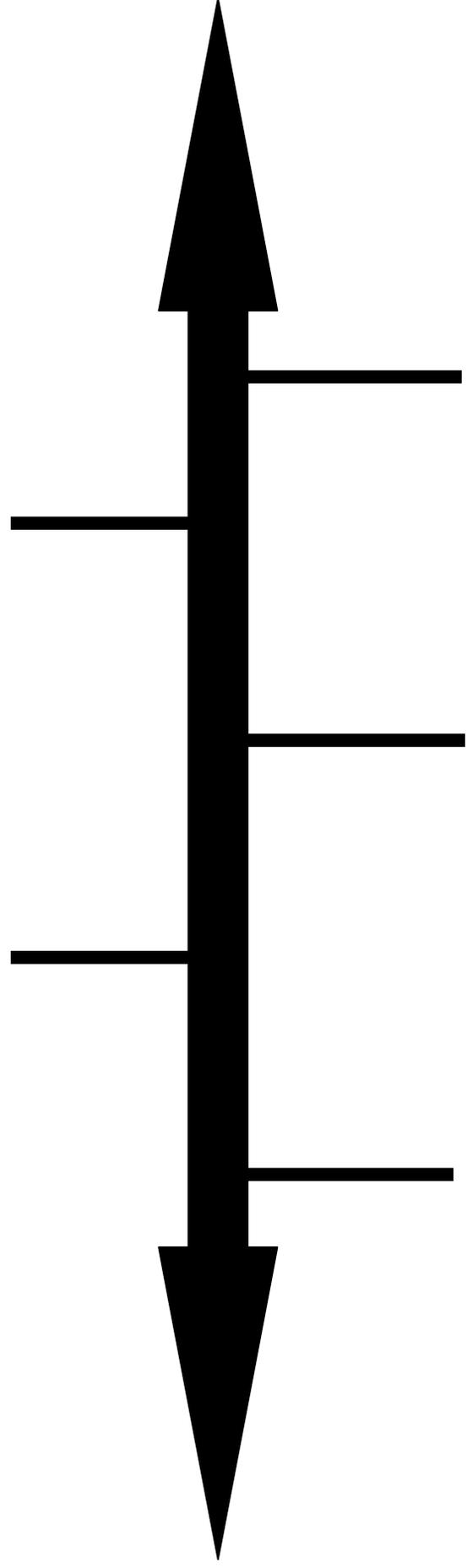
Name _____

Class _____

Time Sequence Organizer
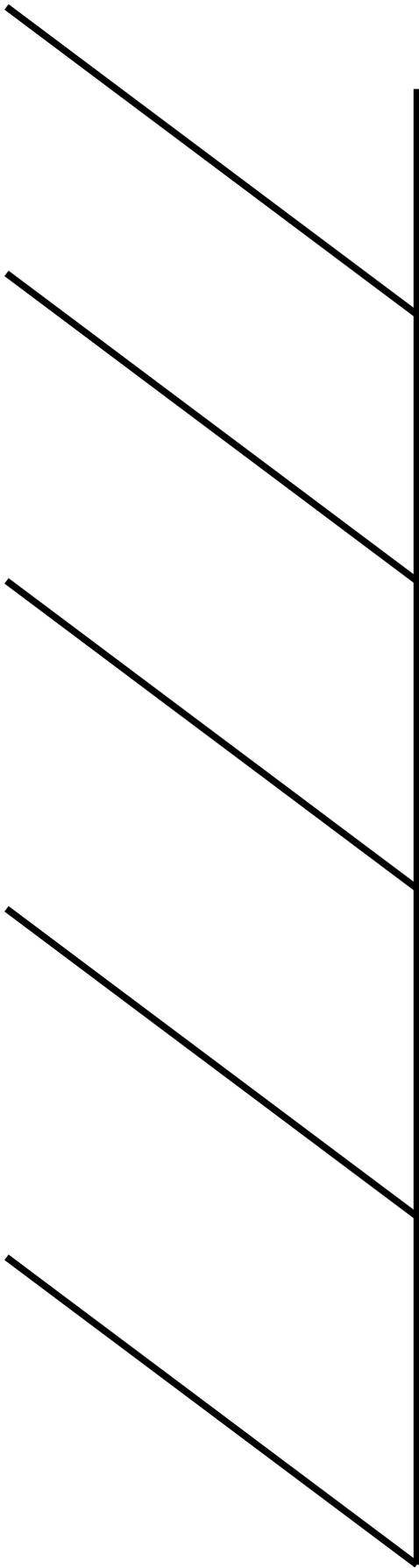
Flow Chart
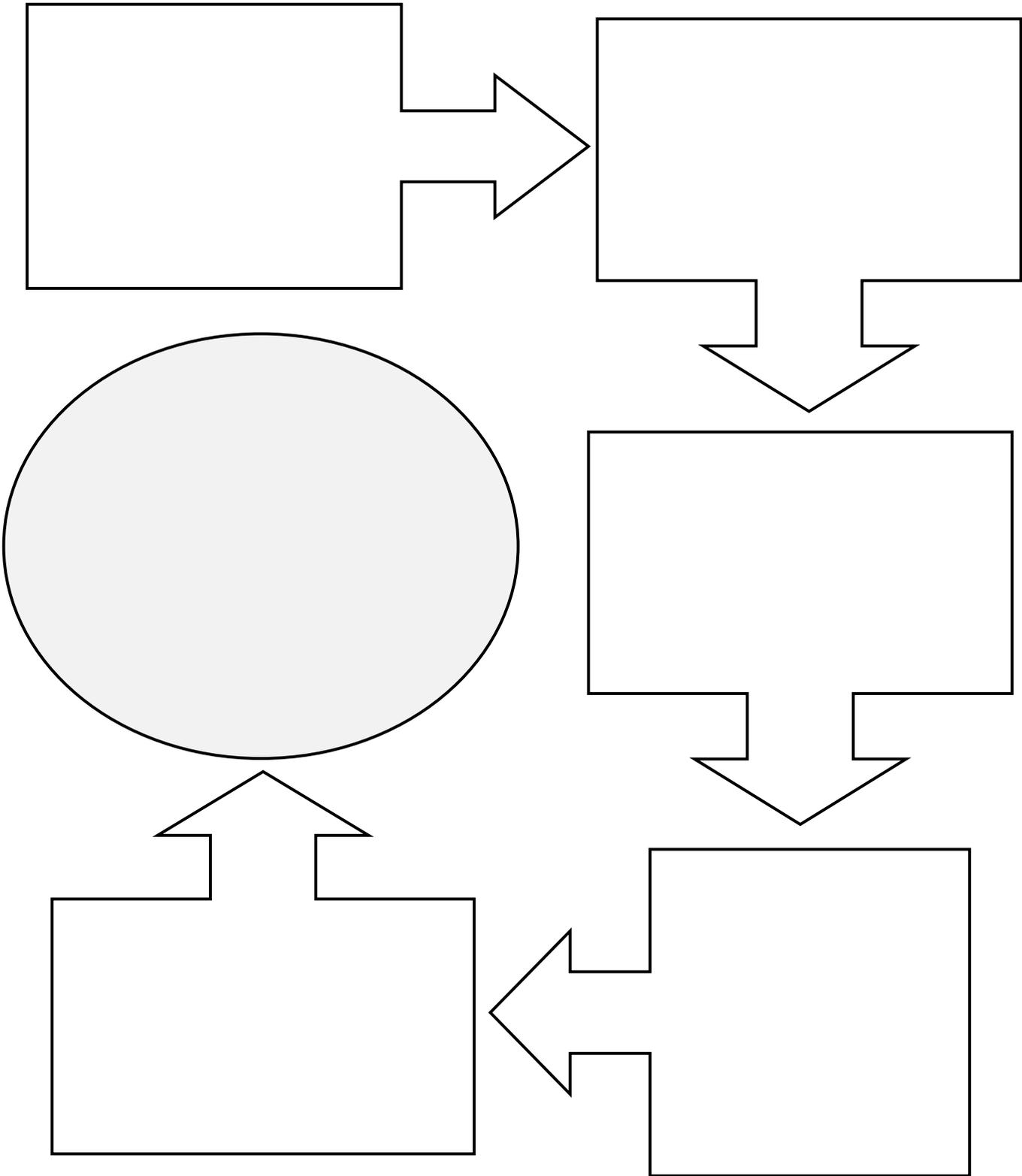
Readers Make Inferences
Figuring Out What Writers Mean by What They Say
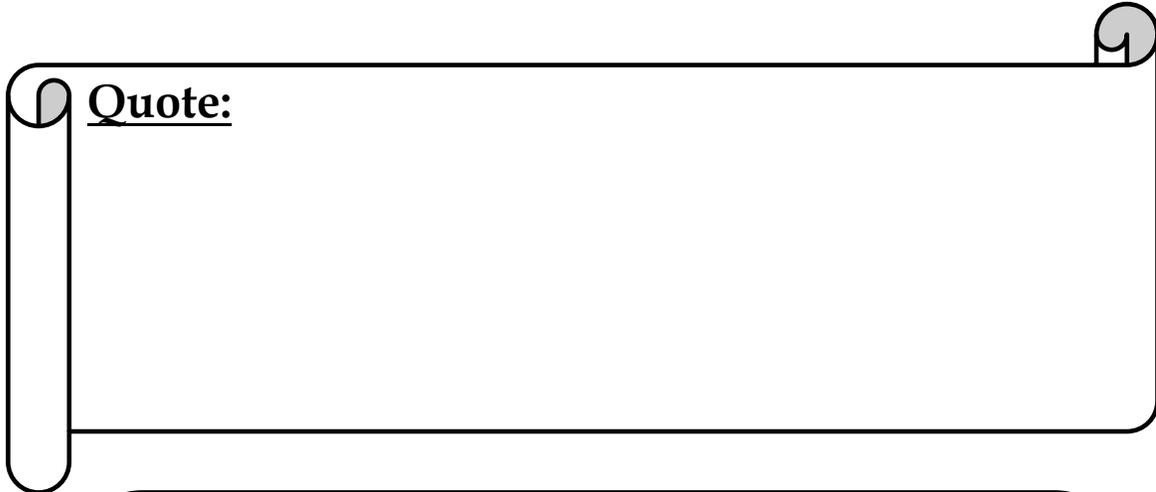
Quote:

What it says in your own words

What it means "between the lines"

Name_____ Class_____

Bibliography Worksheet

To generate a bibliography, capture the following information for different types of sources. Then you may use a free online citation generator to format the bibliographic entry (for example, www.easybib.com; www.bibme.org; or www.workscited4u.com).

Book (one author)	
Author's Last Name, First Name	
Title of Book	
City of Publication	
Publisher	
Copyright Year	

Magazine Article	
Author's Last Name, First Name	
Title of Article	
Name of Magazine	
Volume and Issue of Magazine	
Date of Magazine	
Page Numbers	
URL (if online)	
Retrieval Date (if online)	

Encyclopedia Article	
Author's Last Name, First Name	
Title of Article	
Name of Encyclopedia	
Editor of Encyclopedia (if available)	
Volume, Pages	
City of Publication	
Publisher	
Copyright Year	

Website	
Author's Last Name, First Name	
Title of Web page	
Title of Website (if different)	
Publisher of Website	
URL	
Last Updated Date	
Retrieval Date	

Name_____ Class_____

<u>Self-Assessment</u>
Identifying own strengths and setting goals for improvement

1. **What two parts of the assignment did you do well?**

2. **What part did you enjoy the most?**

3. **What part could you have improved?**

4. **Name two goals for improvement on your next assignment like this.**

Information Fluency: Priority Benchmark Skills and Assessments
Grade 8

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect	8.1 Revises the question or problem as needed to arrive at a manageable topic for inquiry.	8.1 Narrowing Down a Large Topic 8.1 Narrowing Down a Large Topic - *Example*
Inquiry Phase: Wonder	8.2 Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison).	8.2 Refining Research Question to Search for Different Types of Information
Inquiry Phase: Investigate	8.3 Uses different formats (e.g. books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information. 8.4 Recognizes the effect of different perspectives and points of view on information. 8.5 Recognizes that own point of view influences the interpretation of information.	8.3 Using Different Sources 8.4 The Effects of Different Perspectives on Issues/Topics 8.5 Point of View Influences Interpretation or Information
Inquiry Phase: Construct	8.6 Draws conclusions based on explicit and implied information.	8.6 CEI: Claim, Evidence and Interpretation 8.6 Drawing Conclusions from Information
Inquiry Phase: Express	8.7 Creates products for authentic reasons and audiences.	8.7 My Research Project
Inquiry Phase: Reflect	8.8 Identifies own strengths and sets goals for improvement.	8.8 Strengths and Goals
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name_____ Class_____

Narrowing Down a Large Topic

HINT: Choose one subtopic

Perform *all* research necessary to understand that *one* subtopic

Subtopic		Subtopics		Subtopic

MAIN TOPIC:

Subtopic		Subtopics		Subtopic

Process for Selecting a Topic
- Read all available information on the main topic. Why? When you read, you will learn about terms or words and subtopics (issues that are related to your main topic).
- Choose the subtopic that not only most interests you but also has ample information.
- During and after your reading, write down questions that were not completely answered by your studies and/or readings or questions that arise from interest in the topic.

Process for Selecting Search Engines
- Use any browser dialogue box.
- Type in the term "Search Engines" You will see that some results have notes that not only tell whether they are true search engines, but also the *type* of research for which they are best suited.

Name_____ Class_____

Narrowing Down a Large Topic - *Example*

Perform *all* research necessary to understand that *one* subtopic

Subtopic: Causes
Use the left- and right-hand boxes to note three causes of illegal immigration

Subtopic

Cause 1

Cause 2

Subtopic

Cause 3

MAIN TOPIC: Illegal Immigration

What issues make illegal immigration a complex societal problem?

Subtopic

Effect 1

Effect 2

Subtopic: Effects
Use the left- and right-hand boxes to note four effects illegal immigration can have on a host country/community

Subtopic

Effect 3

Effect 4

Process for Selecting a Topic
- Read all available information on the main topic. Why? When you read, you will learn about terms or words and subtopics (issues that are related to your main topic).
- Choose the subtopic that not only most interests you but also has ample information.
- During and after your reading, write down questions that were not completely answered by your studies and/or readings or questions that arise from interest in the topic.

Process for Selecting Search Engines
- Use any browser dialogue box.
- Type in the term "Search Engines" You will see that some results have notes that not only tell whether they are true search engines, but also the *type* of research for which they are best suited.

Refining Research Question to Search for Different Types of Information

TOPIC: _____

ORIGINAL RESEARCH QUESTION	
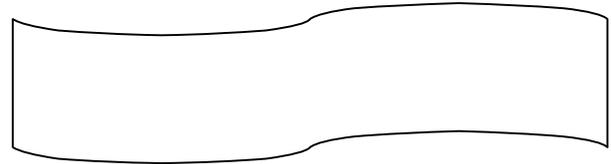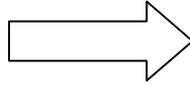
REVISE QUESTION TO SEARCH FOR AN OVERVIEW OF THE TOPIC	
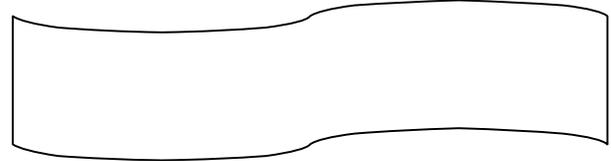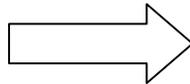
REVISE QUESTION TO SEARCH FOR THE BIG IDEA OF THE TOPIC	
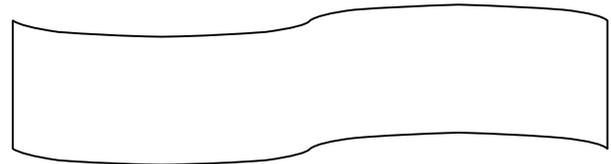
REVISE QUESTION TO SEARCH FOR SPECIFIC DETAILS OF THE TOPIC	
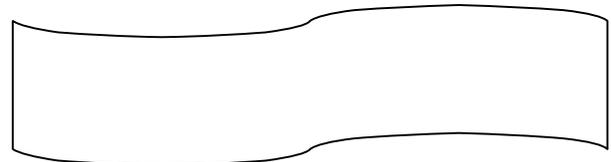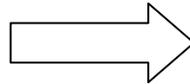
REVISE QUESTION TO SEARCH FOR CAUSES AND EFFECTS OF THE TOPIC	
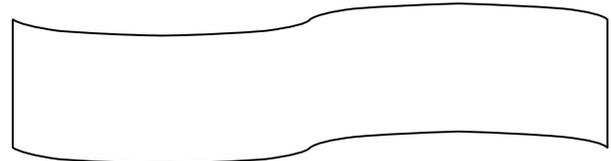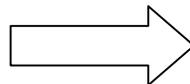
REVISE QUESTION TO SEARCH FOR A COMPARISON OF THE TOPIC AND SOMETHING ELSE	
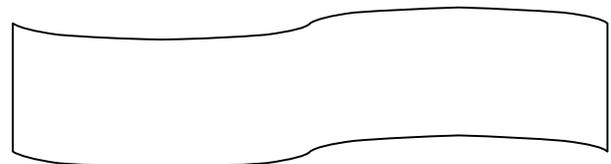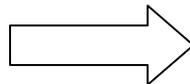
Name_____ Class_____

Using Different Sources

Topic: _____

Type of Source	Found Information	Found Information	Found Information
Books 1. _____ 2. _____ 3. _____			
Websites 1. _____ 2. _____ 3. _____			
Subscription Databases 1. _____ 2. _____ 3. _____			
Multimedia 1. _____ 2. _____ 3. _____			
Graphs and Charts 1. _____ 2. _____ 3. _____			
Maps and Diagrams 1. _____ 2. _____ 3. _____			

Name_____ Class_____

The Effects of Different Perspectives on Issues/Topics

Issue/Topic:

One perspective:

Why he or she thinks this:

Someone else's perspective:

Why he or she thinks this:
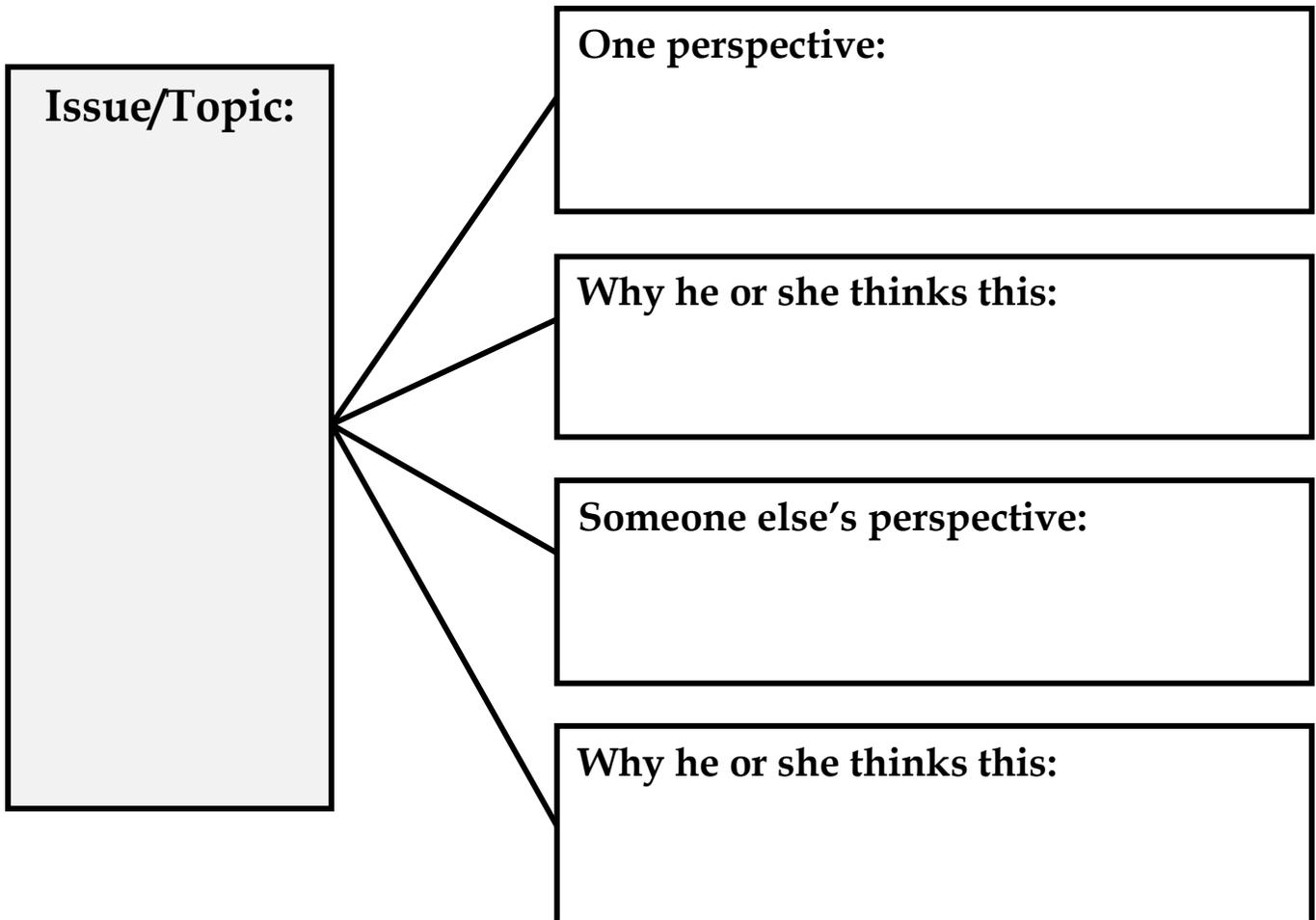
What I think about the two perspectives:

Name_____ Class_____

Point of View Influences Interpretation of Information

Topic: _____

Idea #1:	My interpretation (What I think this means):	How someone with an opposite point of view might have interpreted this idea:
Idea #2:	My interpretation (What I think this means):	How someone with an opposite point of view might have interpreted this idea:
Idea #3:	My interpretation (What I think this means):	How someone with an opposite point of view might have interpreted this idea:

Name_____**Class**_____

CEI: Claim, Evidence and Interpretation

Claim:

Evidence: Examples, quotes, textual references that support the claim ...

Interpretation: An explanation and/or analysis of the evidence

Name_____ **Class**_____

Drawing Conclusions from Information

Facts

Inferences

Conclusion

Name_____ Class_____

My Research Project

Why am I doing this research? What do I want to show in the end?

Who am I researching for? Who might see my final product?

Name_____ Class_____

Strengths and Goals

What I did well:

1.

2.

3.

Why was it good?

1.

2.

3.

What could have been better:

1.

2.

3.

How can I improve it?

1.

2.

3.

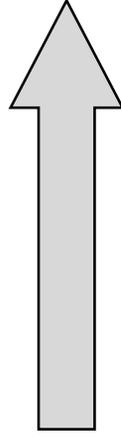# Information Fluency: Priority Benchmark Skills and Assessments
Grade 9

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect	9.1 Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research. 9.2 Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest.	9.1 Identifying Key Words, Concepts, Synonyms and Related Terms 9.2 Mind Mapping
Inquiry Phase: Wonder		
Inquiry Phase: Investigate	9.3 Takes notes using one or more of a variety of note taking strategies, including reflecting on the information (e.g., graphic organizers, two-column notes).	9.3 Notetaking Grid 9.3 Reflective Notetaking 9.3 Notetaking to Answer Questions 9.3 Notes on Main Ideas and Supporting Evidence 9.3 Notes on Main Ideas and Supporting Evidence - *Example*
Inquiry Phase: Construct	9.4 Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered.	9.4 Organizing Information – *Example* 9.4 Organizing Information - Rubric
Inquiry Phase: Express		
Inquiry Phase: Reflect	9.5 Identifies own strengths and sets goals for improvement.	9.5 My Strengths in the Inquiry Process 9.5 My Strengths in the Inquiry Process - Example
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Identifying Key Words, Concepts, Synonyms and Related Terms

Effective researchers use a strategy of broadening their search for information by identifying key words, concepts, synonyms, and related terms. You can find these alternative search terms by consulting an **overview article** in a magazine or encyclopedia, a **thesaurus**, a **dictionary, search engines**, and **subject headings** in the library catalog. You should start this process as soon as you decide on a topic or research question and continue to build your list throughout your inquiry.

Key Words *(Words that convey the main ideas of your topic or questions)*	Concepts *(Words that describe the big ideas to which your topic is related)*	Synonyms *(Words that mean the same as your key words)*	Related Terms *(Words that are closely associated with key words, but not substitutes like synonyms)*
Example Topic/Question: How will global warming affect life in New York City during the 21st century?			
Ex: global warming, climate, greenhouse gases, solar radiation	Ex: ecological system, environment	Ex: earth temperature, greenhouse effect	Ex: climate change, earth's atmosphere

Your Topic/Question:

Key Words	Concepts	Synonyms	Related Terms

Name_____ Class_____

Mind Mapping

Mind Mapping is a method of creating a visual image that communicates a big idea, supporting ideas, and relationships among ideas. Researchers use mind maps to brainstorm a picture of their inquiry topic, to figure out the aspects of the topic that are most interesting or open to inquiry, and to think through definitions, examples, causes, effects, and questions.

What does a mind map look like?
A mind map has an image of the main idea in the center, with 5-10 ideas that relate to the main idea revolving around the center, but connected by lines labeled with words that express the relationship between the two ideas.

For example, a mind map of the "Life of a Soldier in the American Civil War" might have an image of a soldier's cap in the center, with ideas like "boy soldiers," "food and supplies," "weaponry," "life in the camps," and "fighting" surrounding the center image.
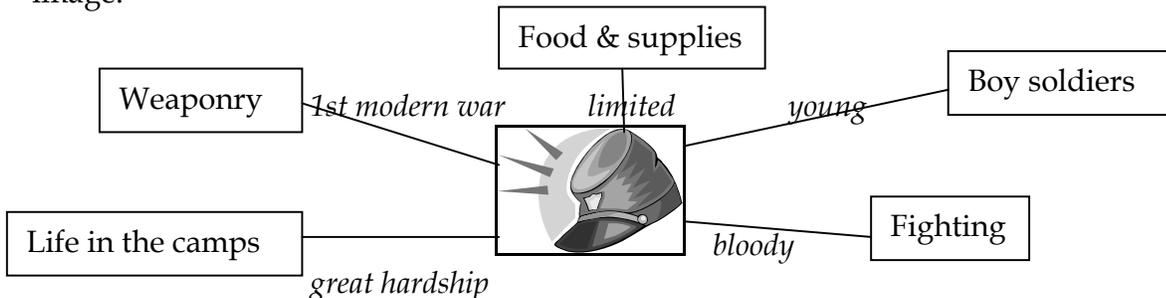
Process for Creating a Mind Map
1. In the center of your paper or screen, draw a symbol or image that represents the main idea.
2. Draw branches from the main idea to 5-10 subtopics that you have gathered from prior knowledge or background information. The subtopics can be expressed as words or images.
3. Label the branch lines with descriptive words or verbs to express the relationship between the ideas.
4. You may decide to extend the mind map by brainstorming smaller topics that relate to each subtopic.
5. You can use color, different types of print or graphics, and variations in size to ensure that your main ideas and relationships are clear.
6. Be creative! This is a chance to clarify an overall picture of your inquiry topic and figure out what **you** want to research in more detail.

Try these sites for free mind mapping tools:

- http://mywebspiration.com/
- http://www.mindmeister.com/
- http://www.mindomo.com/

Name _____   Class _____

Notetaking Grid

Topic: _____

Key Question:	Resource (Website)	Information	Vocabulary – Key Words	Paraphrase
Key Question:				
Key Question:				

Name_____ Class_____

<u>**Reflective Notetaking**</u>

Question:		
Source/Pg	**Notes in Own Words – Answers to Question**	**Reactions (Questions, Opinions, Responses, Gaps, Inaccuracies)**

Name _____ Class _____

Notetaking to Answer Questions

Topic:	Key Question:	Key Question:
Resource:	Evidence:	Evidence:
Evaluation of Evidence:		

Class _____

Notes on Main Ideas and Supporting Evidence

Key Question/Topic *Write down your topic sentence and/or question you are attempting to find information to answer/prove*	Citation Information for Source *Write down the information you will need to write a bibliographic citation for your source* *(www.citationmachine.net)*	Main Idea of Source *What is the main idea from your source? How does it relate to your key question/topic?*	Supporting Evidence/Details *What evidence is offered to back up the main ideas?*	Notes for Followup in Other Sources *What questions are raised or left unanswered? What conflicts in supporting evidence did you find?*

Notes on Main Ideas and Supporting Evidence - *Example*

Key Question/Topic	Citation Information for Source	Main Idea of Source	Supporting Evidence/Details	Notes for Followup in Other Sources
Write down your topic sentence and/or question you are attempting to find information to answer/prove	*Write down the information you will need to write a bibliographic citation for your source* *(www.citationmachine.net)*	*What is the main idea from your source? How does it relate to your key question/topic?*	*What evidence is offered to back up the main ideas?*	*What questions are raised or left unanswered? What conflicts in supporting evidence did you find?*
Global Warming *Why do some people still believe the prevailing view of global warming is a myth?*	"Global warming labeled a 'scam'; Documentary blames the sun.(PAGE ONE)." The Washington Times (March 6, 2007): A01. Junior Edition. Gale. NYC CSD #79 Legacy HS for Integrated. 14 Nov. 2007 <http://find.galegroup.co m/itx/start.do?prodId=ST OJ>. **Gale Document Number:**CJ160176039	With a packet of claims that are almost certain to defy conventional wisdom, a television documentary to be aired in Britain this week condemns man-made global warming as a myth that has become "the biggest scam of modern times." The program titled "The Great Global Warming Scandal" and set for screening by TV Channel 4 on Thursday dismisses claims that high levels of greenhouse gases generated by human activity causes climate change. Instead, the program suggests that the sun itself is the real culprit. *It relates to my topic because major new sources are still reporting on the idea that global warming is a myth*	Channel 4 says that the program features "an impressive roll-call of experts," including nine professors, who are experts in climatology, oceanography, meteorology, biogeography and paleoclimatology. Scientists in the Channel 4 documentary cite what they claim is another discrepancy involving conventional research, saying that most of the recent global warming occurred before 1940, after which temperatures around the world fell for four decades. It also questions an assertion by the U.N. Intergovernmental Panel on Climate Change's report that it was backed by some 2,500 of the world's leading scientists.	A documentary that aired on TV in Britain claims that global warming is a "scam" and is really caused by the sun. The program claims to have evidence from renowned scientists who refute the prevailing idea that greenhouse gases are the main culprit in global warming. They point to the world getting colder after 1940 when industrialization took off and to the fact that some of the scientists the UN claims support global warming do not.

Name_____ Class_____

<u>Organizing Information -- *Example*</u>

Skewed the financial relationships among the world powers with several countries indebted to others

Monetary policies of US, England, France and Germany were driven more by politics than economic wisdom.

Forced countries to stick to the Gold

Financial consequences of World War I

Could the Worldwide Great Depression have been p**revented?**

Lack of financial regulation in the 1920s led to poor monetary decisions and rampant speculation

Stock Market Crash of 1929

Discovered Patterns: The financial costs of World War I lead to poor monetary decision worldwide based on politics and revenge rather than sound economics. At the same time, the lack of financial regulation worldwide and the decision to stick with the gold standard, lead to speculation in the US resulting in the Stock Market Crash and subsequent financial shocks around the globe.

Name_____ Class_____

<u>Organizing Information - Rubric</u>

	4	**3**	**2**	**1**
Graphic organizer/Structure	Chosen structure clearly displays the main ideas and supporting evidence and firmly supports the thesis	Chosen structure displays the main ideas but lacks supporting evidence; the ideas do not prove the thesis	Chosen structure does not differentiate between main and supporting ideas and does not offer clear support for the thesis	Unclear why structure was chosen; no structure selected
Relationships among ideas	Relationships among topic ideas are clear and evident	Relationships among ideas are somewhat clear and evident	Relationships among ideas are often unclear and rarely evident	Relationships among ideas are not clear or evident
Discovered patterns among topic ideas	Patterns/trends among topic ideas are stated and apparent (e.g., cause and effect, order of importance)	One or two patterns/trends among topic ideas are stated and apparent	Patterns/trends among topic ideas are not visibly stated and apparent	No evidence of patterns/trends among topic ideas is found

Name_____ Class_____

My Strengths in the Inquiry Process

My Strengths in the Inquiry Process	My Goals for Improving My Skills
Connect: (Connecting to own interests, prior knowledge, and background knowledge)	**Connect:**
Wonder: (Asking questions, making predictions, forming tentative thesis)	**Wonder:**
Investigate: (Finding and evaluating information to answer questions)	**Investigate:**
Construct: (Constructing new understandings, forming opinions, drawing conclusions)	**Construct:**
Express: (Applying new understandings to new context; expressing new ideas to share with others)	**Express:**
Reflect: (Reflecting on own learning; asking new questions)	**Reflect:**
Other:	**Other:**

Name_____ Class_____

My Strengths in the Inquiry Process - *Example*

My Strengths in the Inquiry Process	My Goals for Improving My Skills
Connect: (Connecting to own interests, prior knowledge, and background knowledge) I am able to connect what I research to my own life experiences	**Connect:** I need to improve on making connections between what I am learning to prior knowledge
Wonder: (Asking questions, making predictions, forming tentative thesis) I formulate excellent essential and inquiry questions	**Wonder:** I can always refine and reformulate my questions to improve their quality
Investigate: (Finding and evaluating information to answer questions) I excel at using multiple sources and point-of-view in my research	**Investigate:** I need to work on generating good key word terms to locate the exact information I need
Construct: (Constructing new understandings, forming opinions, drawing conclusions) I see the patterns and relationships among ideas quickly	**Construct:** It is hard for me make decisions about what information and evidence to include and what to leave out to support my argument(s)
Express: (Applying new understandings to new context; expressing new ideas to share with others) I love using web 2.0 tools to enhance my presentations/products and engage the audience	**Express:** It is difficult for me to use traditional means (a research paper) to present my research and conclusions
Reflect: (Reflecting on own learning; asking new questions) I am good on reflecting on what I did well and what I need to improve	**Reflect:** Sometimes, my reflection does not translate into action
Other: I work well with others	**Other:** I need to not always take the leadership role in groups

Information Fluency: Priority Benchmark Skills and Assessments
Grade 10

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect	10.1 Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry.	10.1 Exploring Background Information to Refine Research Topic 10.1 Hooking to an Inquiry Topic 10.1 Connecting to a Manageable Topic
Inquiry Phase: Wonder	10.2 Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research.	10.2 Refining Research Questions 10.2 Developing Focus Questions at Different Levels of Thought
Inquiry Phase: Investigate	10.3 Conducts advanced Web searches using Boolean logic and other sophisticated search functions.	10.3 Advanced Web Searching 10.3 Advanced Searching - Review
Inquiry Phase: Construct	10.4 Draws clear and appropriate conclusions supported by evidence and examples.	10.4 Drawing Conclusions Supported by Evidence 10.4 Drawing Conclusions from Looking at Multiple Perspectives
Inquiry Phase: Express	10.5 Cites all sources used according to standard style formats.	10.5 Bibliography Worksheet 10.5 Sample Bibliography Entries – MLA Style
Inquiry Phase: Reflect	10.6 Records individual experience of the inquiry process – the hardest part, best part, skills learned, insights experienced, etc. with suggestions for future improvements.	10.6 Individual Experience of Inquiry
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Exploring Background Information to Refine Research Topic

By reading background information, you will be able to learn enough about your topic to figure out what is most interesting for you to research. Not all sources offer general background, summary information.

To select a source that provides general background knowledge and evaluate its usefulness, use the following checklist:

Source Information:		
Criteria	**Clues**	**Your Evaluation**
Overview, summary information	• Focused on big idea, not specific examples • General encyclopedia article • Summary statements	
Attention to many aspects of topic	• Table of contents • Headings • Navigation bar	
Accurate, credible, up-to-date information	• Author or publisher has authority and can be believed • Copyright date is current enough for the topic • Information seems to match what is previously known and evidence supports its accuracy	

What prior knowledge does this source confirm? What new ideas were learned?

Main ideas I knew before that were confirmed:

New ideas I discovered:

What did you discover that interests you to pursue through further inquiry?

Name_____ Class_____

Hooking to an Inquiry Topic

Emotional Hook:

 I can relate to this topic because…

I have a personal connection to this topic because…

I feel that _____ is _____ and I want to do

something to change it by _____ (advocacy approach)

I will seek out reference/secondary sources to provide me with the context and larger issues of the topic. Then, I will locate primary sources (family interviews, images, video, letters, emails, audio/podcasts, music, quotations, write from my own experience, etc.) to bolster the evidence and provide emotional context for my viewpoint/argument/thesis.

Intellectual/Cerebral Hook:

This topic reminds me/is similar to _____ that I found interesting

because _____

I am curious about _____ and _____

I will seek out background information from a variety of sources to gain context for further exploration and increase my understanding of the topic in order to gather credible evidence to support my thesis, present multiple viewpoints/arguments, and demonstrate my own learning growth.

Problem-Solving Hook:

How does…?

Why can't…?

What will happen if. . .?

 I will gather facts to comprehend all facets of the topic and to consider flaws in my hypothesis. Then, I will brainstorm as many ideas/alternative scenarios to compare and contrast their strengths and weaknesses to then find a credible solution(s) to the essential question.

Connecting to a Manageable Topic

What is my topic now?

Personal Connection
- ☐ I have a personal connection to the topic

- ☐ This topic reminds me / is similar to another topic I enjoyed reading about / researching

Questions:

Background Information
- ☐ I am going to interview family or friends about the event / topic; write from my own experience; take the point-of-view of someone who was affected by this event / topic

- ☐ I will look in a book and / or encyclopedia to obtain background information on the topic to evaluate whether there is enough information, too much, or just the right amount to pursue research

Questions:

Connection to Intriguing Idea
- ☐ I am going to use background information to get context about the topic and to find issues that I want to know more about

- ☐ I will figure out my own point of view and look for sources that confront that point of view as well as sources that reinforce my perspective

Questions:

Narrowing to a Manageable Topic
What aspect of topic most interests me?

What is discussed in the background information that I want to learn more about?

What aspect of the topic will allow me to draw my own conclusions, form my own opinions based on the evidence, and apply ideas to new situations?

What is my new topic?

Name_____ Class_____

Refining Research Questions

Topic:

List 3-5 research questions for your topic:
-
-
-
-
-

Use the checklist below to evaluate your range of questions. Do your questions as a group satisfy the following criteria?

CRITERIA FOR GOOD RESEARCH QUESTIONS:	YES	NO
Narrow and **specific** enough to be explored thoroughly for this assignment. *[ex: What was the role of the French Underground during World War II?]*		
Deep enough that you will need multiple sources to answer them. *[ex: What is the impact of cyberbullying on society?]*		
Complex enough that they require multiple points of view. *[ex: How do attitudes toward gun control influence public policy?]*		
Balanced between fact and interpretation – questions require factual evidence and yet offer the opportunity for interpreting the evidence, forming opinions, and drawing conclusions. *[ex: Why should we care about global warming?]*		
Structured around different levels of thought (not only who, what, when, where questions, but also how, why, what caused, and what if questions). *[What were the circumstances surrounding the Emancipation Proclamation? How did the Emancipation Proclamation affect the country and people of the time?]*		
Varied enough to elicit the richness of the topic. *[ex: Questions that ask causes, effects, recommendations, solutions, points of view]*		

Revise your questions so that your group of questions together satisfies each of the criteria.
-
-
-
-
-

Name_____ Class_____

<u>Developing Focus Questions at Different Levels of Thought</u>

Topic:
Essential Question:

LEVEL OF THOUGHT	QUESTIONS
Knowledge: Recalling facts, terms, basic concepts and answers	
Comprehension: Understanding facts and ideas	
Application: Applying acquired knowledge, facts, techniques and rules in a different way	
Analysis: Examining and breaking information into parts; making inferences	
Synthesis: Combining elements in a new pattern or proposing alternate solutions	
Evaluation: Making judgments about information, validity of ideas or quality of work	

Name_____ Class_____

<u>Advanced Web Searching</u>

What is your research topic or question? _____

_____

What are the key words or phrases? _____ _____

Related Words? _____ _____ _____

Boolean: *This search strategy involves using more than one term to narrow or expand your result and combining the terms with Boolean operators (AND, OR, and NOT). Go to this site for an introduction: http://lib.colostate.edu/tutorials/boolean.html*

AND: Limits Search
*Most of the time, you will want to limit your results to make them more manageable and of higher quality. By adding **AND** (or using **+** in some search engines) between terms, you are limiting your search to only those items described by all the terms you list. Some search engines (e.g., Google) use an implied AND, so that they automatically search for the combination of the words you enter in a string.*

Type in your key terms and write down the number of results. _____

Now, add other search terms to make your search more specific. (*e.g., Amazon rainforest destruction rate*). Write down the number of results. _____

What search string did you type in? _____

Why is there a difference? _____

OR: Expands Search
If you have a very specific keyword, you may not be getting enough results or the type of information that you want. Sometimes, it is better to increase the range of your results by adding OR between terms.

Type in your key terms and write down the number of results. _____

Now, type in **OR** and add another search term (*e.g., death penalty OR capital punishment*).
Write down the number of results. _____

What did you type in? _____

Why is there a difference? _____

Name_____ Class_____

<u>Advanced Searching - Review</u>

Advanced searching involves using more than one term to narrow or expand your results.

1. **AND**

    Using **and** between terms (pollution **AND** air):

    ☐ Gives you more results

    ☐ Gives you fewer results

    ☐ Has no effect

    Why?

    _____

2. **OR**

    Using **or** between terms (pollution **OR** smog):

    ☐ Gives you more results

    ☐ Gives you fewer results

    ☐ Has no effect

    Why?

    _____

3. **EXACT PHRASE**

What does putting quotations around your phrase/sentence do (**"economic crisis"**)?

☐ Your results must have those terms in them somewhere

☐ You will increase your results

☐ The terms need to be found together at all times in the same order

Why is this helpful? _____

4. **NOT/Excluding terms**

Why is using **not** between terms helpful to your search?

☐ It gives you more results

☐ It eliminates words that might interfere with your search

☐ It gives you results from higher-quality sources

YOUR TURN

What is your topic?

List the title of one good source you found.
_____

What did you type in to find the source (the exact string)?

Why did you structure your search in that way?

Drawing Conclusions Supported by Evidence

Conclusion

Evidence	Examples

Conclusion

Evidence	Examples
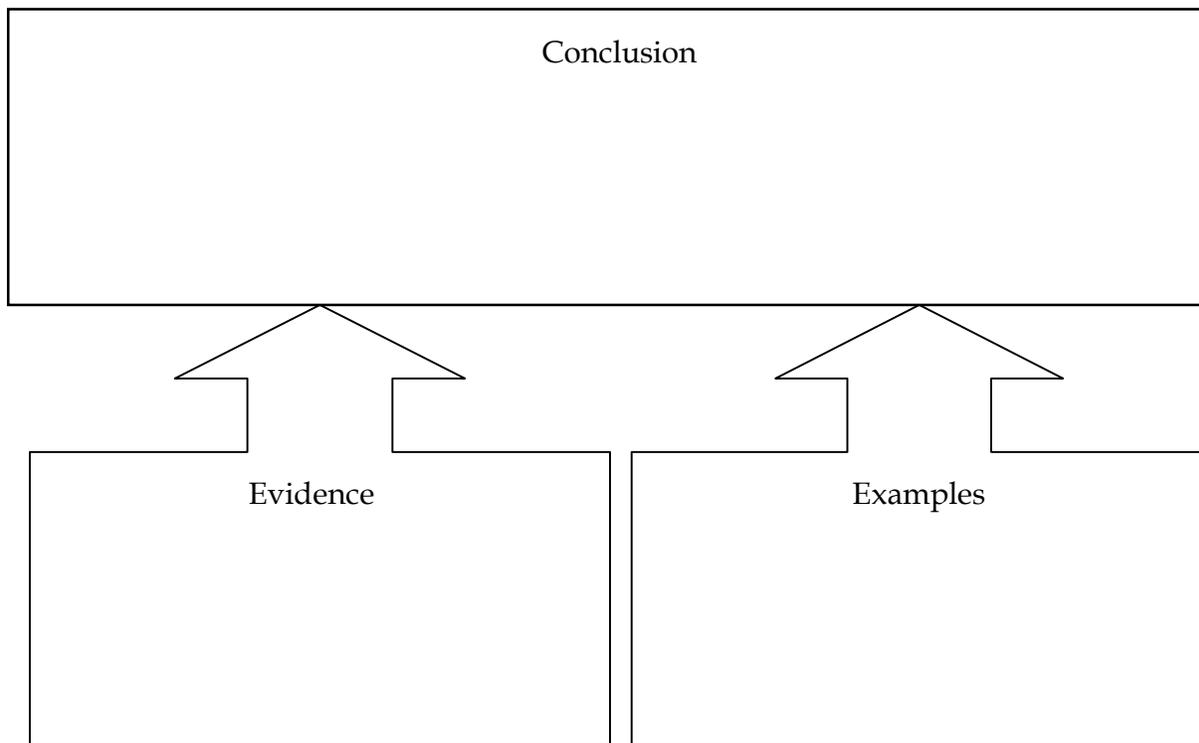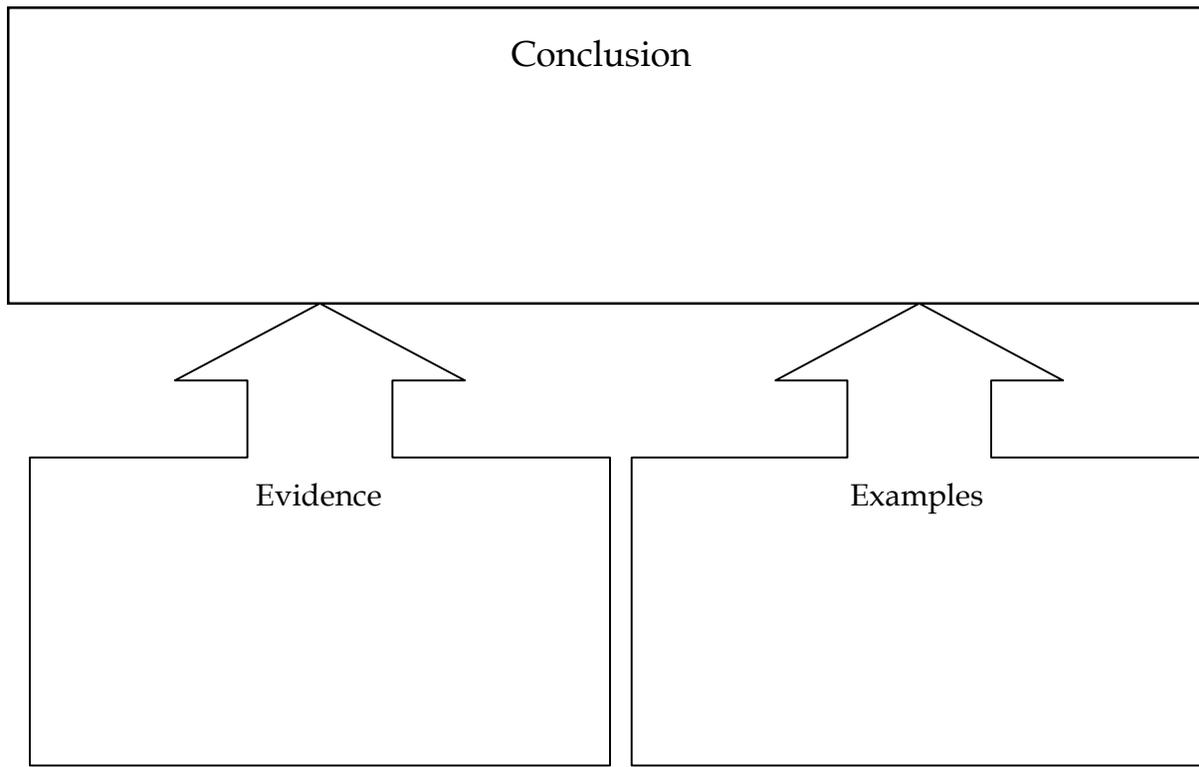
Name_____   Class_____

DRAWING CONCLUSIONS FROM LOOKING AT MULTIPLE PERSPECTIVES

Question or Issue: _____

INTERPRETATION FROM PERSPECTIVE OF _____   INTERPRETATION FROM PERSPECTIVE OF _____

Facts Added from this Perspective (Source, Page)   Facts Added from this Perspective (Source, Page)

UNDISPUTED FACTS (Source, Page)

Opinions (Source, Page)   Opinions (Source, Page)

YOUR INTERPRETATION AND CONCLUSIONS

Empire State Information Skills Benchmarks   10:4

Name_____ Class_____

Bibliography Worksheet

To generate a bibliography, capture the following information for different types of sources. Then you may use a free online citation generator to format the bibliographic entry (for example, www.easybib.com; www.bibme.org; or www.workscited4u.com).

Book (one author)	
Author's Last Name, First Name	
Title of Book	
City of Publication	
Publisher	
Copyright Year	

Magazine Article	
Author's Last Name, First Name	
Title of Article	
Name of Magazine	
Volume and Issue of Magazine	
Date of Magazine	
Page Numbers	
URL (if online)	
Retrieval Date (if online)	

Encyclopedia Article	
Author's Last Name, First Name	
Title of Article	
Name of Encyclopedia	
Editor of Encyclopedia (if available)	
Volume, Pages	
City of Publication	
Publisher	
Copyright Year	

Website	
Author's Last Name, First Name	
Title of Web page	
Title of Website (if different)	
Publisher of Website	
URL	
Last Updated Date	
Retrieval Date	

Sample Bibliography Entries – MLA Style

Book
Miller, Debra A. *Global Warming*. Detroit: Greenhaven, 2008.

Website
"Climate Change | U.S. EPA." *US Environmental Protection Agency*, 1 October 2010.
Web. 4 October 2010. <http://www.epa.gov/climatechange/index.html>.

Database
"Global warming labeled a 'scam'; Documentary blames the sun." The Washington
Times 6 March 2007: A01. Junior Edition. Gale. Web. 13 July 2010.
<http://find.galegroup.com/itx/start.do?prodId=STOJ>.

Online Encyclopedia (Grolier)
Anthes, Richard A. "Global Warming." *Grolier Multimedia Encyclopedia*. 2010. Grolier
Online. 5 Oct. 2010 <http://gme.grolier.com/article?assetid=0121375-0>.

Digital Image
Global Warming: Causes and Effects. Digital image. *Thinkquest.org*. Oracle Thinkquest
Education Foundation. Web. 13 July 2010.
<http://library.thinkquest.org/08aug/02429/assets/What-is-global-warming-
imgbig.jpg>.

Blog
"Global Warming Watch." Web log post. *Global Warming Watch*. Blogspot.com. Web. 13
July 2010. <http://globalwarmingwatch.blogspot.com/>.

Video
What Is Global Warming Video. 5min - Find the Best How To, Instructional and DIY Videos â.
17 Sept. 2008. Web. 13 July 2010. <http://www.5min.com/Video/What-is-
Global-Warming-38356558>.

Citation Websites:
http://citationmachine.net/

http://www.easybib.com/

http://www.noodletools.com/

http://www.bibme.org/

http://library.duke.edu/research/citing/index.html

http://www.scripps.ohiou.edu/pwestfall/info/xtras/primer.html

Name _____ Class _____

Individual Experience of Inquiry

Stages of the Inquiry Cycle:

Connect: Connecting to own interests, prior knowledge, and background knowledge

Wonder: Asking questions, making predictions, forming tentative thesis

Investigate: Finding and evaluating information to answer questions

Construct: Constructing new understandings, forming opinions, drawing conclusions

Express: Applying new understandings to new context; expressing new ideas to others

Reflect: Reflecting on own learning; asking new questions
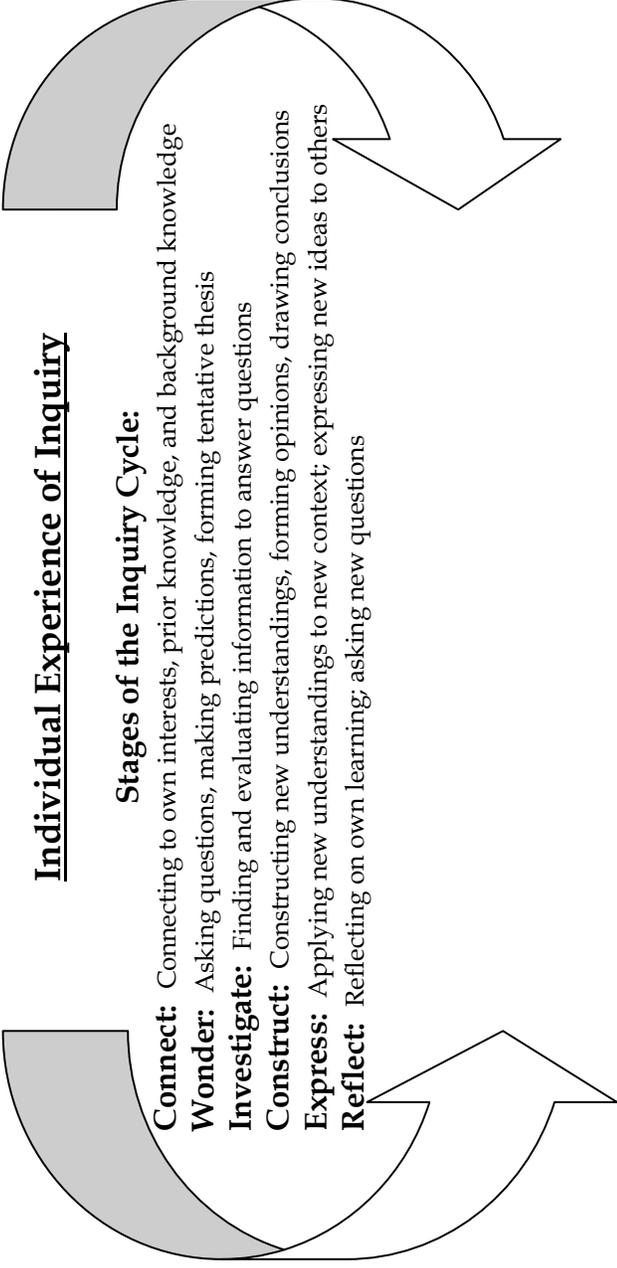
Hardest Part of Inquiry – Why?	Best Part of Inquiry – Why?	Skills Learned / Insights Experienced

Information Fluency: Priority Benchmark Skills and Assessments
Grade 11

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect		
Inquiry Phase: Wonder	11.1 Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis.	11.1 Gathering Evidence to Support Thesis 11.1 Gathering Evidence to Support Thesis - Example
Inquiry Phase: Investigate	11.2 Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability. 11.3 Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective.	11.2 Source Comparison 11.3 Using Organizational Features of a Book to Locate Information
Inquiry Phase: Construct	11.4 Presents different perspectives with evidence for each.	11.4 Viewpoints/Beliefs/Actions 11.4 Developing a Line of Argument 11.4 Historical Perspective Taking/Empathy
Inquiry Phase: Express	11.5 Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences.	11.5 Communicating Ideas to an Audience
Inquiry Phase: Reflect		
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name_____ Class_____

Gathering Evidence to Support Thesis

My thesis…
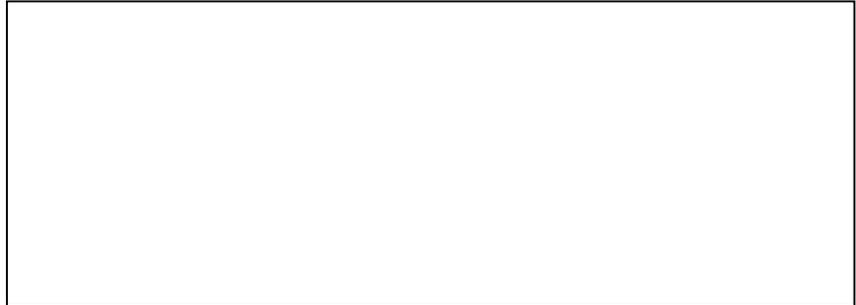
The Evidence I Need to Prove my Thesis

Categories of Facts	Categories of Opinions	Whose Point of View

Name_____ Class_____
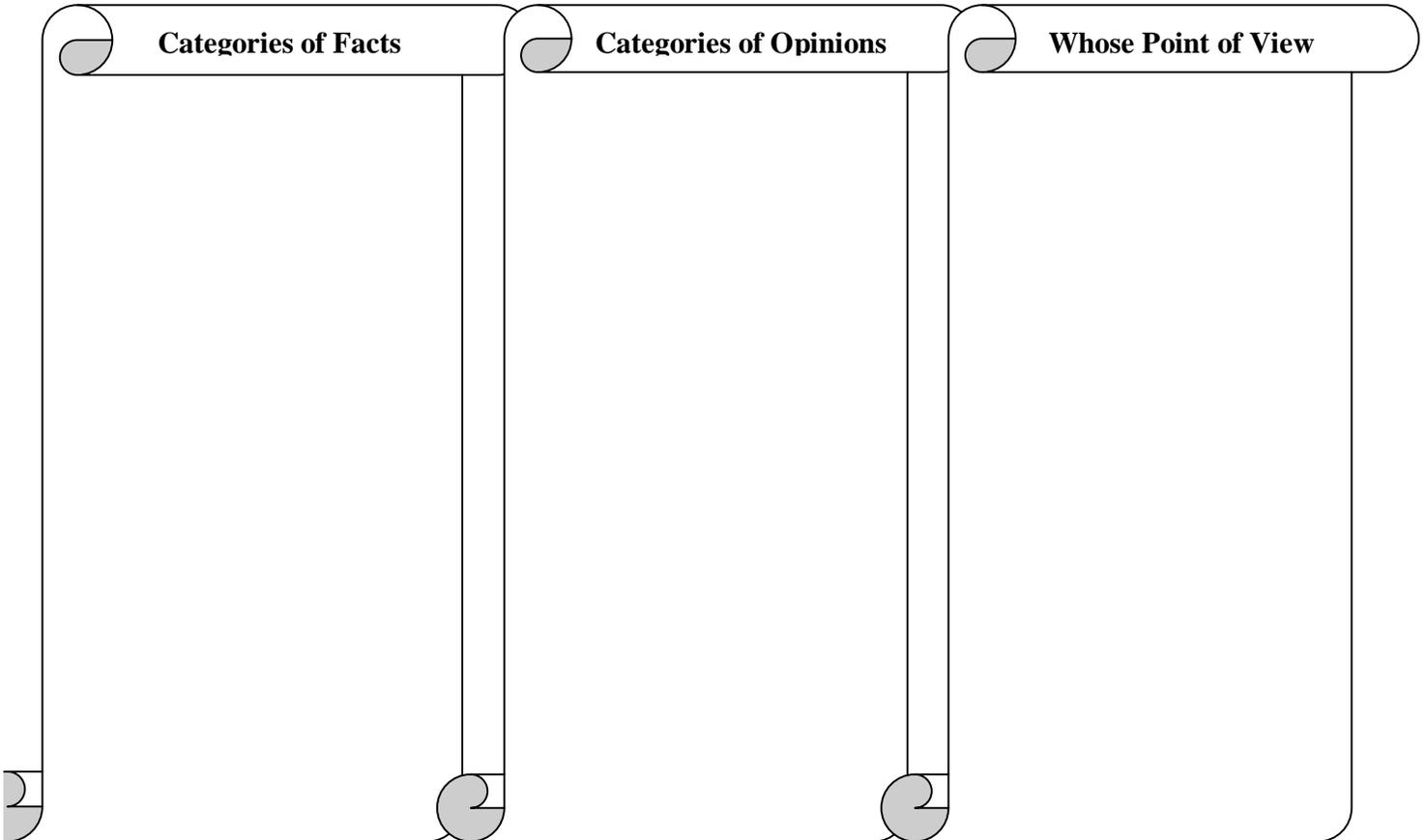
Gathering Evidence to Support Thesis -- *Example*

My thesis…	Motorcycles are more dangerous than cars; therefore, the minimum driving age for motorcycles should be 25.

The Evidence I Need to Prove my Thesis

Categories of Facts

Health:
Death rate – Cars
Death rate – Motorcycles

Legal:
Current laws – states
- Age
- Equipment
- Speed

Insurance

Economics
- Cost to society

Trends over time

Categories of Opinions

Psychological reasons for riding motorcycles

Cultural/social reasons for riding motorcycles

Economic reasons for riding motorcycles

Law enforcement

Whose Point of View

Motorcycle riders

Insurance companies

Hell's Angels

Motorcycle manufacturers

Automobile manufacturers

Doctors/Health providers

Teenagers/Young people

Name_____ Class_____

Source Comparison

SOURCE:	SOURCE:	SOURCE:
Viewpoint: *What is the perspective of the author or publisher?*	**Viewpoint:** *What is the perspective of the author or publisher?*	**Viewpoint:** *What is the perspective of the author or publisher?*
Authority: *Why can we believe this source?*	**Authority:** *Why can we believe this source?*	**Authority:** *Why can we believe this source?*
Accuracy: *How up-to-date and accurate is the source?*	**Accuracy:** *How up-to-date and accurate is the source?*	**Accuracy:** *How up-to-date and accurate is the source?*
Reliability: *Can this source be relied upon to present high-quality information on all topics and every time?*	**Reliability:** *Can this source be relied upon to present high-quality information on all topics and every time?*	**Reliability:** *Can this source be relied upon to present high-quality information on all topics and every time?*
Notes: *What are special features about this source?*	**Notes:** *What are special features about this source?*	**Notes:** *What are special features about this source?*

Name_____ Class_____

Using Organizational Features of a Book to Locate Information

Most nonfiction books contain organizational features that will help you locate information to answer your research questions quickly and effectively. Each feature has a specific purpose and, therefore, leads you to different types of information.

Analyze the organizational features of a nonfiction book on your topic by using the following guidelines. From this quick analysis, you should be able to determine the usefulness of the book for your research.

Name of Book: _____

Organizational Feature	Information Located with this Feature	Usefulness of this Information for your Research
Table of Contents		
Index		
Abstract/ Inside Cover		
Introduction or Foreword		
First and Last Chapter		
Chapter Titles, Headings, Subheadings		
Tables, Charts, Diagrams		
Illustrations, Graphics		

Name_____ Class_____

<u>Viewpoints / Beliefs / Actions</u>

Viewpoints of: **Beliefs**   **Actions**
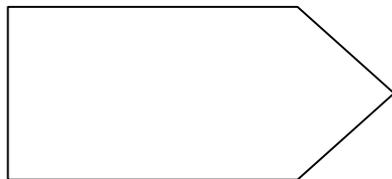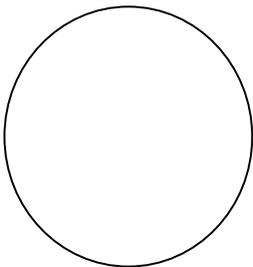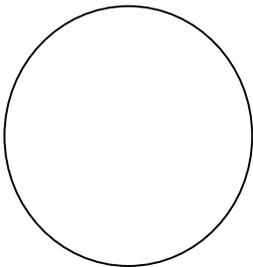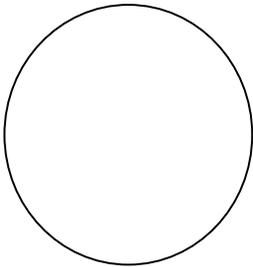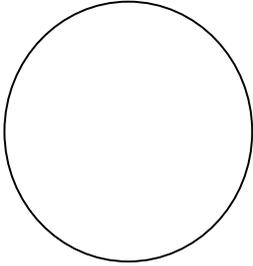
Name_____ Class_____

Developing a Line of Argument
Multiple Perspectives: Point/Counterpoint

Issue or Question:	
Perspective of _____	Perspective of _____
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
My own perspective is. . .because. . .	

Name_____ Class_____

<u>**Historical Perspective Taking / Empathy**</u>

Decision / Action:

DECISION OR ACTION	OPPOSING PERSPECTIVE
Who made the decision/action?	Who was against this decision/action?
Why was the decision/action made (cite the evidence)?	Why was this decision/action opposed (cite the evidence)?

What were the consequences of the decision/action?   <u>Short-term:</u>   <u>Long-term:</u>
Now that you can look back with hindsight, what do you think about the decision/action?

Name_____ Class_____

Communicating Ideas to an Audience

Box	
My idea →	*(thought cloud)*
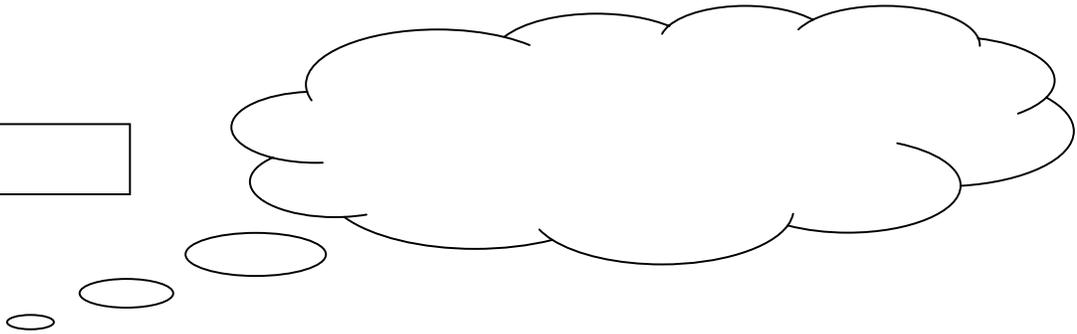
Who is the audience?

Evidence that this audience will find *interesting:*	**Evidence that this audience will find** *important:*	**Evidence that is *vital* to convince this audience to accept my idea:**
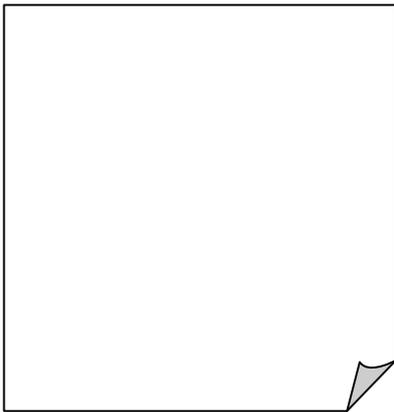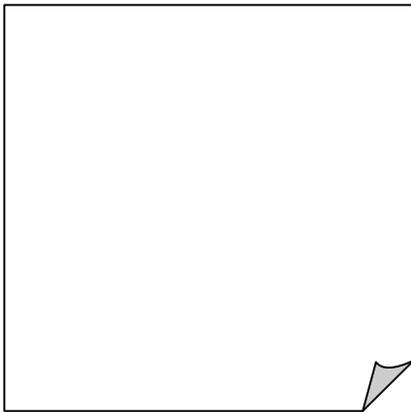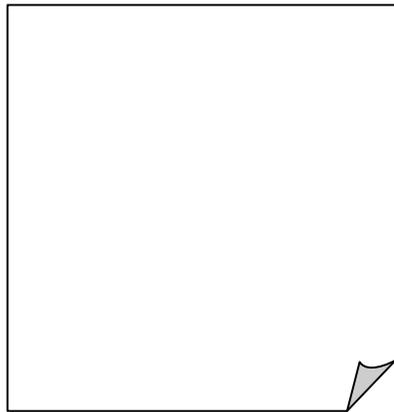
The format and length that will be most effective for this audience: Why?

Special features I should include (e.g., sound, visuals, charts, oral presentation):

Information Fluency: Priority Benchmark Skills and Assessments
Grade 12

STANDARDS AND INDICATORS	BENCHMARKS	ASSESSMENTS
STANDARD 1: USING INQUIRY TO BUILD UNDERSTANDING		
Inquiry Phase: Connect	12.1 Explores problems or questions for which there are multiple answers or no "best" answer.	12.1 Selecting Complex Research Problems or Questions
Inquiry Phase: Wonder		
Inquiry Phase: Investigate	12.2 Challenges ideas in text and makes notes of questions to pursue in additional sources.	12.2 Investigating Ideas 12.2 Learning Logs for Reflective Notetaking
Inquiry Phase: Construct	12.3 Builds a conceptual framework by synthesizing ideas gathered from multiple sources 12.4 Develops own point of view and supports with evidence	12.3 Concept Maps for Organizing Thinking 12.3 Concept Map 12.4 Supporting an Opinion
Inquiry Phase: Express	12.5 Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary	12.5 Student Research Checklist 12.5 Inquiry Process Questions
Inquiry Phase: Reflect		
STANDARD 2: PURSUING PERSONAL AND AESTHETIC GROWTH		
Reader/Viewer Response and Expression		
Personal Exploration		
Motivated, Independent Learning		
STANDARD 3: DEMONSTRATING SOCIAL RESPONSIBILITY		
Importance of Information to a Democratic Society		
Effective Social Interaction to Broaden Understanding		
Ethical Behavior in Use of Information		

Name_____ Class_____

Selecting Complex Research Problems or Questions

Use the following process to identify a problem or question within a broad topic that:
- Has multiple answers, or
- Has no clear "right" answer.

PROCESS FOR SELECTING A COMPLEX PROBLEM OR QUESTION TO RESEARCH

PROCESS	YOUR RESEARCH PROBLEM/QUESTION
1. What is your **broad topic area**? *[Ex: 1920's]*	
2. Read background information to gain an overall understanding of your broad topic and **identify aspects that are controversial or complex** enough to merit different perspectives. *[Prohibition, Economic Overextension, Organized Crime, Role of Women]*	
3. Pick one controversial aspect that interests you. **Identify the different perspectives** on that issue. For each, list who holds the perspective and what that point of view is. *[Prohibition. Law enforcement – maintaining a civil society; Temperance movement – save families; Organized crime – profit; Common citizens – Rights vs. Family values]*	
4. **Predict the availability of information** on all the perspectives you listed. Will you be able to find credible, authoritative information for each perspective?	
5. Look carefully at the controversial issue you have identified. If it still seems to be a viable topic for research, then **identify the underlying problem or question** that you will address. *[How did the intended and unintended consequences of Prohibition affect society in the 1920's?]*	

Investigating Ideas

Ideas/things that I want to know more about:

What exactly I want to know (<u>questions</u> that I have) :

Name_____ Class_____
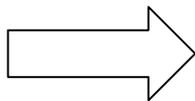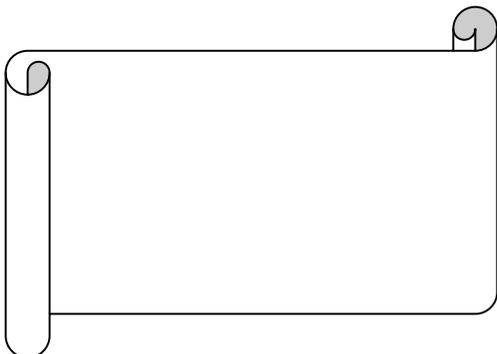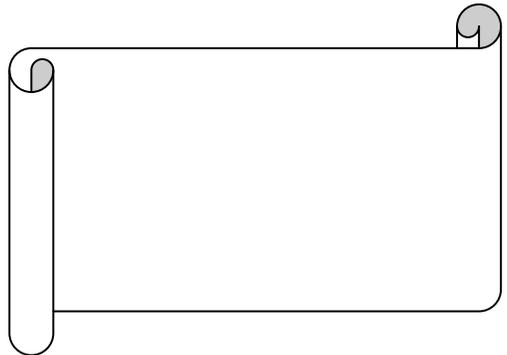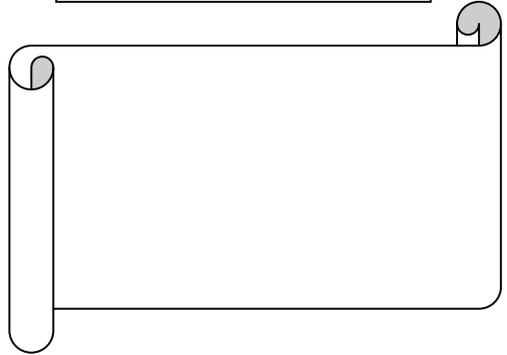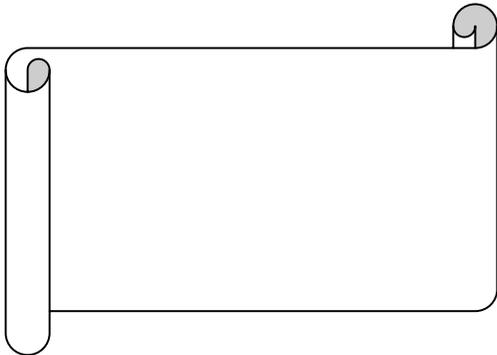
Learning Logs for Reflective Notetaking

Notes	**Reactions**
Learning logs can be used any time you are responsible for writing down information (from library sources, interviews, lecture notes). Write notes in your own words in the left column and react to those notes in the right column. The purpose of a learning log is to help you learn to challenge ideas in the text and interact mentally and emotionally with your notes. You will learn more while you are taking notes by confronting and questioning the ideas that you read or hear.	Reactions can include: • **Personal comments** or feelings about the information *(I think companies that dump toxic waste should be heavily fined)*; • **Challenges to the text** *(This seems to be heavily biased toward the perspective of the industrial companies)*; • **Questions of the text** *(Why doesn't the author provide believable evidence to back up his opinions)*; • **Questions for further research** *(What are the laws on toxic-waste dumping?)*; • **Notes about organization** *(Use this in intro)*; • **Connections to previous knowledge** *(Toxic-waste dumping is worse than oil spills because it's intentional)*.

Question:

Notes	**Reactions**

Name_____ Class_____

<u>Concept Maps for Organizing Thinking</u>

A concept map is a visual representation of main ideas and relationships among those ideas. Concept mapping is a thinking strategy for finding patterns in the information you have gathered during your research and organizing your conclusions for presentation and sharing.

The concept map often looks like a spider web, with nodes of main ideas connected by arrows, lines, or symbols to show how the main ideas are related. For example, if you have found that global warming is causing the melting of Arctic ice, then a portion of your concept map might look like this:

Global Warming → Melting of Arctic ice
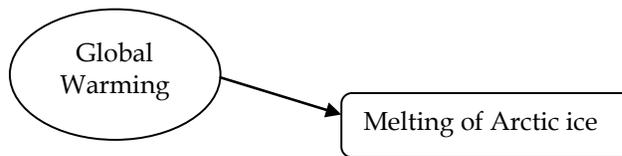
How to Create a Concept Map:
1. Focus
    - Identify the main concept of your research topic or question.

2. Select
    - Select the key ideas that you discovered through your research.

3. Categorize and Cluster
    - Categorize the key ideas and group the categories that are related into larger ideas, or clusters. *[Ex: melting of Arctic ice, flooding, drought – clustered under Effects of Global Warming]*

4. Organize by Pattern / Draw Conclusions
    - Look for patterns that will show the relationships between your clusters of ideas. This is the most creative and thoughtful phase of your research because you will be able to draw conclusions based on the patterns you see. For example, does it make the most sense to organize the clusters in a chronological sequence? In a cause and effect pattern? In order of importance?

5. Arrange in a visual display
    - Place the main concept in a prominent place so that the supporting ideas can be connected to it (center, left side).
    - Arrange the clusters of ideas according to the pattern you have selected in order to show your conclusions (for example, a chronological sequence may be laid out left-to-right).
    - Connect the clusters with lines and arrows (and perhaps words) that show how the ideas are related.
    - Fill out the concept map with your supporting ideas/evidence.

Name_____ Class_____

CONCEPT MAP

Reason #1	Reason #2

My Opinion:

Reason #3	Reason #4

Name_____ Class_____

<u>Supporting an Opinion</u>

OPINION:	
REASONS	**EVIDENCE**

Name_____ Class_____

Student Research Checklist

☐	**I have used key words and concepts, as well as synonyms, to look for my topic of research.**
☐	**My idea is a good topic for research … I will be able to find enough supportive evidence.**
☐	**I have used multiple sources for my research.**
☐	**I have researched more than one perspective/view on questions that can have more than one answer.**
☐	**I have developed my own, original point of view.**
☐	**I have organized the evidence and facts that support my ideas.**
☐	**I have shown my work to a classmate and asked for his or her opinion.**
☐	**I have shown my work to my teacher and asked for his or her opinion.**

Inquiry Process Questions

Students should reflect throughout their inquiry experience in order to self-regulate their progress through this recursive process (see the following excerpt from the New York City *Information Fluency Continuum*).

INQUIRY PHASE: CONNECT
At the beginning of the Connect Phase, a student may ask: ➢ What interests me about this idea or topic? ➢ What do I already know or think I know about this topic? ➢ What background information would help me get an overview of my topic?
Before moving to the Wonder Phase, a student may ask: ➢ Do I know enough about the idea or topic to ask good questions? ➢ Am I interested enough in the idea or topic to investigate it?
INQUIRY PHASE: WONDER
At the beginning of the Wonder Phase, a student may ask: ➢ What intriguing questions do I have about the topic or idea? ➢ Why am I doing this research? ➢ What do I expect to find?
Before moving to the Investigate Phase, a student may ask: ➢ Can my question(s) be answered through investigation? ➢ Will my question(s) lead me to answers that will fulfill my assignment or purpose for research?
INQUIRY PHASE: INVESTIGATE
At the beginning of the Investigate Phase, a student may ask: ➢ What are all of the sources that might be used? ➢ Which sources will be most useful and valuable? ➢ How do I locate these sources? ➢ How do I find the information within each source? ➢ How do I evaluate the information that I find?
Before moving to the Construct Phase, a student may ask: ➢ Have I located sources with diverse perspectives? ➢ Have I found enough accurate information to answer all my questions? ➢ Have I discovered information gaps and filled them with more research? ➢ Have I begun to identify relationships and patterns and thoughtfully reacted to

the information I found?

INQUIRY PHASE: CONSTRUCT

At the beginning of the Construct Phase, a student may ask:
➢ Have any main ideas emerged from the research?
➢ Did I find enough evidence to form an opinion or support my thesis?
➢ What organizational patterns or tools will help me make sense of my information?

Before moving to the Express Phase, a student may ask:
➢ Have I drawn conclusions that are supported by the evidence?
➢ Have I organized my conclusions and evidence to present them effectively?

INQUIRY PHASE: EXPRESS

At the beginning of the Express Phase, a student may ask:
➢ What type of product or presentation will allow me to present my conclusions and evidence effectively to the intended audience?
➢ What technology will help me create a product or presentation?
➢ How will I get help to revise and edit my product?

Before moving to the Reflect Phase, a student may ask:
➢ Have I organized the product/presentation to make my major points and present convincing evidence?
➢ Does my product/presentation fulfill all the requirements of the assignment?

INQUIRY PHASE: REFLECT

At the beginning of the Reflect Phase, a student may ask:
➢ Is my product/presentation as effective as I can make it?
➢ How well did my inquiry process go?
➢ How can I get feedback on my final product to use in my next inquiry project?

Before moving to another assignment or personal inquiry, a student may ask:
➢ What new understandings did I develop about the topic or idea?
➢ What did I learn about inquiry?
➢ What new questions do I now want to answer about the topic or idea?
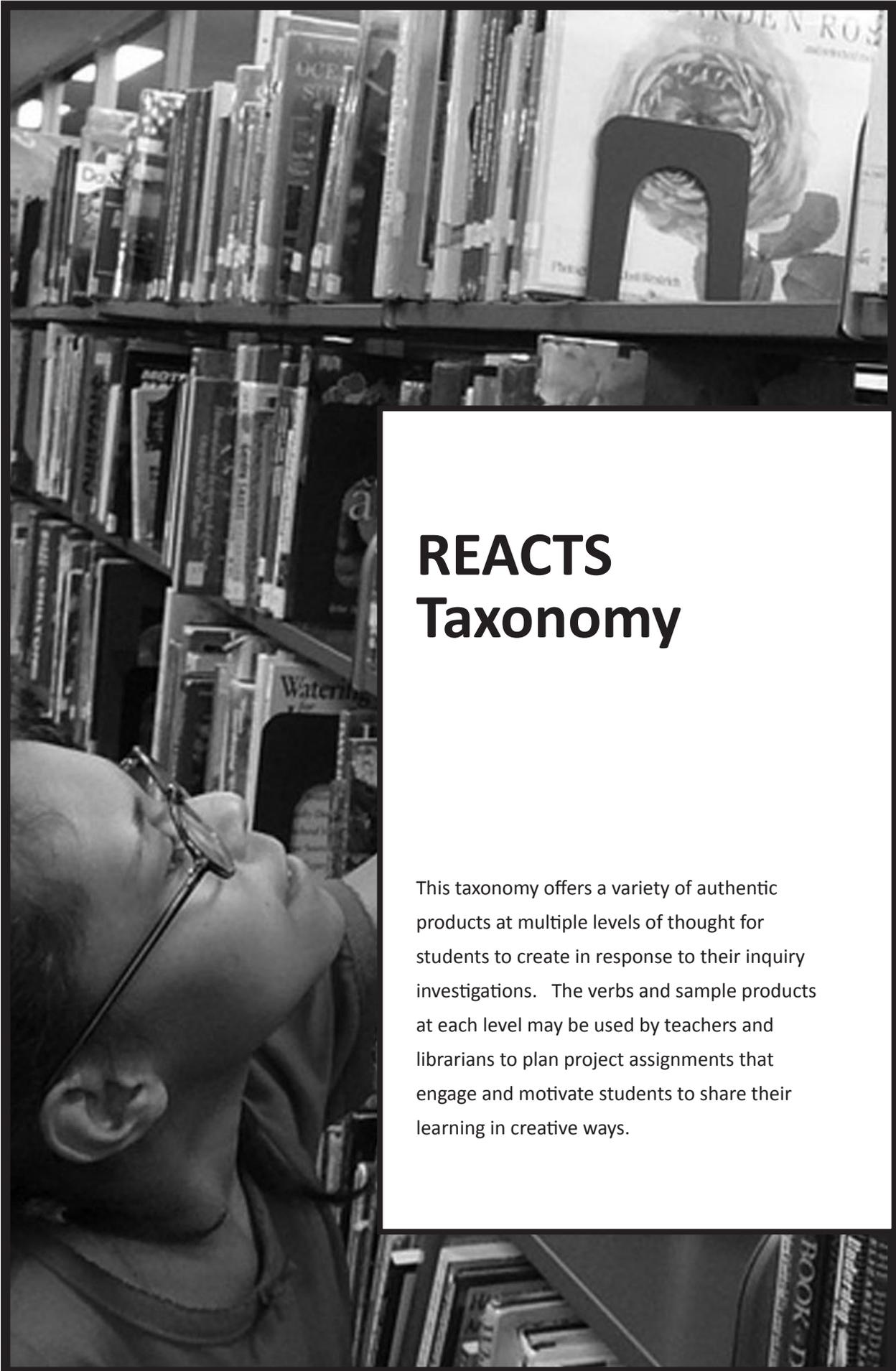
REACTS
Taxonomy

This taxonomy offers a variety of authentic products at multiple levels of thought for students to create in response to their inquiry investigations. The verbs and sample products at each level may be used by teachers and librarians to plan project assignments that engage and motivate students to share their learning in creative ways.

REACTS Taxonomy

[Adapted from Stripling, Barbara K. and Judy M. Pitts, *Brainstorms and Blueprints: Teaching Library Research as a Thinking Process*. Englewood, CO: Libraries Unlimited, 1988.]

A Taxonomy of Research Reactions

Recalling	Level 1
Explaining	Level 2
Analyzing	Level 3
Challenging	Level 4
Transforming	Level 5
Synthesizing	Level 6

RECALLING – LEVEL 1

- Recalling and reporting the main facts discovered
- Making no attempt to analyze the information or reorganize it for comparison purposes

Verbs: arrange; cluster; define; find; identify; label; list; locate; match; name; recall; recount; repeat; reproduce; select; sort; state

Example Assignments:

- <u>Select</u> 5-10 accomplishments of the person you have researched. Produce a "Hall of Fame" (or "Hall of Shame") poster with your biographee's photocopied picture and list of accomplishments.

- After your class adopts a second- or third-grade class, write a letter to your assigned student <u>recounting</u> five interesting facts you discovered in your research.

- <u>List</u> five "Do's and Don'ts" about a social issue that you have researched.

- <u>Find</u> facts about your subject for each category determined by the class. Contribute your facts to the "Fact File" on your class's web page.

- <u>Select</u> pictures from discarded magazines, make photocopied pictures, or find appropriate pictures on the Web to produce a collage or picture essay that portrays your researched subject.

- Based on your research, <u>state</u> five questions a television reporter might ask if he/she were preparing a feature news story on your subject. Answer the questions. (Students could work in pairs; their interviews could be videotaped.)

- <u>Arrange</u> words important to your research in a crossword puzzle.

- <u>Define</u> key words about your research subject. Embed hot links in your Web page to your definitions in a class glossary page.

EXPLAINING – LEVEL 2

- Recalling and restating, summarizing, or paraphrasing information
- Finding example, explaining events or actions
- Understanding the information well enough to be able to put it in a new context

Verbs: apply; cite; complete; convert; demonstrate; describe; document; dramatize; emulate; estimate; expand; explain; expound; express; generalize; give example; illustrate; imagine; paraphrase; portray; prepare; present; produce; propose; restate; review; search; show; solve; speculate; summarize; support; survey; translate; use

Example Assignments:

- <u>Dramatize</u> a particularly exciting event associated with your research in an on-the-spot report.

- <u>Express</u> through dance or music your research subject's emotions related to an event in his/her life.

- <u>Illustrate</u> important features about your research by using clip art or a computer drawing program.

- Write and <u>present</u> a CNN News report about a particular event or person you researched.

- Keep a journal in which you <u>present</u> your reactions, thoughts, and feelings about your research.

- <u>Show</u> the events of your research on a map and explain the importance of each event.

- <u>Complete</u> each of the following statements based on your research: My research made me wish that. . . ; realize that. . . ; decide that. . . ; wonder about. . . ; see that. . . ; believe that. . . ; feel that. . . ; hope that. . . .

- Cut out newspaper or magazine ads that would have interested an historical figure you have researched. <u>Explain</u> their importance to the historical figure.

- <u>Express</u> the interests and accomplishments of an historical figure you have researched through a fictional diary mounted on your class's Web page. <u>Portray</u> your figure's characteristics by linking to Web sites that would have been important to your person's life and work.

- <u>Prepare</u> a job application or resume for a person you have researched.

- Keep an explorer's log book to <u>express</u> your impressions as you investigate the sights and way of life in another country through research.

- Research the music of the area you are studying. <u>Summarize</u> your findings in an oral presentation containing recorded musical examples and visual aids.

ANALYZING – LEVEL 3

- Breaking a subject into its component parts (causes, effects, problems, solutions)
- Comparing one part with another

Verbs: analyze; apply; arrange; associate; break down; categorize; change; characterize; classify; compare; compile; construct; contrast; correlate; diagram; differentiate; discover; discriminate; dissect; distinguish; divide; examine; experiment; extend; group; infer; interpret; manipulate; map; modify; organize; outline; plan; question; reconstruct; relate; represent; revise; rewrite; scrutinize; select; separate; sequence; sift; simplify; solve; transplant; uncover; utilize; verify

Example Assignments:

- Create a timeline for the events which led up to the situation you researched. <u>Correlate</u> social, political, religious, educational, technological events.

- <u>Transplant</u> an event or famous person (e.g., a philosopher, leader, doctor, artist, musician, scientist, author) from one time period, country, or ecological system to another time or place. Explain the changes that would occur in that person's life, work, or artistic style.

- <u>Construct</u> a carefully organized Web page to examine a social issue.

- <u>Characterize</u> your researched historical person in an obituary which makes clear his/her role in the conflicts of the day.

- <u>Compare</u> your lifestyle and neighborhood to those of people living in the time you have researched.

- Write a letter to the editor <u>scrutinizing</u> a local issue. Support your opinions with specific details from your research.

- <u>Rewrite</u> an historical event from two different points of view.

- Write a recipe for an historical event by researching, <u>analyzing</u> to pick out the main ingredients, and <u>sequencing</u> them in order with mixing instructions.

- <u>Organize</u> and create a travel brochure (on paper or on the Web) to attract visitors to the place or time period you have researched. Include all information that one would need to know plus fascinating details that would draw visitors.

- Use a graphic organizer to <u>outline</u> the main ideas of your subject visually, showing relationships between ideas and supporting points.

- <u>Analyze</u> socially and politically motivated works of art related to the historical period you are researching.

CHALLENGING – LEVEL 4

- Making critical judgments about subject based on internal or external standards
- (Standards may be student's own, or teacher or class may decide criteria. "I didn't like it" or "I don't believe it" are not enough)

Verbs: appraise; argue; assess; compare; criticize; debate; defend; determine; discriminate; evaluate; grade; investigate; judge; justify; modify; prioritize; rank; rate, refute; review; support; value; weigh

Example Assignments:

- Produce a <u>critical</u> review (of a book, movie, dance performance, or play) which can be printed in a local paper or aired on local television or radio stations.

- Write a scene for and act as an attorney and <u>argue</u> to punish or acquit an historical character or a country for a crime or misdeed.

- <u>Determine</u> as a movie producer whether or not to make a film of an actual historical event, with justification for the decision.

- <u>Defend</u> your judgment that a research subject (if it is an invention, machine, or some other item or document) should be placed in a time capsule to be dug up in 100 years.

- <u>Judge</u> the merits of a researched subject by conducting a mock trial.

- <u>Debate</u> the issues of a controversial research topic with a classmate who researched the same topic. Alternatively, assume the personas of two artists, musicians, choreographers, or playwrights and <u>debate</u> their different points of view or styles.

- <u>Evaluate</u> the information available in print and electronic format on your topic, based on clear evaluation criteria. Compile an annotated bibliography of valuable sites and sources.

- <u>Investigate</u> a societal problem. Prepare a report card on the issue that assigns a grade for each proposed or attempted solution (look at the cost, feasibility, probable success, ease of implementation). Justify your grades.

- <u>Evaluate</u> the accuracy of an historical or teen-problem novel by comparing the "factual" information in the novel with the facts you discover through research. <u>Refute</u> the nonfactual information in a letter from "Dear Abby."

- Create an editorial cartoon about your researched subject that makes clear your <u>judgment</u> about the subject.

- Research dances and music of the period and <u>compare</u> to contemporary examples.

- Defend censorship in music in an editorial from a parent's viewpoint.

- Defend freedom from censorship in music in an editorial from an adolescent's viewpoint.

TRANSFORMING – LEVEL 5

- Bringing together more than one piece of information, forming own conclusion, and presenting that conclusion in a creative new format

Verbs: blend; build; combine; compile; compose; conclude; construct; convince; create; decide; design; develop; dramatize; elaborate; express; forecast; formulate; generate; imagine; modify; persuade; plan; predict; pretend; produce; propose; revise; speculate; structure

Example Assignments:

- Design and produce a television commercial or a whole advertising campaign that presents your research results to the class.

- Create a board game that incorporates the major conclusions you reached about your researched subject.

- Write a poem or short story that expresses your new knowledge or insight.

- Dramatize a famous historical event. The dramatization should make clear your interpretation of the event.

- Predict your reaction to your research subject as a resident of the future.

- Compose a speech that an historical person might deliver about a present-day national issue. Compose a speech that a current public person might deliver about an historical issue.

- Compile a series of self-portraits your research subject would have painted demonstrating his/her growth and development.

- Become a person in the historical era you have researched; elaborate from that perspective about a specific event, problem, invention, scientific theory, or political situation in a letter to someone.

- Predict what your researched person would take on a trip. Design the itinerary. Pack that person's suitcase and present each item to the class with an explanation of significance.

- Research a specific event, person, or aspect of the culture of an historical or modern era. Write and produce a segment for a morning news show on your topic.

- Pretend you are living in a particular place or historical era. Research a subject that is important to that time or place. Develop an article about that subject as though you were living there, to be added to a class newspaper or magazine.

- Design a hypermedia program or a Web page about your researched subject that allows others to follow several different paths through your information.

SYNTHESIZING – LEVEL 6

- Creating an entirely original product based on a new concept or theory

Verbs: build a model program; create; design; develop; devise; generate; hypothesize; invent; propose; theorize

Example Assignments:

- <u>Develop</u> a model program to address a social problem that you have researched.

- <u>Invent</u> a new animal; explain its effect on other animals and on the environment.

- <u>Create</u> a new country and <u>hypothesize</u> about the change in the balance of power in the world.

- <u>Design</u> a new building, machine, process, experiment based on theories developed from your research.

- <u>Develop</u> proposed legislation to address national, state, or local issues.

- <u>Devise</u> an ethical code for present-day researchers or scientists which could regulate their activities in a particular field.

- <u>Develop</u> a community project that addresses an issue of local concern.

- <u>Design</u> and carry out a science project that builds on the previous knowledge that you have discovered through research and tests a new concept or theory.

- <u>Build an architectural model</u> of a community that offers/addresses a solution to a social problem you have been researching.

- <u>Invent</u> a new way of moving that addresses a social conflict you have researched, and <u>devise</u> a group dance in this style. <u>Generate</u> an inventory of the movements and the rules governing dancers' interactions. <u>Hypothesize</u> how people would be affected if this kind of dance became popular.

- <u>Design</u> and <u>create</u> a school-wide recycling program which will include the data collection of recyclable and non-recyclable waste.
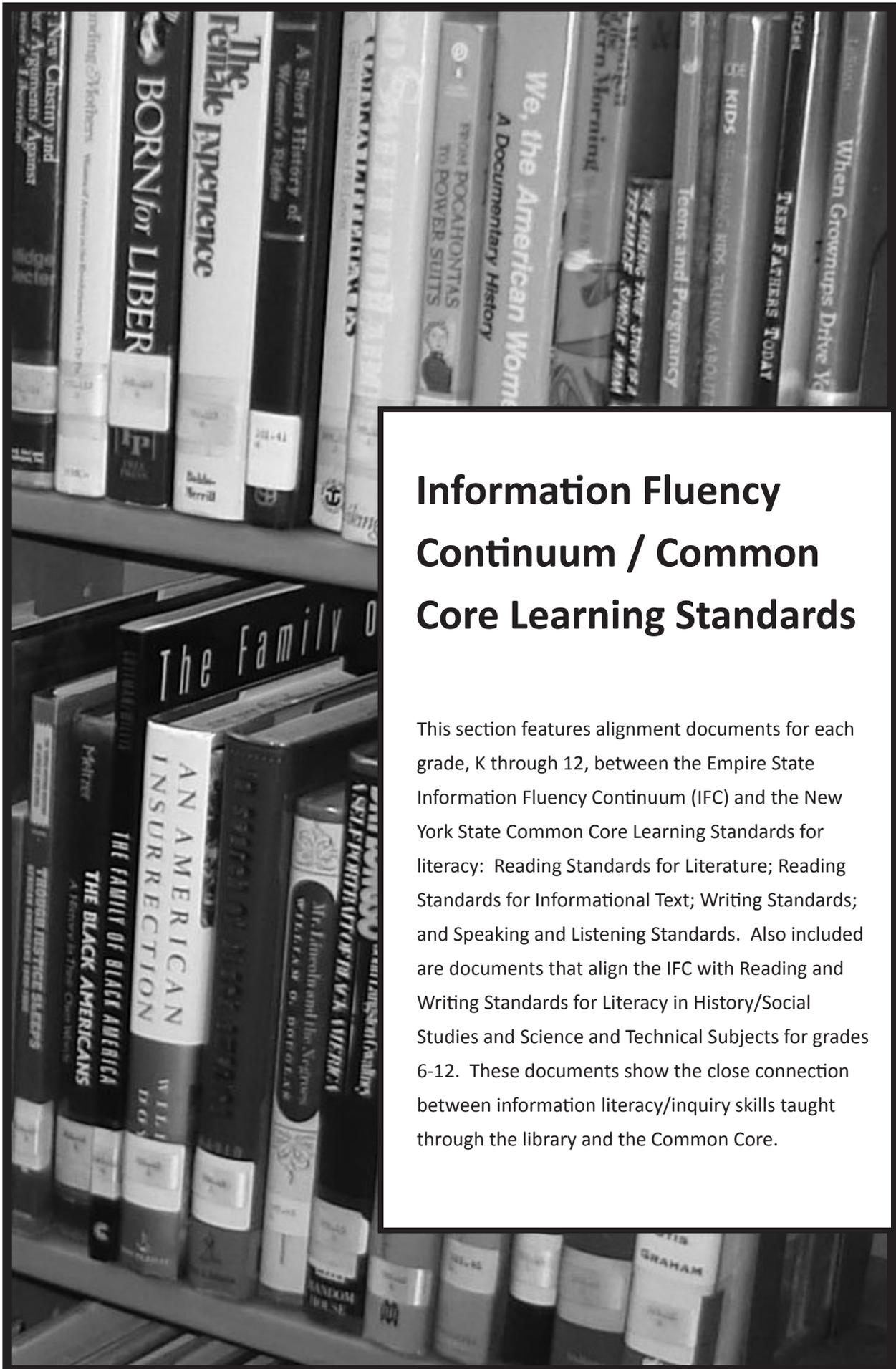
Information Fluency Continuum / Common Core Learning Standards

This section features alignment documents for each grade, K through 12, between the Empire State Information Fluency Continuum (IFC) and the New York State Common Core Learning Standards for literacy: Reading Standards for Literature; Reading Standards for Informational Text; Writing Standards; and Speaking and Listening Standards. Also included are documents that align the IFC with Reading and Writing Standards for Literacy in History/Social Studies and Science and Technical Subjects for grades 6-12. These documents show the close connection between information literacy/inquiry skills taught through the library and the Common Core.

Common Core Learning Standards (CCLS)
The Common Core Learning Standards (CCLS) provide a P-12 framework of standards for literacy and math and a 6-12 framework for literacy in history / social studies, science, and technical subjects. They are designed to ensure that all students are ready for college and career when they graduate.

Empire State Information Fluency Continuum (IFC)
The Empire State Information Fluency Continuum (IFC) is a K-12 framework of the information and inquiry skills and strategies that are required for in-depth learning. The IFC was designed by the NYC school library community to ensure that all students develop the skills and responsibilities to become independent learners, able to pursue both academic and personal interests. It is organized around three standards:

- **Standard 1**: Using Inquiry to Build Understanding and Create New Knowledge
- **Standard 2**: Pursuing Personal and Aesthetic Growth
- **Standard 3**: Demonstrating Social Responsibility

Alignment Between CCLS and IFC
An analysis of the Common Core Learning Standards for Literacy and the Empire State Information Fluency Continuum shows very strong alignment between them. They are both designed to prepare students for success in college and career.

From Alignment to Strategic and Phased Implementation
The alignment documents you will find in this section open up new opportunities for sustained collaborative planning and teaching between librarians and classroom teachers. The implementation, however, must be strategic and phased. We cannot, and should not, try to move faster than we can be effective.

Librarians must be an essential part of the implementation effort.
- Start with the three literacy standards named.
- Figure out the embedded information fluency skills.
- Collaborate with classroom teachers in your school to develop instruction that teaches and enables students to practice those skills in the context of classroom content.
- Use and adapt the formative assessments of the IFC to capture student work, so that you can analyze students' development of the skills and provide additional instruction and practice when necessary.

The Alignment Framework in this Section
In this section, you will find:
- "Common Core College and Career Readiness Skills Learned Through the School Library Instructional Program"-- An overview of the library's role in supporting college and career readiness.
- Grade-by-grade alignments of the Common Core Learning Standards and the Information Fluency Continuum, organized under the Common Core strands of Reading Standards for Literature, Reading Standards for Informational Text, Standards for Writing, and Standards for Speaking and Listening.
- Grades 6-12 alignments of the CCLS Reading and Writing Standards for Literacy in History / Social Studies and the IFC.
- Grades 6-12 alignments of the CCLS Reading and Writing Standards for Literacy in Science and Technical Subjects and the IFC.
- Tags of the major skills in the Common Core which can be applied to items in the library's collection that are particularly useful for Common Core instruction in the classroom or library.

Common Core College and Career Readiness Skills Learned Through the School Library Instructional Program

The three standards of the Empire State Information Fluency Continuum (IFC)* address key attributes of college and career readiness:

STANDARD 1: Using Inquiry to Build Understanding and Create New Knowledge
STANDARD 2: Pursuing Personal and Aesthetic Growth
STANDARD 3: Demonstrating Social Responsibility

College and Career Readiness Capacities – in Common Core New York State Standards	The School Librarian instructs students to achieve these standards:
Students demonstrate independence.	School librarians teach information fluency – the critical thinking, literacy, inquiry, and technology skills that enable students to pursue their academic learning and personal interests and passions through books, media, and the digital environment. Information fluency skills are the Common Core skills that lead to independent and self-directed learning.
Students build strong content knowledge.	School librarians teach students how to dive deeply into content and conduct continuous, rigorous research by brainstorming essential questions, investigating multiple sources and viewpoints on a topic, making meaning of the information in their own words, and synthesizing it to obtain new understandings and applications.
Students respond to the varying demands of audience, task, purpose, and discipline.	School librarians collaborate with teachers to design assignments that meet students' differentiated needs and engage them in active learning and the creation of authentic products, in a variety of formats, aimed at different audiences and purposes.
Students comprehend as well as critique.	School librarians teach students literacy strategies of reading with meaning, evaluating evidence, finding the main idea and supporting details, forming opinions, and drawing conclusions.
Students value evidence.	School librarians teach students to assess evidence from diverse sources, both secondary and primary, based on point of view, context, relevance, accuracy, and authority in order for them to form opinions, construct lines of argument, and support their own thinking with valid evidence.
Students use technology and digital media strategically and capably.	School librarians teach students how to use sophisticated search strategies to locate and evaluate information, how to be safe and responsible online and with social media through a comprehensive Digital Citizenship curriculum, and how to be successful in using various technology tools, software, and hardware as a natural part of their research and learning process.
Students come to understand other perspectives and cultures.	School librarians strategically build and promote a print and digital collection that encompasses divergent viewpoints, cultures, and experiences and teach students that it is their responsibility to seek multiple points of view and a global perspective.

The CCLS and IFC Alignment from Theory to Practice:
A Sample of the Process

The Common Core Learning Standards (CCLS) for Literacy establish a framework to ensure that all students graduate college and career ready. The skills and strategies articulated in the Empire State Information Fluency Continuum (IFC) are aligned with the CCLS and open up opportunities for Librans and teachers to engage in instruction, project based learning and the implementation of the Common Core Learning Standards. The following process and accompanying student work illustrate how the CCLS and IFC work together to help students learn how to write an opinion based on an analysis of informational text (CCLS Writing Standard 1). The following process and accompanying student work illustrate how the CCLS and IFC work together to help students learn how to write an opinion based on an analysis of informational text.

Step 1: Start by identifying a Common Core Learning Standard
For example, a Common Core Learning Standard for grade 5 is Writing
Standard W.5.1: Write opinion pieces on topics or texts supporting a point of view with reasons and information.

> a) Introduce a topic or text clearly, state an opinion, and create an organization structure in which related ideas are logically grouped to support the writer's purpose.
>
> b) Provide logically ordered reasons that are supported by facts and details.
>
> c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
>
> d) Provide a concluding statement or section related to the opinion presented.

Step 2: Determine the embedded Information Fluency Skill.
In order to be able to master the CCLS standard, students will learn how to support an opinion with reason and information. IFC Standard 1 includes the following Priority Benchmark Skills: "Forms opinion and uses evidence from text to back it up." Clearly, this IFC Priority Benchmark Skill aligns with parts a and b of the Common Core standard above.

Step 3: Collaborate with classroom teachers to develop instruction that teaches and enables students to practice the identified skill in the context of classroom content.

Step 4: Use and adapt an IFC formative assessment to capture student work to analyze students' development of the skills and provide additional instruction and practice when necessary.
Formative assessment 5.7 (Using Evidence to Suppose Opinions) is included for use in the IFC. A modified version of this assessment was used in the sample lesson included here.

Next Steps: Return to the Common Core Standard.
To accomplish parts C and D or Common Core Writing Standard W.5.1, guide students thought the following:
> • Use the graphic organizer to develop a paragraph that starts with a clear introduction of their topic and a clearly started opinion.
>
> • Provide facts and details, drawn from the text, to support their opinions.
>
> • Link opinions and reasons.
>
> • Develop a concluding statement related to the stated opinion.

In continued collaboration with the classroom teacher, use the IFC graphic Organizer as a starting point for additional lessons including strategies and practice for refining opinion statements.

Grade Level: 5   **Necessary Prior Knowledge: Sections of the library**

Lesson Duration: Two class periods – One for Mini lesson and Guided Practice, one for Independent
Practice and Sharing/Reflection.

Lesson Outcomes: The student will know and be able to form an opinion about a book based on facts and details from that
book.

Common Core Writing Standard W.5.1:
Write opinion pieces on topics or texts supporting a points of view with reasons and information.
  a) Introduce a topic or text clearly, state an opinion, and create an organization structure in which related ideas are
      logically grouped to support the writer's purpose.
  b) Provide logically ordered reasons that are supported by facts and details.
  c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  d) Provide a concluding statement or section related to the opinion presented.

Information Fluency Continuum Standard 1, Benchmark Skills 5.7: Forms opinion and uses evidence from text to back it up.

	Procedure	Resources
Mini Lesson	• Work with students to define: opinion, personal reason, face and, detail. • Explain: "after selecting and reading a picture book of your choice, you will be asked to state your opinion of that book and to support your opinion with facts and details from the book. Let's do one together."	
Guided Practice	• Picture book read aloud: *The Bravest Woman in America* by Marissa Moss. • Model completing the graphic organizer: Supporting your opinion about a nonfiction book (see teacher completed graphic organizers). **Elicit and explain while modeling.	*The Bravest Woman in America* by Marissa Moss. Projected graphic organizer.
Independent Practice	• Each student selects a Dewey area to find a picture book about a topic of interest. • Students read their picture book. • Students complete the formative assessment: Supporting your opinion about a notification book (see student completed graphic organizer).	Copies of the graphic organizer: Supporting your opinion about a nonfiction book.
Sharing/ Reflection	Ask for volunteers to share their opinions and import facts or details from their books that support their opinions and personal reason. Discuss.	
Assessment: Collect completed formative assessment (Supporting your opinion about a nonfiction book) and review.		

Follow Up/Extension: Collaborate with the teacher to design a lesson on using linking words and phrases to connect
opinions with reason nad details from a nonfiction book. Model this activity using the teacher completed graphic
organizer from the lesson above.

Teacher Completed Sample

Name_____Class_____Date_____

Supporting your opinion about a nonfiction book

Title: The Bravest Women in America by Marissa Moss

Section of the library: 300's

My opinion: I like this book because it shows that a girl can be brave and strong.

1st own personal reason to back it up:

Ida Lewis was brave.

     Important facts ro details from book to support that reason:

     a) When the waves were high and rough, she knew how to stay calm.

     b) When she saw the boys falling out of their boat, she rowed out to rescue them even though there was a storm starting

---

2nd own personal reason to back it up:

Ida Lewis was strong.

     Important facts or details from book to support that reason:

     a) She was able to row the boat smoothly through the water.

     b) She was able to pull the drowning boys into the boat during a storm.

Supporting your opinion about a nonfiction book

Title: Poseidon

Section of the library: 200s

My opinion: I like this book beacuse it has important facts on poseidon

1st own personal **reason** to back it up:

poseidon was an important god

Important **facts or details from book** to support that reason:

a. Like he played an important role in the titan war

b. poseidon created the first horse

2nd own personal **reason** to back it up:

~~Poseit~~ poseidon is a good fighter

Important **facts or details from book** to support that reason:

a. poseidon was one of the leaders in the trojan war

b. poseidon competed with athena to be leader of athens

5th grade

7

GRADE K • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Character Types Key Details Major Events Questioning Setting	**Key Ideas and Details** RL.K.1. With prompting and support, ask and answer questions about key details in a text. RL.K.2. With prompting and support, retell familiar stories, including key details. RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	**Key Ideas and Details** • Identifies one or two key words about a topic, problem or question with guidance from the librarian . . . . #1 • Understands the basic organizational structure of books. . . . . #1 • Makes predictions about what will happen next in a story. #2
Illustrations Questioning	**Craft and Structure** RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**Craft and Structure** • Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information. . . . . #2 • Recognizes the works of a single author. . . . . #2 • Introduces stories crediting author and illustrator. . . . . #3
Comparing Contrasting Cultural Perspective Illustrations Relationships	**Integration of Knowledge and Ideas** RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K.8. (Not applicable to literature). RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. a. With prompting and support, students will make cultural connections to text and self.	**Integration of Knowledge and Ideas** • Uses illustrations to draw meaning from a story. . . . . #2 • **Connects ideas to own interests [Assessment available K.1]**. . . . . #1

GRADE K • Common Core/Empire State Information Fluency Continuum Alignment

	READING STANDARDS FOR LITERATURE	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** .IFC STANDARD
Purpose	**Range of Reading and Level of Text Complexity** RL.K.10. Actively engage in group reading activities with purpose and understanding.	**Range of Reading and Level of Text Complexity** • Requests/chooses materials related to personal interests. #2 • Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information. . . . . #2
Connections	**Responding to Literature** RL.K.11. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).	**Responding to Literature** • **Connects ideas to own interests [Assessment available K.1]**. . . . . #1 • Requests/chooses materials related to personal interests. #1 • Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information . . . . #2

GRADE K • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** .IFC STANDARD
Connection Key Details Main Topic Questioning	**Key Ideas and Details** RI.K.1. With prompting and support, ask and answer questions about key details in a text. RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**Key Ideas and Details** • Identifies one or two key words about a topic, problem or question with guidance from the librarian . . . . #1 • **Presents facts and simple answers to questions [Assessment available K.5]** . . . #1 • Retells a story using words and pictures. . . . . #2 • Uses materials provided to find answers to questions posed. . . . . #1 • **Distinguishes between fiction and nonfiction resources [Assessment available K.3]**. . . . . #1 • Makes predictions about what will happen next in a story . . . . #2
Illustrations Questioning Text Features	**Craft and Structure** RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. RI.K.5. Identify the front cover, back cover, and title page of a book. RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	**Craft and Structure** • Retells a story using words and pictures . . . . #2 • Introduces stories crediting author and illustrator . . . . #3 • **Understands the basic organizational structure of books [Assessment available K.2]**. . . . . #1 • Uses illustrations to draw meaning from a story. . . . . #3

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Comparing Contrasting Illustrations Reasoning Relationships	**Integration of Knowledge and Ideas** RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**Integration of Knowledge and Ideas** • Uses materials provided to find answers to questions posed . . . . #1 • **Demonstrates simple organizational skills such as sorting and categorizing [Assessment available K.4]**. . . . . #1
Purpose	**Range of Reading and Level of Text Complexity** RI.K.10. Actively engage in group reading activities with purpose and understanding.	**Range of Reading and Level of Text Complexity** • Requests/chooses materials related to personal interests. #2 • Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information . . . . #2

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Explanatory Text Informational Text Narrative Opinion Sequence of Events	**Text Types and Purposes** W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	**Text Types and Purposes** • Uses materials provided to find answers to questions posed . . . . #1 • **Demonstrates simple organizational skills such as sorting and categorizing [Assessment available K.4]**. . . . . #1 • **Presents facts and simple answers to questions [Assessment available K.5]**. . . . . #1
Questioning Supporting Details	**Production and Distribution of Writing** W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	**Production and Distribution of Writing** • Respects the ideas of others. . . . . #3 • Respects the ideas of others by listening and raising hands before speaking. . . . . #3 • Works collaboratively with a small group using technology for research to meet information needs.. . . . . #3

GRADE K • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** .IFC STANDARD
Opinion Questioning	**Research to Build and Present Knowledge** W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.9. (Begins in grade 4).	**Research to Build and Present Knowledge** • **Connects ideas to own interests [Assessment available K.1]**. . . . . #1 • Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information. . . . . #2 • Recognizes the works of a single author. . . . . #2 • Uses materials provided to find answers to questions posed. . . . . #1
	Range of Writing W.K.10. (Begins in grade 3).	
Theme	**Responding to Literature** W.K.11. Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.	

GRADE K • Common Core/Empire State Information Fluency Continuum Alignment

	SPEAKING AND LISTENING STANDARDS	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** .IFC STANDARD

Diverse Viewpoints
 	
Key Details
 	
Oral Text
 	
Questioning
	Comprehension and Collaboration
	
	SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	
	    a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
	
	    b. Continue a conversation through multiple exchanges.
	
	    c. Seek to understand and communicate with individuals from different cultural backgrounds.
	
	SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
	
	SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
		Comprehension and Collaboration
		
		• Formulates questions related to listening activities . . . . #1
		
		• Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information . . . . #2
		
		• Respects the ideas of others by listening and raising hands before speaking. . . . . #3
		
		• Respects the ideas of others . . . . #3
		
		• Retells stories with the correct sequence of events . . . . #2
		
		• **Presents facts and simple answers to questions [Assessment available K.5]** . . . . #1

GRADE K • Common Core/Empire State Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM .IFC STANDARD**
Supporting Details Visual Information	**Presentation of Knowledge and Ideas** SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	**Presentation of Knowledge and Ideas** • **Presents facts and simple answers to questions [Assessment available K.5]** . . . #1 • Retells a story using words and pictures . . . . #2

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

• Identifies own strengths and sets goals for improvement.

STANDARD 3

• Begins to associate rules of the library with respect for rules and procedures.

GRADE 1 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Character Types Key Details Main Idea/Central Message Questioning Settings Story Elements	**Key Ideas and Details** RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1. 3. Describe characters, settings, and major events in a story, using key details.	**Key Ideas and Details** • Identifies plot, characters, times, and places in a story . . . . #2 • Draws and shares conclusions about main idea of a story . . . . #2 • **Draws a conclusion about the main idea with guidance [Assessment available 1.5]** . . . . #1 • Restates/retells and asks questions about the topic, problem or question with guidance . . . . #1
Contrasting Point of View	**Craft and Structure** RL.1. 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1. 6. Identify who is telling the story at various points in a text.	**Craft and Structure** • Distinguishes between what is factual and imaginary. • Expresses feelings about favorite books through pictures and words.
Character Types Comparing Contrasting Cultural Perspective Story Elements	**Integration of Knowledge and Ideas** RL.1. 7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1. 8. (Not applicable to literature). RL.1. 9. Compare and contrast the adventures and experiences of characters in stories. *a.* With prompting and support, students will make cultural connections to text and self.	**Integration of Knowledge and Ideas** • Identifies plot, characters, times, and places in a story . . . . #2 • Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea. . . . . #1

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
	Range of Reading and Level of Text Complexity RL.1. 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	**Range of Reading and Level of Text Complexity** • Selects books, poems, or media based on teacher selected criteria or personal preference . . . . #2
Connections	**Responding to Literature** RL.1 .11. Make connections between self, text, and the world around them (text, media, social interaction).	**Responding to Literature** • Selects books, poems, or media based on teacher selected criteria or personal preference. . . . . #2 • **Share what is known about the general topic to elicit and make connections to prior knowledge [Assessment available 1.1]**. . . . . #1 • Recognizes and identifies personal interests through reading or listening to stories . . . . #2

GRADE 1 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Comparing Connections Contrasting Key Details Main Topic Questioning	**Key Ideas and Details** RI.1. 1. Ask and answer questions about key details in a text. RI.1. 2. Identify the main topic and retell key details of a text. RI.1. 3. Describe the connection between two Individuals, events, ideas, or pieces of information in a text.	**Key Ideas and Details** • Selects and uses appropriate sources with guidance, including picture dictionaries and beginning encyclopedias, to answer questions. . . . . #1 • **Draws a conclusion about the main idea with guidance [Assessment available 1.5]**. . . . . #1 • Restates/retells and asks questions about the topic, problem or question with guidance . . . . #1 • **Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions [Assessment available 1.4]** . . . . #1 • Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea. . . . . #1
Informational Text Interpreting Key Details Key Ideas Locating Information Questioning Text Features Visual Information	**Craft and Structure** RI.1. 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**Craft and Structure** • Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea. . . . . #1

GRADE 1 • Common Core/Empire State Information Fluency Continuum Alignment

	READING STANDARDS FOR INFORMATIONAL TEXT	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** .IFC STANDARD
Analyzing Author's Perspective Comparing Contrasting Illustration Key Details Supporting Details	**Integration of Knowledge and Ideas** RI.1. 7. Use the illustrations and details in a text to describe its key ideas. RI.1. 8. Identify the reasons an author gives to support points in a text. RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**Integration of Knowledge and Ideas** • **Distinguishes between fact and opinion [Assessment available 1.3]** . . . . #1 • Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea . . . . #1
	Range of Reading and Level of Text Complexity RI.1 10. With prompting and support, read informational texts appropriately complex for grade 1.	**Range of Reading and Level of Text Complexity** • Selects books, poems, or media based on teacher selected criteria or personal preference. . . . . #2

GRADE 1 • Common Core/Empire State Information Fluency Continuum Alignment

	WRITING STANDARDS	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD**
Explanatory Texts Facts Informational Texts Narrative Sequence of Events Supporting Details Opinion Reasons / Reasoning	**Text Types and Purposes** W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	**Text Types and Purposes** • **Share what is known about the general topic to elicit and make connections to prior knowledge [Assessment 1.1]** . . . . #1 • **Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions [Assessment available 1.4]** . . . . #1 • Completes the L portion of the K-W-L chart with what new ideas were learned. . #1 • Uses writing process to develop expression of new understandings. . . . . #1 • Distinguishes between what is factual and imaginary. . . . . #2
Supporting Details	**Production and Distribution of Writing** W.1.4. (Begins in grade 3). W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.1. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**Production and Distribution of Writing** • Uses writing process to develop expression of new understandings. . . . . #1 • Works cooperatively with peers, family members, and others when using technology in the classroom or at home . . . . #3 • Restates/retells and asks questions about the topic, problem or question with guidance. . . . . #1

GRADE 1 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM .IFC STANDARD**
Analyzing Facts Questioning Summarizing	**Research to Build and Present Knowledge** W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.1.9. (Begins in grade 4).	**Research to Build and Present Knowledge** • Adds to K-W-L chart constructed by class by helping develop questions for W – Wonder . . . . #1 • **Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions [Assessment available 1.4]** . . . . #1 • Contributes to a group media project to communicate ideas to classmates, families, and others . . . . #3 • **Share what is known about the general topic to elicit and make connections to prior knowledge [Assessment available 1.1]** . . . . #1
	Range of Writing W.1.10. (Begins in grade 3).	**Range of Writing**
	Responding to Literature W.1.11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.	Responding to Literature • Contributes to a group media project to communicate ideas to classmates, families, and others. . . . . #3

GRADE 1 • Common Core/Empire State Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Diverse Cultures Diverse Viewpoints Oral Text Questioning	**Comprehension and Collaboration** SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. d. Seek to understand and communicate with individuals from different cultural backgrounds. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**Comprehension and Collaboration** • Restates/retells and asks questions about the topic, problem or question with guidance. . . . . #1 • Practices giving positive feedback and giving compliments as modeled by librarian. . . . . #3 • **Asks, "What do I wonder about now?" [Assessment available 1.6]** . . . . #1 • Adds to K-W-L chart constructed by class by helping develop questions for W – Wonder. . . . . #1
Graphics Illustrations Images Key Details	**Presentation of Knowledge and Ideas** SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6. Produce complete sentences when appropriate to task and situation.	**Presentation of Knowledge and Ideas** • **Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions [Assessment available 1.4]** . . . . #1

GRADE 1 • Common Core/Empire State Information Fluency Continuum Alignment

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

- Demonstrates the ability to use the library and check out books.
- Recognizes the purpose of the online catalog to locate materials.
- Recognizes that nonfiction resources in the library are organized by categories and begins to associate the Dewey numbers with areas of interest.
- **Recognizes that fiction and picture books are organized by the author's last name in A-B-C order [Assessment 1.2].**
- Uses format chosen by the teacher.
- A**sks, "What do I wonder about now?" [Assessment 1.6].**
- **Identifies own strengths and sets goals for improvement [Assessment 1.7].**

STANDARD 2

- Recognizes and identifies personal interests through reading or listening to stories.
- Discusses favorite books and authors through exposure to author studies and series books.
- Draws and shares conclusions about main idea of a story.
- Expresses feelings about favorite books through pictures and words.

STANDARD 3

- Listens to multicultural texts from various genres.
- Works in groups to create and interpret charts of information gathered through research.
- Understands that it is wrong to copy from an author or another student.

GRADE 2 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Character Types Key Details Main Idea/ Central Message Questioning	**Key Ideas and Details** RL.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges.	**Key Ideas and Details** • Identifies the overall "big picture" idea by stating it orally or drawing a picture. . #1 • Reads multicultural texts from various genres. . . . . #3 • Compares folktales or stories from different cultures. . . . . #3
IContrasting Point of View Story Elements	**Craft and Structure** RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**Craft and Structure** • Compares characters in two different stories, or plots in two stories by the same author . . . . #2 • Begins to recognize that different genres require different reading strategies. . . . . #2

GRADE 2 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Character Types Comparing Contrasting Cultural Perspective Plot Settings Story Elements	**Integration of Knowledge and Ideas** RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.8. (Not applicable to literature). RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**Integration of Knowledge and Ideas** • Demonstrates comprehension of stories read independently and stories read aloud. . . . . #2 • Reads multicultural texts from various genres. . . . . #3 • Compares folktales or stories from different cultures. . . . . #3
	Range of Reading and Level of Text Complexity RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Range of Reading and Level of Text Complexity** • Demonstrates comprehension of stories read independently and stories read aloud. . . . . #2
Connections	**Responding to Literature** RL.2.11. Make connections between self, text, and the world around them (text, media, social interaction).	**Responding to Literature** • **Compares new ideas with what was known at the beginning of the inquiry [Assessment available 2.5]**. . . . . #1

GRADE 2 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Comparing Connections Contrasting Key Details Main Topic Questioning	**Key Ideas and Details** RI.2.1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**Key Ideas and Details** • Recognizes that questions can be answered by finding information. . . . . #1 • **Writes, draws, or verbalizes the main idea and supporting details [Assessment available 2.4]**. . . . . #1 • Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences. . . . . #3 • Identifies the overall "big picture" idea by stating it orally or drawing a picture . . #1
Author's Perspective Facts Interpreting Key Details Key ideas Locating Information Purpose Text Features Visual Information	**Craft and Structure** RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.5. Know and use various text features (e.g., captions, old print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**Craft and Structure** • Uses online encyclopedias, magazines, databases, and other technology resources with guidance. . . . . #1 • Selects and uses appropriate sources with guidance, including dictionaries, periodicals, maps, and globes, to answer questions. . . . . #1 • Identifies the overall "big picture" idea by stating it orally or drawing a picture. . #1

GRADE 2 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Author's Perspective Comparing Contrasting Illustrations Images Key details Reasoning Supporting Details	**Integration of Knowledge and Ideas** RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.8. Describe how reasons support specific points the author makes in a text. RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	**Integration of Knowledge and Ideas** • **Compares new ideas with what was known at the beginning of the inquiry [Assessment available 2.5]** . . . . #1 • **Recognizes that questions can be answered by finding information [Assessment available 2.1]** . . . . #1
Informational Texts	**Range of Reading and Level of Text Complexity** RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Range of Reading and Level of Text Complexity** • Begins to recognize that different genres require different reading strategies. . . . . #2 • Demonstrates comprehension of stories read independently and stories read aloud. . . . . #2

GRADE 2 • Common Core/Empire State Information Fluency Continuum Alignment

	WRITING STANDARDS	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** .IFC STANDARD
Connections Explanatory Texts Facts Informational Texts Narrative Opinion Reasoning Sequence of Events	**Text Types and Purposes** W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (*e.g., because, and, also)* to connect opinion and reasons, and provide a concluding statement or section. W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	**Text Types and Purposes** • **Follows a modeled inquiry process during each visit to the library to do research [Assessment available 2.3]**. . . . . #1 • Identifies the overall "big picture" idea by stating it orally or drawing a picture. . #1 • **Asks "I wonder" questions about the research topic [Assessment available 2.2]**. . . . . #1 • **Writes, draws, or verbalizes the main idea and supporting details [Assessment available 2.4]**. . . . . #1 • Uses simple note-taking strategies as demonstrated by librarian/teacher. . . . . . . #1 • Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences. . . . . #3 • Recognizes the right to express own opinion in an appropriate manner. . . . . #3
Supporting details	**Production and Distribution of Writing** W.2.4. (Begins in grade 3). W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**Production and Distribution of Writing** • **Asks "I wonder" questions about the research topic [Assessment available 2.2]**. . . . . #1 • Uses technology tools chosen by teacher or librarian to create written products. . . . . #1 • Expresses own ideas through creating products in a variety of formats. . . . . #2 • Begins to understand concept of "audience." . . . . #1 • **Presents information in a variety of ways [Assessment available 2.6]**. . . . . #1 • Credits sources by citing author and title. . . . . #3 • Identifies the names of sources used. . . . . #1 • Uses online tools to read, send, or post electronic messages to peers, experts, and family members with guidance. . . . . #3 • Uses feedback from others to create individual and collaborative projects. . . . . . #3

GRADE 2 • Common Core/Empire State Information Fluency Continuum Alignment

	WRITING STANDARDS	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM .IFC STANDARD**
Analyzing Facts Questioning Summarizing	**Research to Build and Present Knowledge** W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). W.2.8. Recall information from experiences or gather information from provided sources to answer a question. W.2.9. (Begins in grade 4).	**Research to Build and Present Knowledge** • **Follows a modeled inquiry process during each visit to the library to do research [Assessment available 2.3]** . . . . #1 • **Asks "I wonder" questions about the research topic [Assessment available 2.2]** . . . . #1 • **Writes, draws, or verbalizes the main idea and supporting details [Assessment available 2.4]** . . . . #1 • Uses simple note-taking strategies as demonstrated by librarian/teacher. . . . . . #1 • Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences. . . . . #1
	Range of Writing W.2.10. (Begins in grade 3).	**Range of Writing**
Narrative	**Responding to Literature** W.2.11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.	**Responding to Literature** • Expresses own ideas through creating products in a variety of formats. . . . . #2

SPEAKING AND LISTENING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** .IFC STANDARD

Connections
 	
Dialogue
 	
Diverse Cultures
 	
Diverse Viewpoints
 	
Key details
 	
Oral text
 	
Questioning
	Comprehension and Collaboration
	
	SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
	
	    a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	
	    b. Build on others' talk in conversations by linking their comments to the remarks of others.
	
	    c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
	
	    d. Seek to understand and communicate with individuals from different cultural backgrounds.
	
	SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	
	SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
		Comprehension and Collaboration
		
		• Begins to understand concept of "audience." . . . . #1
		
		• **Asks "I wonder" questions about the research topic [Assessment available 2.2]**. . . . . #1
		
		• **Writes, draws, or verbalizes the main idea and supporting details [Assessment available 2.4]**. . . . . #1
		
		• Expresses own ideas through creating products in a variety of formats. . . . . #2
		
		• Recognizes the right to express own opinion in an appropriate manner. . . . . #3

GRADE 2 • Common Core/Empire State Information Fluency Continuum Alignment

	SPEAKING AND LISTENING STANDARDS	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** .IFC STANDARD
Graphics Illustrations Images Sequence of events Visual Information	**Presentation of Knowledge and Ideas** SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**Presentation of Knowledge and Ideas** • Begins to understand concept of "audience.".. . . . . #1 • Identifies the overall "big picture" idea by stating it orally or drawing a picture.. . #1 • **Presents information in a variety of ways [Assessment available 2.4]**. . . . . #1 • Recognizes the right to express own opinion in an appropriate manner. . . . . #3

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1
• Uses ABC arrangement of books to locate materials.
• Uses authentic assessment rubrics modeled by librarian.
• **Identifies own strengths and sets goals for improvement [Assessment available 2.7].**

STANDARD 2
• **Returns materials when they are due so that others have access.**
• Uses online tools to read, send, or post electronic messages to peers, experts, and family members with guidance.
• Understand acceptable and unacceptable computer usage according to the Acceptable Use Policy related to use of technology.

GRADE 3 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Character Types Key details Main Idea/ Central Message Questioning Story Elements Sequence of events	**Key Ideas and Details** RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**Key Ideas and Details** • Questions text during reading or listening. . . . . #1 • Uses a variety of strategies to determine important ideas. . . . . #1 • **States the main idea [Assessment available 3.4]**. . . . . #1
Contrasting Interpreting Point of View Story Elements	**Craft and Structure** RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	**Craft and Structure** • Connects ideas in texts to own interests.. . . . . #1 • Uses a variety of strategies to determine important ideas. . . . . #1

GRADE 3 • Common Core/Empire State Information Fluency Continuum Alignment

	READING STANDARDS FOR LITERATURE	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD**
Analyzing Comparing Contrasting Graphics Illustrations Settings Theme	**Integration of Knowledge and Ideas** RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). RL.3.8. (Not applicable to literature). RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	**Integration of Knowledge and Ideas** • Uses a variety of strategies to determine important ideas. #1 • **States the main idea [Assessment available 3.4]**. . . . . #1
	Range of Reading and Level of Text Complexity RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Connects ideas in texts to own interests . . . . #1 • Selects both "just right" materials and challenging materials on a regular basis. . . . . #1 • Begins to explore and examine the various genres based on personal interests. . . . . #2
Connections Cultural Perspective Narrative	**Responding to Literature** RL.3.11 Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. a. Self-select text based upon personal preferences.	**Responding to Literature** • Connects ideas in texts to own interests . . . . #1 • States what is known about the problem or question and makes connections to prior knowledge. . . . . #1 • Begins to explore and examine the various genres based on personal interests. . #2

GRADE 3 • Common Core/Empire State Information Fluency Continuum Alignment

	READING STANDARDS FOR INFORMATIONAL TEXT	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM .IFC STANDARD**
Cause/Effect Connections Key details Main Idea/ Central Message Questioning Supporting details	**Key Ideas and Details** RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**Key Ideas and Details** • States what is known about the problem or question and makes connections to prior knowledge. . . . . #1 • Formulates questions about the topic with guidance. . . . . #1 • Questions text during reading or listening. . . . . #1 • Uses a variety of strategies to determine important ideas. #1 • **States the main idea [Assessment available 3.4]**. . . . . #1
Author's Perspective Domain specific vocabulary Interpreting Locating information Point of view Text Features	**Craft and Structure** RI.3.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5. Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6. Distinguish their own point of view from that of the author of a text.	**Craft and Structure** • Connects ideas in texts to own interests.. . . . . #1 • Identifies and uses the organizational structures of a nonfiction book to locate information . . . . #1

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Analyzing Cause/Effect Comparing Connections Contrasting Graphics Illustrations Images Key details Visual Information	**Integration of Knowledge and Ideas** RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	**Integration of Knowledge and Ideas** • Selects and uses multiple appropriate print, nonprint, electronic and human sources to answer questions. . . . . #1 • Uses at least two sources for research projects. . . . . #1 • Uses a variety of strategies to determine important ideas. #1
	Range of Reading and Level of Text Complexity RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Locates nonfiction material at appropriate reading level. . . . . #1 • Selects both "just right" materials and challenging materials on a regular basis. . . . . #2

GRADE 3 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM .IFC STANDARD**

Connections
 	
Explanatory Texts
 	
Illustrations
 	
Informational Texts
 	
Narratives
 	
Opinion
 	
Organization
 	
Reasoning
 	
Sequence of Events
 	
Visual Information
	Text Types and Purposes
	
	W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
	
	    a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
	
	    b. Provide reasons that support the opinion.
	
	    c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	
	    d. Provide a concluding statement or section.
	
	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	
	    a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
	
	    b. Develop the topic with facts, definitions, and details.
	
	    c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
	
	    d. Provide a concluding statement or section.
		Text Types and Purposes
		
		• Uses simple note-taking strategies. . . . . #1
		
		• Organizes information using a teacher provided tool. . . . . #1
		
		• Communicates new understandings through combining, predicting, illustrating and constructing.. . . . . #1
		
		• Identifies and evaluates the important features for a good product. . . . . #1
		
		• **Presents information clearly so that main points are evident [Assessment available 3.6].** . . . . #1
		
		• Uses visuals and multimedia to communicate meaning. #1
		
		• Gathers information . . . . #2

GRADE 3 • Common Core/Empire State Information Fluency Continuum Alignment

	WRITING STANDARDS	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD**
	W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	
Purpose Sequence of events	**Production and Distribution of Writing** W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	**Production and Distribution of Writing** • Communicates new understandings through combining, predicting, illustrating and constructing.. . . . . #1 • Identifies and evaluates the important features for a good product. . . . . #1 • **Chooses the format for the product based on personal preferences or uses format chosen by the teacher or librarian [Assessment available 3.5]**. . . . #1 • **Presents information clearly so that main points are evident [Assessment available 3.6]**. . . . . #1 • Uses visuals and multimedia to communicate meaning. #1 • **Assesses and revises own work with guidance [Assessment available 3.7]**. . . . . #1

GRADE 3 • Common Core/Empire State Information Fluency Continuum Alignment

	WRITING STANDARDS	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM .IFC STANDARD**
Analyzing Facts Questioning Summarizing	**Research to Build and Present Knowledge** W.3.7 Conduct short research projects that build knowledge about a topic. W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.9. (Begins in grade 4).	**Research to Build and Present Knowledge** • Uses prior knowledge and understanding of overall topic to make predictions about what the new information will reveal . . . . #1 • Formulates questions about the topic with guidance. . . . . #1 • Uses simple note-taking strategies. . . . . #1 • Organizes information using a teacher-provided tool. . . . . #1 • Communicates new understandings through combining, predicting, illustrating and constructing . . . . #1
	Range of Writing W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	**Range of Writing** • Communicates new understandings through combining, predicting, illustrating and constructing.. . . . . #1
Narrative	**Responding to Literature** W.3.11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.	**Responding to Literature** • **Chooses the format for the product based on personal preferences or uses format chosen by the teacher or librarian [Assessment available 3.5]**. . . . . #1

GRADE 3 • Common Core/Empire State Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** .IFC STANDARD

Connections
 	
Dialogue
 	
Diverse Cultures
 	
Diverse Viewpoints
 	
Key details
 	
Main Idea/ Central Message
 	
Oral Text
 	
Questioning
 	
Supporting details
 	
Visual Information
	Comprehension and Collaboration
	
	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
	
	   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	
	   b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	
	   c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	
	   d. Explain their own ideas and understanding in light of the discussion.
	
	   e. Seek to understand and communicate with individuals from different cultural backgrounds.
	
	SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	
	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
		Comprehension and Collaboration
		
		• Formulates questions about the topic with guidance. . . . . #1
		
		• Questions text during reading or listening. . . . . #1
		
		• Communicates new understandings through combining, predicting, illustrating and constructing. . . . . #1
		
		• Uses visuals and multimedia to communicate meaning. . . . . #1
		
		• Discusses problems and solutions in a work.. . . . . #1
		
		• Shows respect for and responds to the ideas of others. . . . . #3
		
		• **States the main idea [Assessment available 3.4]**. . . . . #1

SPEAKING AND LISTENING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Facts Graphics Images Visual Information	**Presentation of Knowledge and Ideas** SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**Presentation of Knowledge and Ideas** • Communicates new understandings through combining, predicting, illustrating and constructing. . . . . #1 • Uses visuals and multimedia to communicate meaning. . . . . #1 • Identifies and evaluates the important features for a good product. . . . . #1 • Shows respect for and responds to the ideas of others. . . . . #3 • **Presents information clearly so that main points are evident [Assessment available 3.5]**. . . . . #1

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

- **Searches the online catalog (author, title, and subject) with assistance to locate materials [Assessment available 3.2].**
- **Uses bookmarked Websites to find appropriate information [Assessment available 3.3].**
- Asks "What about this topic would I like to learn more about?"
- Identifies the ten major Dewey areas and what main topics are included in each.
- **Identifies own strengths and sets goals for improvement [Assessment available 3.8].**

STANDARD 2

- Gathers information related to personal interests.
- Begins to explore and examine the various genres based on personal interests.
- Understands basic cybersafety.

STANDARD 3

- Demonstrates responsibility and awareness that library resources are to be shared among the entire school community.
- Observes Internet safety procedures including safeguarding personal information.

GRADE 4 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Character Types Explicit Text Inferences Key Details Setting Summarizing Theme	**Key Ideas and Details** RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**Key Ideas and Details** • **Identifies facts and details that support main ideas [Assessment available 4.6]**. . . . . #1 • Draws a conclusion about the main idea. . . . . #1 • Identifies story elements in various fiction genres.. . . . . #2 • Makes predictions and inferences about events and characters. . . . . #2
Comparing Contrasting Point of View	**Craft and Structure** RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**Craft and Structure** • Identifies story elements in various fiction genres.. . . . . #2 • Uses evidence from stories to discuss characters, setting, plot, time, and place. . #2

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Cause/Effect Comparing Connections Contrasting Diverse Cultures Main Topic Oral Text Theme Visual Information	**Integration of Knowledge and Ideas** RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RL.4.8. (Not applicable to literature). RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**Integration of Knowledge and Ideas** • Draws a conclusion about the main idea . . . . #1 • Recognizes features of various genres and uses different reading strategies for understanding . . . . #2 • Notes similarities and differences in information from two different sources . . . . #1
Complex Text	**Range of Reading and Level of Text Complexity** RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Range of Reading and Level of Text Complexity** • Selects appropriate print and electronic materials on an individual level . . . . #2 • Uses skim/scan to locate information that is appropriate to age and ability level. . . . . #1
Connections Cultural Perspective Interpreting	**Responding to Literature** RL 4.11. Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations. a. Self-select text based upon personal preferences.	**Responding to Literature** • **Identifies facts and details that support main ideas [Assessment available 4.6]** . . . . #1 • Seeks information about personal interests by using the library catalog to find materials to read. . . . . #2

GRADE 4 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM .IFC STANDARD**
Connections Explicit text Inferences Key Details Main Idea/Central Message Summarizing	**Key Ideas and Details** RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**Key Ideas and Details** • **Identifies facts and details that support main ideas [Assessment available 4.6]**. . . . . #1 • Draws a conclusion about the main idea. . . . . #1 • Uses evidence from stories to discuss characters, setting, plot, time, and place. . . . . #2 • Makes predictions and inferences about events and characters. . . . . #2
Author's Perspective Domain Specific Vocabulary Locating Information Point of View Search Tools Text Features	**Craft and Structure** RI.4.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**Craft and Structure** • Identifies and uses the organizational structures of a nonfiction book to locate information.. . . . . #1 • Recognizes features of various genres and uses different reading strategies for understanding. . . . . #2

GRADE 4 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Cause/Effect Comparing Connection Contrasting Graphics Illustrations Key Details Key Ideas Main Topic	**Integration of Knowledge and Ideas** RI.4.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.4.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI.4.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	**Integration of Knowledge and Ideas** • Draws a conclusion about the main idea. . . . . #1 • Recognizes features of various genres and uses different reading strategies for understanding. . . . . #2 • Uses pre-selected primary sources to gather information. . . . . #1 • Notes similarities and differences in information from two different sources. . . . #1
Informational Texts	**Range of Reading and Level of Text Complexity** RI 4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Range of Reading and Level of Text Complexity** • Selects appropriate print and electronic materials on an individual level. . . . . #2

GRADE 4 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD

Author's Perspective
 	
Domain Specific Vocabulary
 	
Explanatory Texts
 	
Facts
 	
Illustrations
 	
Informational Texts
 	
Key Details
 	
Narrative
 	
Opinion
 	
Organization
 	
Point of View
 	
Quotations
 	
Reasoning
 	
Sequence of Events
	Text Types and Purposes
	
	W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	
	    a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
	
	    b. Provide reasons that are supported by facts and details.
	
	    c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
	
	    d. Provide a concluding statement or section related to the opinion presented.
	
	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	
	    a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	
	    b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	
	    c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
	
	    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	
	    e. Provide a concluding statement or section related to the information or explanation presented.
		Text Types and Purposes
		
		• **Predicts answers to inquiry questions based on background knowledge and beginning observation or experience [Assessment available 4.3]** . . . . #1
		
		• Distinguishes between fact and opinion. . . . . #1
		
		• **Identifies facts and details that support main ideas [Assessment available 4.6]**. . . . . #1
		
		• Follows a model or template provided to complete inquiry project and follows a timeline . . . . #1
		
		• **Asks questions to clarify topics or details [Assessment available 4.2]** . . . . #1
		
		• **Generates a list of key words for a research-based project with guidance [Assessment available 4.1]**. . . . . #1
		
		• **Uses selected search engines to find appropriate information [Assessment available 4.4]**. . . . . #1
		
		• Uses pre-selected Web resources to locate information.. . . . . #1
		
		• Selects and uses multiple appropriate print, nonprint, electronic and human sources to answer questions. . . . . #1
		
		• Uses various note-taking strategies.. . . . . #1
		
		• **Uses common organizational patterns to organize information [Assessment available 4.7]**. . . . . #1
		
		• Uses pre-writing to brainstorm ideas for most effective way to present conclusions. . . . . #1
		
		• **Identifies and evaluates the important features for a good product [Assessment available 4.8]**. . . . . #1
		
		• Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others. . . . . #3
		
		• Restates ideas of others accurately and adds own perspective . . . . #3

GRADE 4 • Common Core/Empire State Information Fluency Continuum Alignment

	WRITING STANDARDS	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** .IFC STANDARD
	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	
Audience Organization Purpose	**Production and Distribution of Writing** W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	**Production and Distribution of Writing** • **Paraphrases and summarizes information that answers research questions [Assessment available 4.5]** . . . . #1 • **Uses common organizational patterns to organize information [Assessment available 4.7]** . . . . #1 • Understands the concept of "audience"; determines audience before creating product. . . . . #3 • Understands the basic concept of plagiarism as copying the work of others. • Drafts the presentation/product. . . . . #2 • **Assesses and revises own work with guidance [Assessment available 4.9]** . . . . #1

GRADE 4 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD

Analyzing
 	
Categorization
 	
Evidence
 	
Informational Texts
 	
Reasoning
	Research to Build and Present Knowledge
	
	W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
	
	W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	
	W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	
	    a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
	
	    b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
		Research to Build and Present Knowledge
		
		• **Asks questions to clarify topics or details [Assessment available 4.2]** . . . . #1
		
		• Understands the concept of "audience"; determines audience before creating product. . . . . #1
		
		• Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others. . . . . #1
		
		• Restates ideas of others accurately and adds own perspective. . . . . #3
		
		• **Identifies and evaluates the important features for a good product [Assessment available 4.8]** . . . . #1
		
		• Understands the basic concept of plagiarism as copying the work of others. . . . . #3
		
		• **Identifies facts and details that support main ideas [Assessment available 4.6]** . . . . #1

	Range of Writing W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	**Range of Writing**
	Responding to Literature W.4.11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.	**Responding to Literature**

GRADE 4 • Common Core/Empire State Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD

Cultural Perspective
 	
Dialogue
 	
Diverse Cultures
 	
Evidence
 	
Facts
 	
Key Ideas
 	
Organization
 	
Questioning
 	
Reasoning
 	
Supporting Details
 	
Theme
 	
Visual Information
	Comprehension and Collaboration
	
	SL .4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
	
	    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	
	    b. Follow agreed-upon rules for discussions and carry out assigned roles.
	
	    c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
	
	    d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
	
	    e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.
	
	SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	
	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
		Comprehension and Collaboration
		
		• **Asks questions to clarify topics or details [Assessment available 4.2]** . . . . #1
		
		• Understands the concept of "audience"; determines audience before creating product. . . . . #1
		
		• Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others. . . . . #1
		
		• Restates ideas of others accurately and adds own perspective. . . . . #3
		
		• I**dentifies and evaluates the important features for a good product [Assessment available 4.8]**. . . . . #1
		
		• Understands the basic concept of plagiarism as copying the work of others. . . . . #3
		
		• **Identifies facts and details that support main ideas [Assessment available 4.6]**. . . . . #1

SPEAKING AND LISTENING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
	Presentation of Knowledge and Ideas SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	**Presentation of Knowledge and Ideas** • **Identifies and evaluates the important features for a good product [Assessment available 4.8]**. . . . . #1 • **Identifies facts and details that support main ideas [Assessment available 4.6]** #1 • Understands the concept of "audience"; determines audience before creating product. . . . . #1

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

• Identifies own strengths and sets goals for improvement.

STANDARD 2

• Understands basic netiquette.

STANDARD 3

• Respects privacy of others (e-mail, files, passwords, sites).

GRADE 5 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Character Types Comparing Contrasting Explicit Text Inferences Key Details Settings Summarizing Theme	**Key Ideas and Details** RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**Key Ideas and Details** • Determines important details. . . . . #1 • Draws and shares conclusions about the theme or focus of a work. . . . . #2 • Compares and contrasts story elements in two literary works . . . . #2 • Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. . . . . #2 • Understands literal meanings and can identify the main points and supporting details. . . . . #2
Author's Perspective Cultural Perspective Organization Point of View	**Craft and Structure** RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. a. Recognize and describe how an author's background and culture affect his or her perspective.	**Craft and Structure** • Determines important details. . . . . #1 • Draws and shares conclusions about the theme or focus of a work . . . . #2 • Considers multiple viewpoints and cultural perspectives. . . . . #2

GRADE 5 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Comparing Contrasting Multimedia Theme	**Integration of Knowledge and Ideas** RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.8. (Not applicable to literature). RL.5.9. Compare and contrast stories in the same genre (e.g.,mysteries and adventure stories) on their approaches to similar themes and topics.	**Integration of Knowledge and Ideas** • Compares and contrasts story elements in two literary works . . . . #2 • Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. . . . . #2
Complex Text	**Range of Reading and Level of Text Complexity** RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. . . . . #2

GRADE 5 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Explicit text Inference Interactions Key Details Main Idea/Central Message Relationships Summarizing	**Key Ideas and Details** RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**Key Ideas and Details** • Determines important details. . . . . #1 • Draws and shares conclusions about the theme or focus of a work . . . . #2 • Understands literal meanings and can identify the main points and supporting details . . . . #2
Analyzing Chronology Comparing Contrasting Point of View	**Craft and Structure** RI.5.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**Craft and Structure** • **Selects and uses multiple appropriate print, nonprint, electronic, and human sources to answer questions [Assessment available 5.3]**. . . . . #1 • Considers multiple viewpoints and cultural perspectives. . . . . #3

GRADE 5 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** .IFC STANDARD
Evidence Locating Information Problem/Solution Reasoning	**Integration of Knowledge and Ideas** RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9. Integrate information from several texts on same topic in order to write or speak about the subject knowledgeably.	**Integration of Knowledge and Ideas** • **Selects and uses multiple appropriate print, nonprint, electronic, and human sources to answer questions [Assessment available 5.3]** . . . . #1 • Identifies and uses the organizational structures of a nonfiction book to locate information.. . . . . #1 • **Evaluates print and electronic information for usefulness, relevance, and accuracy [Assessment available 5.5]**. . . . . #1 • Interprets information taken from maps, graphs, charts and other visuals . . . . . . #1 • Determines important details. . . . . #1 • Draws and shares conclusions about the theme or focus of a work . . . . #2
Informational Text	**Range of Reading and Level of Text Complexity** RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. . . . . #2

GRADE 5 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . .**IFC STANDARD**
Categorization	**Text Types and Purposes**	**Text Types and Purposes**
Dialogue	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	• Determines important details. . . . . #1
Domain Specific Vocabulary	a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	• Understands literal meanings and can identify the main points and supporting details. . . . . #2
Explanatory Text		• Uses prior knowledge and experiences to understand new facts and ideas. . . . . . . #1
Facts		• **Forms opinion and uses evidence from text to back it up [Assessment available 5.7]**. . . . . #1
Graphics	b. Provide logically ordered reasons that are supported by facts and details.	• Organizes notes and ideas and develops an outline or graphic organizer. . . . . #1
Illustrations	c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	• Uses writing process to develop expression of new understandings. . . . . #1
Informational Text		• Forms tentative thesis about main idea with guidance. . . . . #1
Key Details	d. Provide a concluding statement or section related to the opinion presented.	• Uses a variety of technology tools chosen by librarian or teacher to create products. . . . . #1
Multimedia	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	• Checks for correctness and completeness. . . . . #1
Narrative		• Draws and shares conclusions about the theme and focus of a work. . . . . #2
Opinion	a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	• Makes inferences with guidance. . . . . #1
Organization		
Pacing		
Purpose	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
Point of View		
Quotation	c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	
Reasoning		
Sequence of Events	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	
	e. Provide a concluding statement or section related to the information or explanation presented.	

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Point of View Quotation Reasoning Sequence of Events	**Text Types and Purposes (continued)** W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	

GRADE 5 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Audience Cultural Perspective Diverse Viewpoints Purpose	**Production and Distribution of Writing** W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. a. Produce text (print or nonprint) that explores a variety of cultures and perspectives. W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	**Production and Distribution of Writing** • Forms tentative thesis about main idea with guidance . . . . #1 • **Uses various note-taking strategies [Assessment available 5.6]** . . . . #1 • Considers multiple viewpoints and cultural perspectives. . . . . #2 • Organizes notes and ideas and develops an outline or graphic organizer. . . . . #1 • Uses writing process to develop expression of new understandings . . . . #1 • Identifies and evaluates the important features for a good product. . . . . #1 • Uses a variety of technology tools chosen by librarian or teacher to create products . . . . #1 • **Modifies and revises own work based on feedback from teacher and others [Assessment available 5.9]** . . . . #1 • **Assesses and revises own work with guidance [Assessment available 5.10]** . . . . #1 • Checks for correctness and completeness. . . . . #1 • Works collaboratively using technology for research to meet information needs . . . . #3 • **Uses navigation tools of a Website to find information [Assessment available 5.4]**. . . . . #1 • Uses software to record and organize information. . . . . #1 • Credits all sources properly with title, author, and page number . . . . #3 • **Cites all sources used according to model provided by teacher [Assessment available 5.8]**. . . . . #1

GRADE 5 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD

Analyzing
 	
Comparing
 	
Contrasting
 	
Evidence
 	
Informational Text
 	
Reasoning
 	
Summarizing
	Research to Build and Present Knowledge
	
	W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
	
	W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
	
	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	
	    a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
	
	    b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
		Research to Build and Present Knowledge
		
		• Determines important details. . . . . #1
		
		• Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. . . . . #2
		
		• **Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry [Assessment available 5.2].** . . . . #1
		
		• **Uses sources to acquire background information and brainstorms ideas for further inquiry [Assessment available 5.1].** . . . . #1
		
		• Uses prior knowledge and experiences to understand new facts and ideas . . . . . #1
		
		• Uses various note-taking strategies [Assessment available 5.6]. . . . . #1
		
		• **Uses navigation tools of a Website to find information [Assessment available 5.4].** . . . . #1
		
		• Uses software to record and organize information. . . . . #1
		
		• Organizes notes and ideas and develops an outline or graphic organizer. . . . . #1
		
		• Uses writing process to develop expression of new understandings . . . . #1
		
		• Credits all sources properly with title, author, and page number. . . . . #3
		
		• **Cites all sources used according to model provided by teacher [Assessment available 5.8].** . . . . #1
		
		• Checks for correctness and completeness. . . . . #1
		
		• Makes inferences with guidance. . . . . #1
		
		• **Forms opinion and uses evidence from text to back it up [Assessment available 5.7].** . . . . #1
		
		• Compares and contrasts story elements in two literary works . . . . #2
		
		• Determines important details. . . . . #1
		
		• Understands literal meanings and can identify the main points and supporting details. . . . . #2

GRADE 5 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . .**IFC STANDARD**
Audience Purpose	**Range of Writing** W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Range of Writing** • Uses writing process to develop expression of new understandings . . . . #1
Narrative	**Responding to Literature** W.5.11. Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class. a. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.	**Responding to Literature** • Draws and shares conclusions about the theme or focus of a work. . . . . #2

SPEAKING AND LISTENING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD

Analyzing
 	
Cultural Perspective
 	
Diverse Viewpoints
 	
Key Ideas
 	
Main Idea/Central Message
 	
Multimedia
 	
Questioning
 	
Opinion
 	
Persuasion
 	
Point of View
 	
Summarizing
 	
Supporting Details
 	
Theme
 	
Visual Information
	Comprehension and Collaboration
	
	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
	
	   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	
	   b. Follow agreed-upon rules for discussions and carry out assigned roles.
	
	   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	
	   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	
	   e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.
	
	   f. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
	
	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	
	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
		Comprehension and Collaboration
		
		• Actively listens to and restates others' ideas and contributes own ideas . . . . #1
		
		• Relies on feedback to figure out how to improve product and process . . . . #1
		
		• Considers multiple viewpoints and cultural perspectives. #2
		
		• Determines important details. . . . . #1
		
		• **Selects and uses multiple appropriate print, nonprint, electronic, and human sources to answer questions [Assessment available 5.3]** . . . . #1
		
		• Uses prior knowledge and experiences to understand new facts and ideas . . . . . #1
		
		• Uses a variety of technology tools chosen by librarian or teacher to create products . . . . #1

GRADE 5 • Common Core/Empire State Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
	Presentation of Knowledge and Ideas SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	**Presentation of Knowledge and Ideas** • Determines important details. . . . . #1 • Draws and shares conclusions about the theme or focus of a work. . . . . #2 • Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. . . . . #2 • Understands literal meanings and can identify the main points and supporting details. . . . . #2 • **Forms opinion and uses evidence from text to back it up [Assessment available 5.7]** . . . . #1 • **Selects and uses multiple appropriate print, nonprint, electronic, and human sources to answer questions [Assessment available 5.3]**. . . . . #1 • **Evaluates print and electronic information for usefulness, relevance, and accuracy [Assessment available 5.5]** . . . . #1 • Identifies and evaluates the important features for a good product. . . . . #1 • Uses a variety of technology tools chosen by librarian or teacher to create products . . . . #1

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

• Identifies own strengths and sets goals for improvement.

STANDARD 2

• Develops basic search skills for online and database searching related to personal interests.

STANDARD 3

• Discusses responsible use and misuse of technology and describes personal consequences of inappropriate use of information and technology.

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Analyzing Explicit Text Inferences Key Details Main Idea/ Central Message Sequence of Events Summarizing	**Key Ideas and Details** **RL.6.1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	**Key Ideas and Details** • Participates in literary discussions and book clubs . . . . #2 • Differentiates between important and unimportant details . . . . #1 • Makes inferences based on explicit information in text. . . . . #1
Analyzing Connotation Cultural Perspective Figurative Language Narrator Setting Theme	**Craft and Structure** RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. a. Explain how an author's geographic location or culture affects his or her perspective.	**Craft and Structure** • Recognizes similarities and differences among authors writing on the same theme . . . . #1 • Differentiates between important and unimportant details. . . . . #1

GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Comparing Contrasting Theme	**Integration of Knowledge and Ideas** RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. RL.6.8. (Not applicable to literature). RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	**Integration of Knowledge and Ideas** • Compares and contrasts different media representations of the same story. . . . . #2 • Participates in literary discussions and book clubs . . . . #2
Complex Text	**Range of Reading and Level of Text Complexity** RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Range of Reading and Level of Text Complexity** • Reads a variety of genres in print and electronic format . . . . #2 • Reads independently . . . . #2

Classification
 	
Connections
 	
Cultural Perspective
 	
Evaluating
 	
Interpreting
 	
Narrative
	Responding to Literature
	
	RL.6.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.
	
	  a. Self-select text based on personal preferences.
	
	  b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.
		Responding to Literature
		
		• Recognizes similarities and differences among authors writing on the same theme . . . . #2
		• Participates in literary discussions and book clubs . . . . #2
		• Identifies and pursues personal interests by reading widely in diverse formats and media . . . . #2
		• Reads a variety of genres in print and electronic format . . . . #2
		• Finds areas of passion or interest within topics of study . . . . #1

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD

Classification
 	
Connections
 	
Cultural Perspective
 	
Evaluating
 	
Interpreting
 	
Narrative
	Responding to Literature
	
	RL.6.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.
	
	   a. Self-select text based on personal preferences.
	
	   b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.
		Responding to Literature
		
		• Recognizes similarities and differences among authors writing on the same theme. . . . . #2
		
		• Participates in literary discussions and book clubs . . . . #2
		
		• Identifies and pursues personal interests by reading widely in diverse formats and media . . . . #2
		
		• Reads a variety of genres in print and electronic format . . . . #2
		
		• Finds areas of passion or interest within topics of study . . . . #1

GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Evidence Illustrations Inferences Key Details Main Idea/ Central Message Summarizing	**Key Ideas and Details** RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**Key Ideas and Details** • Differentiates between important and unimportant details . . . . #1 • Makes inferences based on explicit information in text . . . . #1 • **Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]**. . . . . #1
Analyzing Author's Perspective Connotation Figurative Language Point of View	**Craft and Structure** RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**Craft and Structure** • Differentiates between important and unimportant details . . . . #1 • Makes inferences based on explicit information in text . . . . #1 • **Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]** . . . . #1

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Argument Claims Comparing Conflicting Evidence Contrasting Evaluating Visual Information	**Integration of Knowledge and Ideas** RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.	**Integration of Knowledge and Ideas** • **Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]** . . . . #1 • Recognizes similarities and differences among authors writing on the same theme. . . . . #2 • Determines what information is needed to support the investigation and answer the questions. . . . . #1 • Summarizes information that answers research questions. . . . . #1 • **Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]**. . . . . #1
Complex Text Literary Nonfiction	**Range of Reading and Level of Text Complexity** RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Range of Reading and Level of Text Complexity** • Identifies and pursues personal interests by reading widely in diverse formats and media . . . . #2 • Reads a variety of genres in print and electronic format . . . . #2 • Reads independently. . . . . #2

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Argument Cause/Effect Claims Classification Comparing Contrasting Counterclaims Dialogue Domain Specific Vocabulary Evidence Explanatory Texts Facts Graphics Key Details Informational Texts Main Topic Multimedia	**Text Types and Purposes** W.6.1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	**Text Types and Purposes** • Follows a complete research plan and stays on a timeline. #1 • Recognizes characteristics of good questions . . . . #1 • Determines what information is needed to support the investigation and answer the questions . . . . #1 • Participates in supervised use of search engines and pre-selected Web resources to access appropriate information for research . . . . #1 • Evaluates electronic and print information to determine whether it is inaccurate or misleading. . . . . #1 • Summarizes information that answers research questions . . . . #1 • Differentiates between important and unimportant details . . . . #1 • Takes notes using one or more of a variety of note-taking strategies . . . . #1 • Makes inferences based on explicit information in text . . . . #1 • Organizes notes and ideas and develops an outline or graphic organizer using both print and electronic tools. . . . . #1 • **Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]** . . . . #1 • Uses pre-writing to discover alternate ways to present conclusions. . . . . #1 • Assesses own work and begins to develop own revision process . . . . #1 • **Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4]**. . . . . #1 • Works collaboratively with peers to use technology for research to meet information needs. . . . . #3

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Narrative Organization Pacing Relationships Sequence of events Visual Information	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	

GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

	WRITING STANDARDS	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** .IFC STANDARD
Audience Diverse Cultures Diverse Viewpoints Purpose	**Production and Distribution of Writing** W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. a. Produce text (print or nonprint) that explores a variety of cultures and perspectives. W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	**Production and Distribution of Writing** • Demonstrates tolerance of different opinions. . . . . #3 • Drafts the presentation/product tailored to the audience. . . . . #1 • Assesses own work and begins to develop own revision process . . . . #1 • **Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4]**. . . . . #1 • Works collaboratively with peers to use technology for research to meet information needs . . . . #3

GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Argument Claims Comparing Contrasting Evaluating Evidence Informational Texts Questioning Quotation Reasoning	**Research to Build and Present Knowledge** W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g.,"Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	**Research to Build and Present Knowledge** • Finds areas of passion or interest within topics of study . . . . #1 • Identifies key words and ideas that appear in background information and class conversation. . . . . #1 • Recognizes characteristics of good questions . . . . #1 • Determines what information is needed to support the investigation and answer the questions . . . . #1 • **Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves [Assessment available 6.1]** . . . . #1 • Evaluates electronic and print information to determine whether it is inaccurate or misleading. . . . . #1 • **Uses both primary and secondary sources [Assessment available 6.2]** . . . . #1 • Relates new information to prior knowledge. . . . . #1 • Understands the concept of plagiarism and the importance of paraphrasing. . . . #3 • Summarizes information that answers research questions.. . . . . #1 • Makes inferences based on explicit information in text. . . . . #1 • Compares and contrasts different media representations of the same story. . . . . #2

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Audience Purpose	**Range of Writing** W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.	**Range of Writing**
Cultural Perspective Key Details Theme	**Responding to Literature** W.6.11. Create and present a text or art work in response to literary work. a. Develop a perspective or theme supported by relevant details. b. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. c. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).	**Responding to Literature** • **Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4].** . . . . #1

SPEAKING AND LISTENING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD

Analyzing
 	
Argument
 	
Claims
 	
Counterclaims
 	
Diverse Cultures
 	
Diverse Perspectives
 	
Evidence
 	
Interpreting
 	
Key Details
 	
Key Ideas
 	
Persuasion
 	
Reasoning
 	
Visual Information
	Comprehension and Collaboration
	
	SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	
	   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	
	   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	
	   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	
	   d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	
	   e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.
	
	SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
	
	   a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
	
	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
		Comprehension and Collaboration
		
		• Drafts the presentation/product tailored to the audience. #1
		
		• **Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4].** . . . . #1
		
		• Encourages team members to share ideas and opinions. #3
		
		• Participates in literary discussions and book clubs. . . . . #2
		
		• Demonstrates tolerance for different opinions. . . . . #3
		
		• Differentiates between important and unimportant details. . . . . #1
		
		• **Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]** . . . . #1

GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Claims Facts Main Idea/ Central Message Multimedia Theme Visual Information	**Presentation of Knowledge and Ideas** SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**Presentation of Knowledge and Ideas** • Drafts the presentation/product tailored to the audience. . . . . #1 • **Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4]**. . . . . #1 • **Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]** . . . . #1

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

• Recognizes the organization and use of special sections in the library (e.g. reference, graphic novels, paperbacks).

STANDARD 3

• Discusses privacy and cyberbullying related to safe and responsible use of information and communication technology.

• Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly.

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Analyzing Explicit Text Inferences Interactions Main Idea/ Central Message Story Elements Summarizing	**Key Ideas and Details** RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**Key Ideas and Details** • Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights. . . . . #2 • Participates in literary discussions and book clubs. . . . . #2 • **Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]**. . . . . #1 • Forms opinions and judgments backed up by supporting evidence.. . . . . #1
Analyzing Character Types Connotation Contrasting Diverse Cultures Figurative Language Point of View	**Craft and Structure** RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5. Analyze how a drama's or poem's form or structure (e.g.,soliloquy, sonnet) contributes to its meaning. RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. a. Analyze stories, drama, or poems by authors who represent diverse world cultures.	**Craft and Structure** • Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights.. . . . . #2 • Considers culturally divergent and opposing viewpoints on topics. . . . . #3

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Comparing Contrasting Multimedia	**Integration of Knowledge and Ideas** RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.8. (Not applicable to literature). RL.7.9. Compare and contrast a fictional portrayal of a time, place,or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**Integration of Knowledge and Ideas** • Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights. . . . . #2 • Participates in literary discussions and book clubs . . . . #2
Complex Text	**Range of Reading and Level of Text Complexity** RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Range of Reading and Level of Text Complexity** • Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level. . . . . #2
Classification Connections Cultural Perspectives Evaluating Interpreting	**Responding to Literature** RL.7.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text based on personal preferences. b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	**Responding to Literature** • Participates in literary discussions and book clubs . . . . #2 • Independently locates and selects information for personal, hobby, or vocational interests. . . . . #2 • Reads independently . . . . #2 • Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level. . . . . #2

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . .**IFC STANDARD**
Analyzing Evidence Explicit Text Inferences Interactions Main Idea/ Central Message Summarizing	**Key Ideas and Details** RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	**Key Ideas and Details** • Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas . . . . #1 • Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights. #1 • **Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]** . . . . #1 • Questions the difference between sources and seeks additional sources to resolve. . . . . #1 • **Cites all sources used according to local style formats [Assessment available 7.7]** . . . . #1
Analyzing Author's Perspective Connotation Figurative Language Organization Point of View	**Craft and Structure** RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. .	**Craft and Structure** • Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas. . . . . #1 • Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights . . . . #1 • **Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]** . . . . #1

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Analyzing Argument Claims Comparing Contrasting Evaluating Evidence Key Ideas Interpreting Persuasion Reasoning	**Integration of Knowledge and Ideas** RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. 　a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.	**Integration of Knowledge and Ideas** • Participates in literary discussions and book clubs . . . . #2 • Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level. . . . . #2 • **States and verifies what is known about the problem or question and makes connections to prior knowledge [Assessment available 7.1]** . . . . #1 • Determines what resources will most likely offer quality information . . . . #1 • **Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy [Assessment available 7.3]**. . . . . #1 • **Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4]**. . . . . #1 • Questions the differences between sources and seeks additional sources to resolve . . . . #1 • Forms opinions and judgments backed up by supporting evidence . . . . #1 • Considers culturally divergent and opposing viewpoints on topics. . . . . #3
Complex Text Literary Nonfiction	**Range of Reading and Level of Text Complexity** RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Range of Reading and Level of Text Complexity** • Independently locates and selects information for personal, hobby, or vocational interests . . . . #2 • Reads independently . . . . #2 • Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level . . . . #2

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM .IFC STANDARD**
Argument	**Text Types and Purposes**	**Text Types and Purposes**
Cause/Effect	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	• **States and verifies what is known about the problem or question and makes connections to prior knowledge [Assessment available 7.1]** . . . . #1
Claims		• Writes questions independently based on key ideas or areas of focus. . . . . #1
Classification	a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	• **Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis [Assessment available 7.2]** . . . . #1
Comparing		• Determines what resources will most likely offer quality information . . . . #1
Contrasting	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	• Considers culturally divergent and opposing viewpoints on topics. . . . . #3
Counterclaims		• Uses the categorization of materials within Dewey areas to locate resources and browse for additional materials . . . . #1
Dialogue	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	• Uses technology resources such as online encyclopedias, online databases, and Web subject directories to locate information on assigned topics in the curriculum . . . . #1
Domain Specific Vocabulary	d. Establish and maintain a formal style.	• Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources. . . . . #1
Evidence	e.Provide a concluding statement or section that follows from and supports the argument presented.	• Uses multiple sources to acquire background information and brainstorms ideas for further inquiry. . . . . #1
Explanatory Texts	W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	• Questions the differences between sources and seeks additional sources to resolve . . . . #1
Facts		• Evaluates and paraphrases information that answers research questions. . . . . . . #1
Graphics	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	• **Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy [Assessment available 7.3]**. . . . . #1
Informational Texts		• **Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4]**. . . . . #1
Key Details Main Topic		• Takes notes by paraphrasing or using quotation marks when using someone else's words . . . . #3
Multimedia		
Narrative		
Organization	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Pacing Point of View Relationships Sequence of events Visual Information	c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	• **Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy [Assessment available 7.3]**. . . . . #1 • **Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4]**. . . . . #1 • **Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]**. . . . . #1 • **Uses common organizational patterns to organize information in order to draw conclusions [Assessment available 7.5]** . . . . #1 • Forms opinions and judgments backed up by supporting evidence.. . . . . #1 • Publishes final product for a particular audience and purpose . . . . #1

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Audience Organization Purpose	**Production and Distribution of Writing** W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. a. Produce text (print or nonprint) that explores a variety of cultures and perspectives. W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	**Production and Distribution of Writing** • **Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]**. . . . . #1 • Considers culturally divergent and opposing viewpoints on topics. . . . . #3 • **Uses common organizational patterns to organize information in order to draw conclusions [Assessment available 7.5]** . . . . #1 • **Cites all sources used according to local style formats [Assessment available 7.7]**. . . . . #1 • Publishes final product for a particular audience and purpose. . . . . #1 • Uses interactive multimedia tools to exchange data collected and to learn curricular concepts by communicating with peers, experts, and other audiences. . . . . #3

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD

Analyzing
 	
Claims
 	
Comparing
 	
Contrasting
 	
Evaluating
 	
Evidence
 	
Informational Texts
 	
Questioning
 	
Reasoning
 	
Quotation
	Research to Build and Present Knowledge
	
	W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
	
	W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	
	W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	
	    a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
	
	    b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
		Research to Build and Present Knowledge
		
		• Determines what resources will most likely offer quality information . . . . #1
		
		• **Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy [Assessment available 7.3]**. . . . . #1
		
		• Uses technology resources such as online encyclopedias, online databases, and Web subject directories to locate information on assigned topics in the curriculum . . . . #1
		
		• Forms opinions and judgments backed up by supporting evidence . . . . #1
		
		• **States and verifies what is known about the problem or question and makes connections to prior knowledge [Assessment available 7.1]**. . . . . #1
		
		• Writes questions independently based on key ideas or areas of focus. . . . . #1
		
		• A**nalyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis [Assessment available 7.2]** . . . . #1
		
		• Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources. . . . . #1
		
		• Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas. . . . . #1
		
		• Uses the structure and navigation tools of a Website to find the most relevant information . . . . #1
		
		• **Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4]**. . . . . #1
		
		• Takes notes by paraphrasing or using quotation marks when using someone else's words. . . . . #3
		
		• Evaluates and paraphrases information that answers research questions . . . . #1
		
		• **Cites all sources used according to local style formats [Assessment available 7.7]**. . . . . #1

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

	WRITING STANDARDS	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** .IFC STANDARD
Audience Purpose	**Range of Writing** W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Connections	**Responding to Literature** W.7.11. Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections. a. Make deliberate, personal, cultural, textual, and thematic connections across genres. b. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).	**Responding to Literature** • Participates in literary discussions and book clubs . . . . #2 • Independently locates and selects information for personal, hobby, or vocational interests . . . . #2 • Reads independently . . . . #2 • Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level . . . . #2

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing	**Comprehension and Collaboration**	**Comprehension and Collaboration**
Claims	SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	• Publishes final product for a particular audience and purpose . . . . #1
Evaluating		• Participates in literary discussions and book clubs . . . . #2
Evidence		• Asks questions of others in a group to elicit their information and opinions. . . . #3
Explicit Text	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	• Uses interactive multimedia tools to exchange data collected and to learn curricular concepts by communicating with peers, experts, and other audiences . . . . #3
Diverse Cultures		•Considers culturally divergent and opposing viewpoints on topics . . . . #3
Diverse Perspectives		• **Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]** . . . . #1
Main Idea/ Central Message	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	• Forms opinions and judgments backed up by supporting evidence. . . . . #1
Persuasion		
Reasoning	c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	
Supporting Details		
Visual Information	d. Acknowledge new information expressed by others and, when warranted, modify their own views.	
	e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
	Comprehension and Collaboration (continued) SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
Claims Facts Key Details Multimedia Visual Information	**Presentation of Knowledge and Ideas** SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salent points. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**Presentation of Knowledge and Ideas** • Publishes final product for a particular audience and purpose . . . . #1 • Participates in literary discussions and book clubs. . . . . #2 • Asks questions of others in a group to elicit their information and opinions. . . . #3 • Uses interactive multimedia tools to exchange data collected and to learn curricular concepts by communicating with peers, experts, and other audiences . . . . #3

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

• Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment.

STANDARD 3

• Discusses security, piracy and downloading related to safe and responsible use of information and communication technology.

• Uses programs and Internet sites responsibly, efficiently, and ethically.

• Observes Internet safety procedures, including safeguarding personal information and equipment.

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Analyzing Dialogue Evidence Explicit Text Inferences Main Idea/ Central Message Plot Setting Summarizing Theme	**Key Ideas and Details** RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	**Key Ideas and Details** • Participates in literary discussions and book clubs . . . . #2 • Understands literal and implied meanings and can place the meaning in a conceptual framework . . . . #2 • **Draws conclusions based on explicit and implied information [Assessment available 8.6]** . . . . #1
Analyzing Audience Comparing Connotation Contrasting Diverse Cultures Figurative Language Point of View	**Craft and Structure** RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. a. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures.	**Craft and Structure** • Creates and shares reading experiences and responds in a variety of ways and formats. . . . . #2 • Participates in literary discussions and book clubs . . . . #2 • Reads independently . . . . #2 • **Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4]** . . . . #1 • **Recognizes that own point of view influences the interpretation of information [Assessment available 8.5]** . . . . #1

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Analyzing Character Types Evluating	**Integration of Knowledge and Ideas** RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. RL.8.8. (Not applicable to literature). RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	**Integration of Knowledge and Ideas**
Complex Text	**Range of Reading and Level of Text Complexity** RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Creates and shares reading experiences and responds in a variety of ways and formats. . . . . #2 • Participates in literary discussions and book clubs . . . . #2 • Reads independently . . . . #2
Analyzing Classification Connection Cultural Perspective Evaluating interpreting	**Responding to Literature** RL.8.11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text to develop personal preferences. b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	**Responding to Literature** • Creates and shares reading experiences and responds in a variety of ways and formats. . . . . #2 • Participates in literary discussions and book clubs . . . . #2 • Reads independently . . . . #2

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Categorization Comparing Connections Evidence Explicit Text Main Idea/ Central Message Relationships Summarizing	**Key Ideas and Details** RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**Key Ideas and Details** • Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words . . . . #1 • **Recognizes that own point of view influences the interpretation of information [Assessment available 8.5]** . . . . #1 • **Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4]** . . . . #1 • Analyzes disparate points of view discovered in different sources. . . . . #1 • **Draws conclusions based on explicit and implied information [Assessment available 8.6]** . . . . #1
Analyzing Author's Perspective Conflicting Evidence Conflicting Viewpoints Connotation Figurative Language Key Ideas Point of View Purpose	**Craft and Structure** RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	**Craft and Structure** • **Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4].** . . . . #1 • **Recognizes that own point of view influences the interpretation of information [Assessment available 8.5].** . . . . #1 • Analyzes disparate points of view discovered in different sources**.** . . . . #1

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Argument Claims Conflicting View-points Evaluating Evidence Persuasion Reasoning	**Integration of Knowledge and Ideas** RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.	**Integration of Knowledge and Ideas** • Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication . . . . #1 • Seeks balanced view by using diverse sources to access appropriate material . . #1 • Selects information based on authority and point of view . . . . #1 • Compares online resources to seek global perspective . . . . #3 • Identifies misconceptions and revises ideas as new information is gained. . . . . #1 • Analyzes disparate points of view discovered in different sources. . . . . #1 • **Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4]**. . . . . #1 • **Recognizes that own point of view influences the interpretation of information [Assessment available 8.5]**.. . . . . #1
Complex Text Literary Nonfiction	**Range of Reading and Level of Text Complexity** RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Creates and shares reading experiences and responds in a variety of ways and formats. . . . . #2 • Reads independently. . . . . #2

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Argument Cause/Effect Categorization Claims Classification Comparing Contrasting Counterclaims Dialogue Domain Specific Vocabulary Evidence Explanatory Texts Facts Graphics Informational Texts Key Details	**Text Types and Purposes** W.8.1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	**Text Types and Purposes** • **Revises the question or problem as needed to arrive at a manageable topic for inquiry [Assessment available 8.1].** . . . . #1 • Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words. . . . . #1 • Plans inquiry to test hypothesis or validate thesis. . . . . #1 • **Refines questions to guide the search for different types of information [Assessment available 8.2].** . . . . #1 • **Uses different formats as sources of information [Assessment available 8.3].** . . #1 • Seeks balanced view by using diverse sources to access appropriate material. . . #1 • **Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4].** . . . . #1 • Selects information based on authority and point of view . . . . #1 • Compares online resources to seek global perspective . . . . #3 • Analyzes disparate points of view discovered in different sources. . . . . #1 • **Recognizes that own point of view influences the interpretation of information[Assessment available 8.5].** . . . . #1 • Identifies misconceptions and revises ideas as new information is gained . . . . . #1 • Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate . . . . #1 • **Draws conclusions based on explicit and implied information [Assessment available 8.6]** . . . . #1

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM .IFC STANDARD**
Multimedia Narrative Organization Pacing Quotation Point of View Relationships Sequence of events Visual Information	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD**
Audience Organization Purpose	**Production and Distribution of Writing** W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. a. Produce text (print or non print) that explores a variety of cultures and perspectives. W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	**Production and Distribution of Writing** • **Creates products for authentic reasons and audiences [Assessment available 8.7]** . . . . #1 • Uses two or three strategies to revise product based on self-assessment, teacher feedback, and peer feedback . . . . #1 • Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication. . . . . #1 • Experiments with various types of multimedia software and online applications for artistic and personal expression . . . . #2 • Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences . . . . #3 • Gathers and uses information ethically by citing all sources. . . . . #3 • Credits sources by using correct bibliographic format . . . . #3

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD

Analyzing
 	
Argument
 	
Character Types
 	
Claims
 	
Evaluating
 	
Evidence
 	
Informational Text
 	
Quotation
 	
Patterns
 	
Reasoning
 	
Theme
	Research to Build and Present Knowledge
	
	W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	
	W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	
	W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	
	   a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
	
	   b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
		Research to Build and Present Knowledge
		
		• **Revises the question or problem as needed to arrive at a manageable topic for inquiry [Assessment available 8.1]** . . . . #1
		
		• Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words . . . . #1
		
		• Plans inquiry to test hypothesis or validate thesis. . . . . #1
		
		• Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate. . . . . #1
		
		• **Refines questions to guide the search for different types of information [Assessment available 8.2]** . . . . #1
		
		• **Uses different formats as sources of information [Assessment available 8.3]** . . #1
		
		• Seeks balanced view by using diverse sources to access appropriate material . . #1
		
		• Selects information based on authority and point of view . . . . #1
		
		• Compares online resources to seek global perspective . . . . #3
		
		• Analyzes disparate points of view discovered in different sources. . . . . #1
		
		• **Draws conclusions based on explicit and implied information [Assessment available 8.6]** . . . . #1
		
		• Gathers and uses information ethically by citing all sources. . . . . #1
		
		• Credits sources by using correct bibliographic format . . . . #1

	WRITING STANDARDS	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . .IFC STANDARD
Connections	**Range of Writing** W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Range of Writing**
Connections	**Responding to Literature** W.8.11. Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. a. Make well-supported personal, cultural, textual, and thematic connections across genres. b. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).	**Responding to Literature** • Creates and shares reading experiences and responds in a variety of ways and formats . . . . #2 • Participates in literary discussions and book clubs . . . . #2 • Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences . . . . #2

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

	SPEAKING AND LISTENING STANDARDS	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . .IFC STANDARD

Analyzing
 	
Argument
 	
Claims
 	
Connections
 	
Cultural Perspective
 	
Diverse Cultures
 	
Evidence
 	
Persuasion
 	
Purpose
 	
Questioning
 	
Reasoning
 	
Visual Information
	Comprehension and Collaboration
	
	SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	
	  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	
	  b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	
	  c. Pose questions that connect the ideas of several speakers and respond to others' question and comments with relevant evidence, observations, and ideas.
	
	  d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	
	  e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
	
	SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	
	  a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
	
	SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
		Comprehension and Collaboration
		
		• **Creates products for authentic reasons and audiences [Assessment available 8.7]** . . . .#1
		
		• Creates and shares reading experiences and responds in a variety of ways and formats . . . .#2
		
		• Experiments with various types of multimedia software and online applications for artistic and personal expression . . . .#2
		
		• Helps to organize and integrate contributions of all group members into projects . . . .#3
		
		• Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences . . . .#3
		
		• Participates in literary discussions and book clubs . . . .#2
		
		• Compares online resources to seek global perspective . . . .#3

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

	SPEAKING AND LISTENING STANDARDS	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . .IFC STANDARD
Claims Evidence Key Details Multimedia Visual Information	**Presentation of Knowledge and Ideas** SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**Presentation of Knowledge and Ideas** • **Creates products for authentic reasons and audiences [Assessment available 8.7]** . . . . **#1** • Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication . . . . **#1** • Uses two or three strategies to revise product based on self-assessment, teacher feedback, and peer feedback. . . . . **#1** • Creates and shares reading experiences and responds in a variety of ways and formats . . . . **#2** • Experiments with various types of multimedia software and online applications for artistic and personal expression. . . . . **#2**

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

• Identifies own strengths and sets goals for improvement.

STANDARD 3

• Understands the concept of freedom of expression and the role that it plays in democracy.

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Argument Evidence Inference Main Idea Plot Supporting Details Theme	**Key Ideas and Details** RL.9.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	**Key Ideas and Details** • **Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1].** . . . . . . #2 • Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest. . . . . #2 • **Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information [Assessment available 9.3].** . . . . #1
Analyzing Connotation Diverse Cultures Figurative Language Point of View Sequence of Events Story Elements	**Craft and Structure** RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL.9.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL.9.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	**Craft and Structure** • Uses multiple resources as a general rule to seek a balanced and global perspective . . . . #3 • Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry. . . . . #1

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Comparing Contrasting	**Integration of Knowledge and Ideas** RL.9.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). a. Analyze works by authors or artists who represent diverse world cultures. RL.9.8. (Not applicable to literature) RL.9.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	**Integration of Knowledge and Ideas** • **Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information [Assessment available 9.3]**. . . . . #1 • Uses multiple resources as a general rule to seek a balanced and global perspective . . . . #3 • **Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4]** . . . . #1 • Understands and builds on the ideas of others . . . . #1
Story Elements	**Range of Reading and Level of Text Complexity** RL.9.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Range of Reading and Level of Text Complexity** • Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum . . . . #2 • Reads a variety of fiction and nonfiction materials in various formats . . . . #2
Analyzing Classification Evaluating Interpreting Narrative	**Responding to Literature** RL.9.11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations. a. Self-select text to respond and develop innovative perspectives. b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	**Responding to Literature** • Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum . . . . #2 • Reads a variety of fiction and nonfiction materials in various formats . . . . #2 • **Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [Assessment available 9.2]**. . . . . #1

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Chronology Connections Evidence Facts Inference Main Idea Key details Questioning Sequence of Events Summarizing	**Key Ideas and Details** RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). RI.9.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**Key Ideas and Details** • **Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1]** . . . . . #1 • Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry. . . . . #2 • Uses print and nonprint resources for information and personal needs; actively seeks answers to questions . . . . #1 • **Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [Assessment available 9.1]** . . . #1 • Focuses the purpose of the research by formulating specific questions to be answered . . . . #1
Analyzing Author's Perspective Claims Connotation Domain Specific Voabulary Figurative Language Purpose Point of View	**Craft and Structure** RI.9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI.9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.9.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	**Craft and Structure** • Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important. . . . . #1

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Argument Author's Perspective Claims Diverse Viewpoints Evaluate Key details Informational Texts Multimedia Point of View Primary source evidence Reasoning	**Integration of Knowledge and Ideas** RI.9.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. RI.9.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. a. Read, annotate, and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints.	**Integration of Knowledge and Ideas** • Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important . . . . #1 • Uses print and nonprint resources for information and personal needs; actively seeks answers to questions . . . . #1 • Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively . . . #1 • Adjusts search strategies by comparing information gathered with the problem or question . . . . #1 • **Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information [Assessment available 9.3].** . . . . #1 • **Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4]** . . . . #1 • Uses multiple resources as a general rule to seek a balanced and global perspective . . . . #3
Complex Text Literary Nonfiction	**Range of Reading and Level of Text Complexity** RI.9.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Range of Reading and Level of Text Complexity** • Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum . . . . #2 • Reads a variety of fiction and nonfiction materials in various formats . . . . #2 • Uses print and nonprint resources for information and personal needs; actively seeks answers to questions . . . . #2

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD**
Analyzing

Argument

Audience

Claims

Counterclaims

Cultural Perspectives

Domain Specific Vocabulary

Evidence

Explanatory Texts

Facts

Graphics

Key details

Informational Texts

Interpreting | **Text Types and Purposes**

W.9.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

   b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

   e. Provide a concluding statement or section that follows from and supports the argument presented. | **Text Types and Purposes**

• **Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1]** . . . . . #1

• Focuses the purpose of the research by formulating specific questions to be answered . . . . #1

• Uses multiple resources as a general rule to seek a balanced and global perspective . . . . #3

• Determines the kind of information needed to investigate the complexities of a topic and whether different points of view will be important . . . . #1

• Brainstorm ideas for further information . . . . #1

• Uses search strategies to broaden and narrow searches and locate appropriate resources . . . . #1

• Uses technology resources such as the online catalog, online encyclopedias, online databases, web subject directories, and links from valid websites to locate primary and secondary information on topics of inquiry . . . . #1

• Uses a variety of search engines to do advanced searching . . . . #1

• Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fit information needs effectively. . . . #1

• Adjusts search strategies by comparing information gathered with the problem or question . . . . #1

• Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details . . . . #1

• **Takes notes using one or more of a variety of note-taking strategies including reflecting on the information [Assessment available 9.3]**. . . . . #1 |

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Narrative Organization Patterns Point of View Quotations Reasoning Relationships Relevance Sequence of Events Summarizing Story Elements	W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	• Takes notes by paraphrasing, summarizing, or selecting short segments to quote. . . . . #3 • Combines ideas and information to develop and demonstrate new understanding. . . . . #1 • **Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4]**. . . . . #1 • Presents conclusions to answer the question or problem . . . . #1 • Uses visuals, electronic tools, and multimedia to communicate meaning . . . . . #1

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

	WRITING STANDARDS	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . .**IFC STANDARD**
	W.9.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.	

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Audience Connections Connotation Organization Purpose	**Production and Distribution of Writing** W.9.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.9.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.9.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**Production and Distribution of Writing** • Focuses on the purpose of the research by formulating specific questions to be answered . . . . #1 • **Takes notes using one or more of a variety of note-taking strategies including reflecting on the information [Assessment available 9.3]** . . . . #1 • Takes notes by paraphrasing, summarizing, or selecting short segments to quote . . . . #3 • **Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4]** . . . . #1 • Uses visuals, electronic tools, and multimedia to communicate meaning . . . . . #1 • Presents conclusions to answer the question or problem . . . . #1 • Works with others to create and evaluate projects that communicate complex information and ideas and respectfully integrate the contributions of all group members . . . . #3

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD

Analyzing
 	
Claims
 	
Diverse Cultures
 	
Diverse Viewpoints
 	
Evaluating
 	
Evidence
 	
Informational Texts
 	
Multimedia
 	
Organization
 	
Problem/ Solution
 	
Questioning
 	
Summarizing
	Research to Build and Present Knowledge
	
	W.9.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	
	    a. Explore topics dealing with different cultures and world viewpoints.
	
	W.9.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	
	W.9.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	
	    a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
	
	    b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
		Research to Build and Present Knowledge
		
		• **Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [Assessment available 9.2]**. . . . #1
		
		• **Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1]**. . . . . #1
		
		• Focuses the purpose of the research by formulating specific questions to be answered. . . . . #1
		
		• Determines the kind of information needed to investigate the complexities of a topic and whether different points of view will be important. . . . . #1
		
		• Uses multiple resources as a general rule to seek a balanced and global perspective . . . . #3
		
		• Brainstorms ideas for further information . . . . #1
		
		• Uses search strategies to broaden and narrow searches and locate appropriate resources. . . . . #1
		
		• Uses print and nonprint resources for information and personal needs; actively seeks answers to questions. . . . . #3
		
		• Uses technology resources such as the online catalog, online encyclopedias, online databases, web subject directories, and links from valid websites to locate primary and secondary information on topics of inquiry . . . . #1
		
		• Uses a variety of search engines to do advanced searching . . . . #1
		
		• Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fit information needs effectively. . . . #1
		
		• Adjusts search strategies by comparing information gathered with the problem or question . . . . #1
		
		• Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details . . . . #1
		
		• **Takes notes using one or more of a variety of note-taking strategies including reflecting on the information [Assessment available 9.3]**. . . . . #1

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD**
		• Takes notes by paraphrasing, summarizing, or selecting short segments to quote.#3
		• Combines ideas and information to develop and demonstrate new understanding . . . . #1
		• **Organizes information independently deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4]** . . . . #1
		• Presents conclusions to answer the question or problem . . . . #1
		• Uses visuals, electronic tools, and multimedia to communicate meaning . . . . . #1
	Range of Writing	**Range of Writing**
	W.9.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

Analyzing
 	
Connections
 	
Cultural Perspective
 	
Interpreting
 	
Text Features
 	
Visual Information
	Responding to Literature
	
	W.9.11.Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.
	
	   a. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights.
	
	   b. Identify, analyze, and use elements and techniques of various genres of literature.
	
	   c. Develop critical and interpretive texts from more than one perspective, including historical and cultural.
	
	   d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).
		Responding to Literature
		
		• Creates and shares reading experiences and responds in a variety of ways and formats . . . . #2
		
		• Participates in literary discussions and book clubs . . . . #2
		
		• Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences . . . . #2

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . .**IFC STANDARD**
Categorization

Connections

Conflicting Viewpoints

Cultural Perspective

Dialogue

Diverse Cultures

Evaluating

Evidence

Multimedia

Opinion

Organization

Persuasion

Point of View

Questioning

Summarizing

Theme | **Comprehension and Collaboration**

SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

    b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

    c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

    d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

    e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

SL.9.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | **Comprehension and Collaboration**

• Shares reading experiences and expresses own ideas through creative products in a variety of formats. . . . .#2

• Works with others to create and evaluate projects that communicate complex information and ideas and respectfully integrate the contributions of all group members . . . .#3

• Focuses the purpose of the research by formulating specific questions to be answered . . . .#1

• Understands and builds on the ideas of others . . . .#1

• Uses multiple resources as a general rule to seek a balanced and global perspective . . . .#3

• Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details . . . .#1

• Combines ideas and information to develop and demonstrate new understanding . . . .#1

• **Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [Assessment available 9.2].** . . . .#1 |

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

	SPEAKING AND LISTENING STANDARDS	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . .IFC STANDARD
Audience Multimedia Organization Persuasion Purpose Reasoning Visual Evidence	**Presentation of Knowledge and Ideas** SL.9.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. SL.9.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.9.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**Presentation of Knowledge and Ideas** • Presents conclusions to answer question or problem . . . . **#1** • Uses visuals, electronic tools and multimedia to communicate meaning . . . . . **#1** • Shares reading experiences and expresses own ideas through creative products in a variety of formats . . . . **#1**

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

• Identifies own strengths and sets goals for improvement.

STANDARD 3

• Observes Internet safety procedures including safeguarding personal information and equipment.

• Uses programs and Internet sites responsibly, efficiently, and ethically.

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Character Types Evidence Explicit Text Inferences Key details Main Idea/ Central Message Plot Summarizing Theme	**Key Ideas and Details** RL.10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	**Key Ideas and Details** • Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information) . . . . #1 • Recognizes statements that can be verified . . . . #1 • **Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4]** . . . . #1 • Participates in and leads literary discussions and book clubs . . . . #2
Analyzing Connotation Cultural Perspective Figurative Language Point of View	**Craft and Structure** RL.10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL.10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL.10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	**Craft and Structure** • Considers alternative perspectives and evaluates differing points of view . . . . . #2 • Pursues a balanced perspective of fact, opinion, and different points of view. . . #1

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Analyzing Comparing Contrasting Diverse Cultures	**Integration of Knowledge and Ideas** RL.10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's *"Musée des Beaux Arts"* and Breughel's *Landscape with the Fall of Icarus*). a. Analyze works by authors or artists who represent diverse world cultures. RL.10.8. (Not applicable to literature). RL.10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	**Integration of Knowledge and Ideas** • Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas. . . . . #1 • Pursues a balanced perspective of fact, opinion, and different points of view . . #1
Complex Text	**Range of Reading and Level of Text Complexity** RL.10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Participates in and leads literary discussions and book clubs . . . . #2

Analyzing
 	
Classification
 	
Connections
 	
Cultural Perspectives
 	
Evaluating
 	
Interpreting
	Responding to Literature
	
	RL.10.11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.
	
	    a. Self-select text to respond and develop innovative perspectives.
	
	    b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.
		Responding to Literature
		
		• Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas . . . . #1
		
		• Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational patterns to express the connections and patterns . . . . #1
		
		• Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking . . . . #2
		
		• Considers alternative perspectives and evaluates differing points-of-view . . . . . #2

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Connections Facts Key Details Evaluating Explicit Text Interpreting Main Idea/Central Message Questioning Sequence of Events Summarizing Supporting Details	**Key Ideas and Details** RI.10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). RI.10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI.10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**Key Ideas and Details** • **Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry [Assessment available 10.1]** . . . . #1 • **Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research [Assessment available 10.2]** . . . . #1 • Maintains a list of effective search terms throughout the process of inquiry . . . #1 • Uses text structures to derive relationships among ideas and deeper or more subtle meaning. . . . . #1 • Recognizes statements that can be verified . . . . #1 • Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas. . . . . #1 • **Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4]**. . . . . #1
Analyzing Audience Author's Perspective Claims Connotations Point of View Purpose	**Craft and Structure** RI.10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI.10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	**Craft and Structure** • Pursues a balanced perspective of fact, opinion, and different points of view . . #1

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Argument Claims Comparing Cultural Perspective Diverse Viewpoints Evidence Information Texts Key Details Primary Source Evidence	**Integration of Knowledge and Ideas** RI.10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. RI.10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. RI.10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. a. Read, annotate, and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints.	**Integration of Knowledge and Ideas** • Uses text structures to derive relationships among ideas and deeper or more subtle meaning. . . . . #1 • Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas. . . . . #1 • Connects the meaning from one digital text to another to gain a comprehensive understanding about a topic of interest . . . . #2 • Recognizes statements that can be verified . . . . #1 • **Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4]** . . . . #1 • Pursues a balanced perspective of fact, opinion, and different points of view . . #1 • Considers alternative perspectives and evaluates differing points of view . . . . . #2
Literary Nonfiction Complex Text	**Range of Reading and Level of Text Complexity** RI.10.10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking. . . . . #2

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD

Analyzing
 	
Audience
 	
Claims
 	
Connections
 	
Counterclaims
 	
Cultural Perspective
 	
Dialogue
 	
Diverse Cultures
 	
Domain Specific Vocabulary
 	
Evidence
 	
Explanatory Texts
 	
Facts
 	
Graphics
 	
Informational Texts
	Text Types and Purposes
	
	W.10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.
	
	   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
	
	   b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
	
	   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	
	   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	
	   e. Provide a concluding statement or section that follows from and supports the argument presented.
		Text Types and Purposes
		
		• **Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry [Assessment available 10.1]** . . . . #1
		
		• Maintains a list of effective search terms throughout the process of inquiry.
		
		• **Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research [Assessment available 10.2]** . . . . #1
		
		• Pursues a balanced perspective of fact, opinion, and different points of view. . . #1
		
		• Uses specialized reference materials to find specific and in-depth information. . #1
		
		• **Conducts advanced Web searches using Boolean logic and other sophisticated search functions [Assessment available 10.3]** . . . . #1
		
		• Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking . . . . #2
		
		• Considers alternative perspectives and evaluates differing points of view . . . . . #2
		
		• Recognizes statements that can be verified . . . . #1
		
		• Uses collaborative and independent digital tools to record and organize information. . . . . #1
		
		• Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns . . . . #1

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Multimedia Narrative Narrative nonfiction Opinion Organization Pacing Point of View Quotation Relationships Sequence of Events Setting Supporting Details Visual Information	W.10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	• **Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4]**. . . . . #1 • Drafts the presentation/product to present an argument, point of view, interpretation, or new model most effectively with supporting evidence. . . . . . #1 • **Cites all sources used according to standard style formats [Assessment available 10.5]** . . . . #1 • Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication with a real world application . . . . #1

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . .**IFC STANDARD**
	W.10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.	

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Audience Multimedia Organization Purpose	**Production and Distribution of Writing** W.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**Production and Distribution of Writing** • Drafts the presentation/product to present an argument, point of view, interpretation, or new model most effectively with supporting evidence. . . . . . . #1 • Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication with a real world application . . . . #1 • Uses online tools to collaborate, publish, and interact with peers, experts, and other audiences . . . . #3

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD

Analyzing
 	
Argument
 	
Claims
 	
Diverse Viewpoints
 	
Diverse Cultures
 	
Evaluating
 	
Evidence
 	
Informational Texts
 	
Literary Nonfiction
 	
Questioning
 	
Problem/Solution
	Research to Build and Present Knowledge
	
	W.10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	
	    a. Explore topics dealing with different cultures and world viewpoints.
	
	W.10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	
	W.10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	
	    a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
	
	    b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
		Research to Build and Present Knowledge
		
		• **Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry [Assessment available 10.1, 10.2, 10.3]** . . . . #1
		
		• Maintains a list of effective search terms throughout the process of inquiry . . . #1
		
		• **Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research [Assessment available 10.2]** . . . . #1
		
		• Pursues a balanced perspective of fact, opinion, and different points of view . . #1
		
		• Uses specialized reference materials to find specific and in-depth information. . #1
		
		• **Conducts advanced Web searches using Boolean logic and other sophisticated search functions [Assessment available 10.3]** . . . . #1
		
		• Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking . . . . #2
		
		• Seeks alternative sources of information and respects the guidelines for access in all environments (public libraries, museums, cultural institutions, agencies) . . . . #1
		
		• Evaluates information from a variety of sources for accuracy, appropriateness, validity and comprehensiveness . . . . #1
		
		• Considers alternative perspectives and evaluates differing points-of-view . . . . . #3
		
		• Recognizes statements that can be verified . . . . #1
		
		• Uses collaborative and independent digital tools to record and organize information . . . . #1

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD**
		• Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns . . . . #1
		• Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas . . . . #1
		• **Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4].** . . . . #1
		• Identifies and evaluates the important and subtle features for an effective product . . . . #1
		• Drafts the presentation/product to present an argument, point of view, interpretation, or new model most effectively with supporting evidence. . . . . . . #1
		• **Cites all sources used according to standard style formats [Assessment available 10.5]** . . . . #1
		• Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication with a real world application. . . . . #1
Audience Purpose	**Range of Writing** W.10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**Range of Writing**

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Connections Cultural Perspective Diverse Viewpoints Point of View Story Elements Visual Information	**Responding to Literature** W.10.11. Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit. a. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights. b. Identify, analyze, and use elements and techniques of various genres of literature. c. Develop critical and interpretive texts from more than one perspective, including historical and cultural. d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).	**Responding to Literature** • Uses collaborative and independent digital tools to record and organize information . . . . #1 • Organize notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns . . . . #1 • Considers alternative perspectives and evaluates differing points-of-view . . . . . #3

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD

Cultural Perspective
 	
Dialogue
 	
Diverse Viewpoints
 	
Evaluating
 	
Evidence
 	
Questioning
 	
Point of View
 	
Questioning
 	
Reasoning
 	
Summarizing
 	
Theme
	Comprehension and Collaboration
	
	SL.10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	
	    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	
	    b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
	
	    c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	
	    d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	
	    e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
		Comprehension and Collaboration
		
		• Participates in and leads literary discussions and book clubs . . . .#2
		
		• Seeks ideas and opinions from others, including experts in the field . . . .#3
		
		• Uses online tools to collaborate, publish and interact with peers, experts and other audiences . . . .#3
		
		• Pursues a balanced perspective of fact, opinion, and different points of view. . . . .#1
		
		• Critically examines and analyzes information from a variety of sources to discover relationships among ideas. . . . .#1
		
		• Considers alternative perspectives and evaluates differing points-of-view . . . . .#2
		
		• Identifies and evaluates the important and subtle features for an effective product . . . .#1
		
		• Evaluates information from a variety of sources for accuracy, appropriateness, validity, and comprehensiveness . . . .#1
		
		• Recognizes statements that can be verified . . . .#1

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
	SL.10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. SL.10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	
Audience Evidence Multimedia Organization Purpose Reasoning Supporting Details Visual Evidence Visual Information	**Presentation of Knowledge and Ideas** SL.10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. SL.10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**Presentation of Knowledge and Ideas** • Identifies and evaluates the important and subtle features for an effective product . . . . #1 • Drafts the presentation/product to present an argument, point of view, interpretation, or new model most effectively with supporting evidence. . . . . . #1 • Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication with a real world application.. . . . . #1 • Uses collaborative and independent digital tools to record and organize information . . . . #1

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

• **Records individual experiences of the inquiry process—the hardest part, the best part, skills learned, insights experienced, etc.—with suggestions for future improvements [Assessment available 10.6].**

STANDARD 3

• Analyzes the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways for addressing these risks.

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Explicit Text Evidence Inference Interactions Main Idea/ Central Message Relationships Story Elements	**Key Ideas and Details** RL.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RL.11.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	**Key Ideas and Details** • Verifies the accuracy of what is known about the problem or question. . . . . . . #1 • Analyzes different points of view and determines best supported point of view by sorting and sifting evidence . . . . #1 • **Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence and a balanced perspective [Assessment available 11.3]** . . . . #1 • Categorizes information; adds new categories as necessary; explores connections among categories . . . . #1
Analyzing Connotation Figurative Language Inference Irony Point of View	**Craft and Structure** RL.11.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) RL.11.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. RL.11.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	**Craft and Structure** • Recognizes degree of bias (from slightly slanted point of view to heavily slanted propaganda).. . . . . #1

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Diverse Cultures Evaluating Interpreting Main Topic Theme	**Integration of Knowledge and Ideas** RL.11.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures. RL.11.8. (Not applicable to literature). RL.11.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	**Integration of Knowledge and Ideas** • Analyzes different points of view and determines best supported point of view by sorting and sifting evidence . . . . #1 • **Presents different perspectives with evidence for each [Assessment available 11.4]** . . . . #1 • Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics . . . . #3 • Recognizes competing interpretations of historical events and issues and the reasons for those differences . . . . #1 • Verifies the accuracy of what is known about the problem or question . . . . #1
Complex Text	**Range of Reading and Level of Text Complexity** RL.11.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Range of Reading and Level of Text Complexity** • Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career . . . . #2

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Analyzing Classification Connections Cultural Perspectives Evaluating Interpreting	**Responding to Literature** RL.11.11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text to respond and develop innovative perspectives. b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	**Responding to Literature** • Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career . . . . #2 • Categorizes information; adds new categories as necessary; explores connections among categories . . . . #1

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Evidence Explicit Text Inference interactions Main Idea/ Central Message Questioning Relationships Sequence of Events Summarizing	**Key Ideas and Details** RI.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). RI.11.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RI.11.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	**Key Ideas and Details** • **Plans inquiry to systemically test hypothesis or to gather evidence to validate thesis [Assessment available 11.1]** . . . . #1 • Verifies the accuracy of what is known about the problem or question . . . . #1 • **Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective [Assessment available 11.3]** . . . . #1 • Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided . . . . #1 • Recognizes competing interpretations of historical events and issues and the reasons for those differences . . . . #1 • Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda). . . . . #1 • **Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability [Assessment available 11.2]** . . . . #1 • Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic . . . . #1 • Analyzes different points of view and determines the best supported point of view by sorting and sifting evidence. . . . . #1

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Author's Perspective Connotations Evaluating Figurative Language Persuasion	**Craft and Structure** RI.11.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI.11.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.11.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	**Craft and Structure** • Recognizes degree of bias (from slightly slanted point of view to heavily slanted propaganda) . . . . #1 • Evaluates the authority of a source by assessing the credentials and reputation of the author, creator, and publisher. . . . . #1

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Argument Diverse Cultures Diverse Viewpoints Evaluating Informational Texts Opinion Problem/Solution Purpose Reasoning Visual Information	**Integration of Knowledge and Ideas** RI.11.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. RI.11.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). RI.11.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.	**Integration of Knowledge and Ideas** • Verifies the accuracy of what is known about the problem or question . . . . #1 • **Plans inquiry to systemically test hypothesis or to gather evidence to validate thesis [Assessment available 11.1]** . . . . #1 • **Purses a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability [Assessment available 11.2]** . . . . #1 • Recognizes degree of bias (from slightly slanted point of view to heavily slanted propaganda) . . . . #1 • Evaluates, paraphrases, summarizes and interprets information that answers research questions and gives an accurate picture of the research topic . . . . #3 • Recognizes competing interpretations of historical events and issues and the reasons for those differences . . . . #1 • Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics . . . . #3
Complex Text Literary Nonfiction	**Range of Reading and Level of Text Complexity** RI.11.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Range of Reading and Level of Text Complexity** • Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided . . . . #1 • Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career . . . . #2

GRADE 11 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD

Analyzing
 	
Argument
 	
Audience
 	
Character Types
 	
Claims
 	
Conflicting Viewpoints
 	
Counterclaims
 	
Cultural Perspective
 	
Dialogue
 	
Diverse Viewpoints
 	
Domain Specific Vocabulary
 	
Evidence
 	
Explanatory Text
 	
Facts
	Text Types and Purposes
	
	W.11.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.
	
	  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
	
	  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
	
	  c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	
	  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	
	  e. Provide a concluding statement or section that follows from and supports the argument presented.
		Text Types and Purposes
		
		• Verifies the accuracy of what is known about the problem or question . . . . #1
		
		• Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher . . . . #1
		
		• **Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective [Assessment available 11.3].** . . . . #1
		
		• Recognizes degree of bias (from slightly slanted point of view to heavily slanted propaganda) . . . . #1
		
		• Categorizes information; adds new categories as necessary; explores connections among categories. . . . . #1
		
		• Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic. #1
		
		• Analyzes different points of view and determines best supported point of view by sorting and sifting evidence . . . . #1
		
		• **Presents different perspectives with evidence for each [Assessment available 11.4]** . . . . #1
		
		• **Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences [Assessment available 11.5]** . . . . #1
		
		• Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics . . . . #1
		
		• Identifies and addresses previously held misconceptions . . . . #1

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Graphics Informational Text Key Details Multimedia Narrative Organization Pacing Questioning Quotation Reasoning Sequence of Events Supporting Details Tone Visual Information	W.11.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	

GRADE 11 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . .**IFC STANDARD**
	W.11.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.	

GRADE 11 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Audience Multimedia Purpose	**Production and Distribution of Writing** W.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	**Production and Distribution of Writing** • **Chooses the most appropriate format, tone, and language to communicate ideas clearly in real world formats to different audiences [Assessment available 11.5]** . . . . #1 • Assesses and revises own work using own revision process. . . . . #1 • Publishes final product for an authentic audience and real world application. . . #1

GRADE 11 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD**
Audience Diverse Cultures Diverse Viewpoints Evaluating Evidence Informational Texts Locating Informa-tion Organization Problem/Solution Purpose Questioning Primary Source Evidence Search Tools Secondary Source Evidence Supporting Details	**Research to Build and Present Knowledge** W.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 　　a. Explore topics dealing with different cultures and world viewpoints. W.11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. W.11.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 　　a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). 　　b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	**Research to Build and Present Knowledge** • Verifies the accuracy of what is known about the problem or question . . . . #1 • **Plans inquiry to systemically test hypothesis or to gather evidence to validate thesis [Assessment available 11.1]** . . . . #1 • Categorizes information; adds new categories as necessary; explores connections among categories . . . . #1 • Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic . . . . #1 • Analyzes different points of view and determines best supported point of view by sorting and sifting evidence . . . . #1 • Recognizes degree of bias (from slightly slanted point-of-view to heavily slanted propaganda) . . . . #1 • **Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability [Assessment available 11.2]** . . . . #1 • Identifies and addresses previously held misconceptions . . . . #1 • Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher . . . . #1 • Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided . . . . #1 • Categorizes information; adds new categories as necessary; explores connections among categories . . . . #1 • Understands the concept and consequences of plagiarism . . . . #3 • **Presents different perspectives with evidence for each [Assessment available 11.4]** . . . . #1

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
	Range of Writing W.11.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**Range of Writing**
Allegory Analyzing Cultural Perspective Connections Irony Questioning Stream of consciousness Visual Information	**Responding to Literature** W.11.11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work. a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights. b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning. c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts. d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).	**Responding to Literature** • Evaluates accuracy and authenticity of fiction works by comparing to nonfiction works on same subject. . . . . #2 • Verifies the accuracy of what is known about the problem or question . . . . #1

GRADE 11 • Common Core/Empire State Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . .IFC STANDARD
Audience Claims Cultural Perspective Conflicting Viewpoints Dialogue Diverse Viewpoints Evaluating Evidence Organization Persuasion Point of View Questioning Reasoning Supporting details Visual Evidence	**Comprehension and Collaboration** SL.11.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	**Comprehension and Collaboration** • **Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences [Assessment available 11.5]** . . . .#1 • Publishes final product for an authentic audience and real world application. . .#1 • **Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis [Assessment available 11.1]** . . . .#1 • Categorizes information; adds new categories as necessary; explores connections among categories . . . .#1 • Analyzes different points of view and determines best supported point of view by sorting and sifting evidence.. . . . .#1 • Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics. . . . . . .#3 • **Presents different perspectives with evidence for each [Assessment available 11.5]** . . . .#1 • Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture on the research topic . . . . . .#1 • Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided . . . .#1 • Recognizes degree of bias (from slightly slanted point-of-view to heavily slanted propaganda) . . . .#1 • **Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability [Assessment available 11.2]** . . . .#1 • Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher . . . .#1 • Identifies and addresses previously held misconceptions . . . .#1

GRADE 11 • Common Core/Empire State Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
	SL.11.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
Argument Audience Evidence Organization Reasoning	**Presentation of Knowledge and Ideas** SL.11.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	**Presentation of Knowledge and Ideas** • **Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences [Assessment available 11.5].** . . . . #1 • Publishes final product for an authentic audience and real world application. . . #1

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

• Applies technology productivity tools to meet personal needs and establish a responsible online personal presence.

STANDARD 3

• Demonstrates awareness of fair use guidelines and acquires permission from creator when necessary.

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Evidence Interactions Relationships Story Elements Summarizing	**Key Ideas and Details** RL.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RL.12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	**Key Ideas and Details** • Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information). . . . . #2 • Reads/listens to works of international and multicultural authors . . . . #2 • Understands text on both a literal and an abstract level . . . . #2 • Builds a conceptual framework by synthesizing ideas gathered from multiple sources. . . . . #1
Analyzing Connotation Figurative Language Inference Point of View	**Craft and Structure** RL.12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) RL.12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. RL.12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	**Craft and Structure** • Understands text on both a literal and an abstract level . . . . #2

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Analyzing Author's Perspective Evaluating Theme	**Integration of Knowledge and Ideas** RL.12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures. RL.12.8. (Not applicable to literature). RL.12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	**Integration of Knowledge and Ideas** • Reads/listens to works of international and multicultural authors . . . . #2 • Builds a conceptual framework by synthesizing ideas gathered from multiple sources. . . . . #1
Literary Language	**Range of Reading and Level of Text Complexity** RL.12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information) . . . #2

Analyzing
 	
Evaluating
 	
Connections
	Responding to Literature
	
	RL.12.11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.
	
	   a. Self-select text to respond and develop innovative perspectives.
	
	   b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.
		Responding to Literature
		
		• **Plans inquiry to systemically test hypothesis or to gather evidence to validate thesis [Assessment available 12.1]** . . . . #1
		
		• Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career . . . . #2
		
		• Categorizes information; adds new categories as necessary; explores connections among categories . . . . #1

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD
Analyzing Evidence Interactions Main Idea/ Central Message Questioning Sequencing Summarizing	**Key Ideas and Details** RI.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). RI.12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RI.12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	**Key Ideas and Details** • Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics . . . . #1 • **Explores problems or questions for which there are multiple answers or no "best" answer [Assessment available 12.1]** . . . . #1 • **Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2].** . . . . #1 • Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources . . . . #1 • Builds a conceptual framework by synthesizing ideas gathered from multiple sources . . . . #1
Author's Perspective Connotation Domain Specific Language Figurative Language Point of View Purpose	**Craft and Structure** RI.12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI.12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	**Craft and Structure** • **Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]** . . . . #1 • Independently recognizes gaps in information (based on the complexity of the problem or question) . . . . #1

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
	Integration of Knowledge and Ideas RI.12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. RI.12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). RI.12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.	**Integration of Knowledge and Ideas** • Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics . . . . #1 • Builds a conceptual framework by synthesizing ideas gathered from multiple sources. . . . . #1 • Extends search beyond readily available sources to ensure accuracy and comprehensiveness . . . . #1 • Independently recognizes gaps in information (based on the complexity of the problem or question) . . . . #1 • Reads/listens to works of international and multicultural authors . . . . #2
Literary Nonfiction	**Range of Reading and Level of Text Complexity** RI.12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity**

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD

Analyzing
 	
Argument
 	
Claims
 	
Counterclaims
 	
Domain Specific Language
 	
Evidence
 	
Key Details
 	
Organization
 	
Point of View
 	
Quotation
 	
Relationships
 	
Sequence of Events
 	
Story Elements
 	
Supporting Details
	Text Types and Purposes
	
	W.12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.
	
	  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
	
	  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
	
	  c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	
	  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	
	  e. Provide a concluding statement or section that follows from and supports the argument presented.
		Text Types and Purposes
		
		• Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources . . . . #1
		
		• Maintains an open attitude about new areas of the subject that were previously unknown or overlooked. . . . . #1
		
		• **Explores problems or questions for which there are multiple answers or no "best" answer [Assessment available 12.1]** . . . . #1
		
		• **Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]** . . . . #1
		
		• Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics. . . . . #1
		
		• Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective . . . . #1
		
		• Extends search beyond readily available sources to ensure accuracy and comprehensiveness . . . . #1
		
		• Independently recognizes gaps in information (based on the complexity of the problem or question) . . . . #1
		
		• **Develops own point of view and supports with evidence [Assessment available 12.4]** . . . . #1

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . .**IFC STANDARD**
	W.12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	• Changes own ideas based on the ideas of others . . . . #1 • Builds a conceptual framework by synthesizing ideas gathered from multiple sources . . . . #1 • Communicates new understandings through designing, inventing, composing, transplanting and constructing . . . . #1 • Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences . . . . #1 • **Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary [Assessment available 12.5]** . . . . #1 • Extends respect for intellectual property rights and copyright by crediting sources of ideas as well as directly quoted material . . . . #1

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

	WRITING STANDARDS	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . .**IFC STANDARD**
	W.12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.	

WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .IFC STANDARD
Audience Organization	**Production and Distribution of Writing** W.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	**Production and Distribution of Writing** • Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences . . . . #3 • Extends respect for intellectual property rights and copyright by crediting sources of ideas as well as directly quoted material . . . . #3 • Changes own ideas based on the ideas of others . . . . #1 • Maintains an open attitude about new areas of the subject that were previously unknown or overlooked . . . . #1

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . .IFC STANDARD

Diverse Cultures
 	
Literary Nonfiction
 	
Purpose
 	
Questioning
	Research to Build and Present Knowledge
	
	W.12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	
	   a. Explore topics dealing with different cultures and world viewpoints.
	
	W.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
	
	W.12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	
	   a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
	
	   b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
		Research to Build and Present Knowledge
		
		• Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources . . . . #1
		
		• Maintains an open attitude about new areas of the subject that were previously unknown or overlooked. . . . . #1
		
		• **Explores problems or questions for which there are multiple answers or no "best" answer [Assessment available 12.1]** . . . . #1
		
		• **Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]** . . . . #1
		
		• Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics. . . . . #1
		
		• Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective . . . . #1
		
		• Extends search beyond readily available sources to ensure accuracy and comprehensiveness . . . . #1
		
		• Independently recognizes gaps in information (based on the complexity of the problem or question) . . . . #1
		
		• **Develops own point of view and supports with evidence [Assessment available 12.4]**. . . . . #1
		
		• Changes own ideas based on the ideas of others. . . . . #1
		
		• Builds a conceptual framework by synthesizing ideas gathered from multiple sources. . . . . #1
		
		• Communicates new understandings through designing, inventing, composing, transplanting and constructing. . . . . #1

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** .IFC STANDARD
		• Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences . . . . #3 • **Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary [Assessment available 12.5]** . . . . #1 • Extends respect for intellectual property rights and copyright by crediting sources of ideas as well as directly quoted material. . . . . #3
	Range of Writing W.12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**Range of Writing**

Connections
 	
 Diverse Cultures
 	
 Questioning
 	
 Story Elements
	Responding to Literature
	
	 W.12.11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.
	
	    a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.
	
	    b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.
	
	    c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.
	
	    d. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).
		Responding to Literature
		
		 • Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information) . . . . #2
		
		 • Reads/listens to works of international and multicultural authors . . . . #3
		
		 • Understands text on both a literal and an abstract level . . . . #2
		
		 • Builds a conceptual framework by synthesizing ideas gathered from multiple sources . . . . #1

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . .IFC STANDARD

Evaluation
 	
Evidence
 	
Dialogue
 	
Diverse Cultures
 	
Diverse Viewpoints
 	
Point of View
	Comprehension and Collaboration
	
	SL.12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	
	   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	
	   b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
	
	   c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	
	   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	
	   e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
		Comprehension and Collaboration
		
		• Communicates new understandings through designing, inventing, composing, transplanting and constructing . . . .#1
		
		• Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences . . . .#3
		
		• Changes own ideas based on the ideas of others . . . .#1
		
		• **Develops own point of view and supports with evidence [Assessment available 12.4]** . . . .#1
		
		• Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources . . . .#1
		
		• Maintains an open attitude about new areas of the subject that were previously unknown or overlooked. . . . .#1
		
		• **Explores problems or questions for which there are multiple answers or no "best" answer [Assessment available 12.1]** . . . .#1
		
		• **Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]** . . . .#1
		
		• Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics . . . .#1

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM . . . . .IFC STANDARD**
	SL.12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	• Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective . . . .#1 • Extends search beyond readily available sources to ensure accuracy and comprehensiveness . . . .#1 • Independently recognizes gaps in information (based on the complexity of the problem or question) . . . .#1 • Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information). . . . .#2 • Reads/listens to works of international and multicultural authors . . . .#2 • Builds a conceptual framework by synthesizing ideas gathered from multiple sources. . . . .#1
Argument Audience Evidence Organization Reasoning	**Presentation of Knowledge and Ideas** SL.12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	**Presentation of Knowledge and Ideas** • Communicates new understandings through designing, inventing, composing, transplanting and constructing . . . . #1 • Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences. #3

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

• Asks, "What about this topic is personally interesting to me and important? What about this topic do I want to pursue when I have an opportunity? Does this topic have implications for future career or college choices?"

STANDARD 2

• Uses information to address personal issues and investigate opportunities for the future.

STANDARD 3

• Can explain First Amendment rights and knows the process available to defend those rights.

Information Fluency Continuum
Common Core Standards

GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

	READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . **IFC STANDARD**
Analyzing Main Idea/ Central Message Primary Source Evidence Secondary Source Evidence	**Key Ideas and Details** RH.6.1. Cite specific textual evidence to support analysis of primary and secondary sources. RH.6.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH.6.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	**Key Ideas and Details** • **Uses both primary and secondary sources [Assessment available 6.2]** . . . . #1 • Differentiates between important and unimportant details . . . . #1 • Relates new information to prior knowledge . . . . #1 • Makes inferences based on explicit information in text . . . . #1 • **Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]** . . . . #1 • Summarizes information that answers research questions . . . . #1
Author's Perspective Domain Specific Vocabulary Point of View Purpose Visual Information	**Craft and Structure** RH.6.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6.5. Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.6.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	**Craft and Structure** • Evaluates electronic and print information to determine whether it is inaccurate or misleading . . . . #1 • Identifies key words and ideas that appear in background information and class conversation. . . . . #1

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Fact Graphics Illustrations Images Opinion Primary Source Evidence Secondary Source Evidence Secondhand Account Visual Information	**Integration of Knowledge and Ideas** RH.6.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6.8. Distinguish among fact, opinion, and reasoned judgment in a text. RH.6.9. Analyze the relationship between a primary and secondary source on the same topic.	**Integration of Knowledge and Ideas** • **Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves [Assessment available 6.1]**. . . . #1 • Determines what information is needed to support the investigation and answer the questions . . . . #1 • **Uses both primary and secondary sources [Assessment available 6.2]** . . . . #1
Complex Text	**Range of Reading and Level of Text Complexity** RH.6.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • **Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves [Assessment available 6.1]**. . . . #1 • Identifies and pursues personal interests by reading widely in diverse formats and media. . . . . #2 • Reads independently . . . . #2

GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Evidence Main Idea/ Central Message Opinion Summarizing	**Key Ideas and Details** RST.6.1. Cite specific textual evidence to support analysis of science and technical texts. RST.6.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.6.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	**Key Ideas and Details** • Relates new information to prior knowledge . . . . #1 • Makes inferences based on explicit information in text . . . . #1 • **Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]** . . . . #1 • Determines what information is needed to support the investigation and answer the questions. . . . . #1 • Summarizes information that answers research question . . . . #1
Analyzing Author's Perspective Domain Specific Vocabulary Organization Purpose	**Craft and Structure** RST.6.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. RST.6.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RST.6.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	**Craft and Structure** • Differentiates between important and unimportant details . . . . #1 • **Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]** . . . . #1

GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . IFC STANDARD
Comparing Contrasting Facts Graphics Multimedia Visual Information	**Integration of Knowledge and Ideas** RST.6.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RST.6.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RST.6.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic	**Integration of Knowledge and Ideas** • Evaluates electronic and print information to determine whether it is inaccurate or misleading . . . . #1 • **Uses both primary and secondary sources [Assessment available 6.2]** . . . . #1 • **Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]**. . . . . #1
Complex Text	**Range of Reading and Level of Text Complexity** RST.6.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Identifies and pursues personal interests by reading widely in diverse formats and media . . . . #2 • Reads independently . . . . #2

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD

Analyzing
 	
Argument
 	
Categorization
 	
Claims
 	
Counterclaims
 	
Domain Specific Vocabulary
 	
Evidence
 	
Explanatory Texts
 	
Facts
 	
Graphics
 	
Informational Texts
 	
Key Details
 	
Multimedia
 	
Organization
 	
Purpose
	Text Types and Purposes
	
	WHST.6.1. Write arguments focused on discipline-specific content.
	
	    a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	
	    b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	
	    c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	
	    d. Establish and maintain a formal style.
	
	    e. Provide a concluding statement or section that follows from and supports the argument presented.
		Text Types and Purposes
		
		• Finds areas of passion or interest within topics of study . . . . #1
		
		• Follows a complete research plan and stays on a timeline. #1
		
		• Identifies key words and ideas that appear in background information and class conversation. . . . . #1
		
		• Recognizes characteristics of good questions . . . . #1
		
		• Determines what information is needed to support the investigation and answer the questions. . . . . #1
		
		• **Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves [Assessment available 6.1]**. . . . #1
		
		• Participates in supervised use of search engines and pre-selected Web resources to access appropriate information for research. . . . . #1
		
		• Evaluates electronic and print information to determine whether it is inaccurate or misleading . . . . #1
		
		• **Uses both primary and secondary sources [Assessment available 6.2]** . . . . #1
		
		• Summarizes information that answers research questions . . . . #1
		
		• Differentiates between important and unimportant details . . . . #1
		
		• Takes notes using one or more of a variety of note-taking strategies . . . . #1
		
		• Relates new information to prior knowledge . . . . #1
		
		• Makes inferences based on explicit information in text . . . . #1
		
		• Organizes notes and ideas and develops an outline or graphic organizer using both print and electronic tools. . . . . #1
		
		• **Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]** . . . . #1
		
		• Uses pre-writing to discover alternate ways to present conclusions. . . . . #1

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Quotation Reasoning Relationships Relevance Visual Information	WHST.6.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the argument presented.	• Drafts the presentation/product tailored to the audience . . . . #1 • **Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4]** . . . . #1 • Assesses own work and begins to develop own revision process . . . . #1 • Works collaboratively with peers to use technology for research to meet information needs . . . . #3 • Understands the concept of plagiarism and the importance of paraphrasing . . . . #3

GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . **IFC STANDARD**
Audience Organization Purpose Relationships	**Production and Distribution of Writing** WHST.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. WHST.6.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	**Production and Distribution of Writing** • Organizes notes and ideas and develops an outline or graphic organizer using both print and electronic tools . . . . #1 • Uses pre-writing to discover alternate ways to present conclusions. . . . . #1 • Drafts the presentation/product tailored to the audience . . . . #1 • **Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4]** . . . . #1 • Assesses own work and begins to develop own revision process . . . . #1 • Works collaboratively with peers to use technology for research to meet information needs . . . . #3 • Understands the concept of plagiarism and the importance of paraphrasing . . . . #3

GRADE 6 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Evaluating Evidence Informational Text Quotation Search Tools Visual Evidence	**Research to Build and Present Knowledge** WHST.6.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.6.9. Draw evidence from informational texts to support analysis, reflection, and research.	**Research to Build and Present Knowledge** • Finds areas of passion or interest within topics of study . . . . #1 • Follows a complete research plan and stays on a timeline. . . . . #1 • Identifies key words and ideas that appear in background information and class conversation. . . . . #1 • Recognizes characteristics of good questions.. . . . . #1 • Determines what information is needed to support the investigation and answer the questions. . . . . #1 • Evaluates electronic and print information to determine whether it is inaccurate or misleading. . . . . #1 • Summarizes information that answers research questions.. . . . . #1 • Differentiates between important and unimportant details.. . . . . #1 • Takes notes using one or more of a variety of note-taking strategies. . . . . #1 • Makes inferences based on explicit information in text . . . . #1 • Organizes notes and ideas and develops an outline or graphic organizer using both print and electronic tools . . . . #1 • **Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]** . . . . #1 • Works collaboratively with peers to use technology for research to meet information needs.. . . . . #3
Audience Purpose	**Range of Writing** WHST.6.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Range of Writing** • Finds areas of passion or interest within topics of study . . . . #1 • Drafts the presentation/product tailored to the audience. . . . . #1 • **Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4]** . . . . #1

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

• Recognizes the organization and use of special sections in the library (e.g. reference, graphic novels, paperbacks).

STANDARD 2

• Recognizes similarities and differences among authors writing on the same theme.
• Participates in literary discussions and book clubs.
• Compares and contrasts different media representations of the same story.

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Main Idea/ Central Message Primary Source Evidence Secondary Source Evidence Summarizing	**Key Ideas and Details** RH.7.1. Cite specific textual evidence to support analysis of primary and secondary sources. RH.7.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH.7.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	**Key Ideas and Details** • Determines what resources will most likely offer quality information . . . . #1 • Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas . . . . #1 • Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights. . . . . #2 • **Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4]** . . . . #1 • **Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]** . . . . #1 • Questions the differences between sources and seeks additional sources to resolve . . . . #1 • Forms opinions and judgments backed up by supporting evidence . . . . #1 • Considers culturally divergent and opposing viewpoints on topics . . . . #3 • **Cites all sources used according to local style formats [Assessment available 7.7]** . . . . #1
Author's Perspective Domain Specific Vocabulary Point of View Purpose Visual Information	**Craft and Structure** RH.7.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.7.5. Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.7.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	**Craft and Structure** • Determines what resources will most likely offer quality information . . . . #1 • **Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions [Assessment available 7.5]** . . . . #1 • Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights. . . . . #2 • **Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4]** . . . . #1 • **Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]** . . . . #1

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Fact Graphics Illustrations Images Opinion Primary Source Evidence Reasoning Relationships Secondary Source Evidence Visual Information	**Integration of Knowledge and Ideas** RH.7.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.7.8. Distinguish among fact, opinion, and reasoned judgment in a text. RH.7.9. Analyze the relationship between a primary and secondary source on the same topic	**Integration of Knowledge and Ideas** • **Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy [Assessment available 7.3]**. . . . . #1 • **Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4]**. . . . . #1 • **Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]**. . . . . #1 • Questions the differences between sources and seeks additional sources to resolve. . . . . #1 • Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level. . . . . #2
Complex Text	**Range of Reading and Level of Text Complexity** RH.7.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Independently locates and selects information for personal, hobby, or vocational interests. . . . . #2 • Reads independently. . . . . #2 • Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level. . . . . #2

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Evidence Main Idea/ Central Message Summarizing	**Key Ideas and Details** RST.7.1. Cite specific textual evidence to support analysis of science and technical texts. RST.7.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.7.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	**Key Ideas and Details** • Determines what resources will most likely offer quality information . . . . #1 • Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas. . . . . #1 • **Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]** . . . . #1 • Questions the differences between sources and seeks additional sources to resolve. . . . . #1 • Forms opinions and judgments backed up by supporting evidence. . . . . #1
Analyzing Author's Perspective Domain Specific Vocabulary Organization Purpose	**Craft and Structure** RST.7.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. RST.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RST.7.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	**Craft and Structure** • Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights . . . . #2 • **Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions [Assessment available 7.5]** . . . . #1

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Comparing Contrasting Facts Graphics Illustrations Multimedia Reasoning Visual Information	**Integration of Knowledge and Ideas** RST.7.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RST.7.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RST.7.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	**Integration of Knowledge and Ideas** • **Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy [Assessment available 7.3]**. . . . . #1 • **Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4]**. . . . . #1 • **Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]**. . . . . #1 • Questions the differences between sources and seeks additional sources to resolve . . . . #1 • Forms opinions and judgments backed up by supporting evidence.. . . . . #1
Complex Text	**Range of Reading and Level of Text Complexity** RST.7.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Independently locates and selects information for personal, hobby, or vocational interests . . . . #2 • Reads independently. . . . . #2 • Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level. . . . . #2

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD

Analyzing
 	
Argument
 	
Categorization
 	
Claims
 	
Counterclaims
 	
Domain Specific Vocabulary
 	
Evidence
 	
Explanatory texts
 	
Graphics
 	
Informational Text
 	
Key Details
 	
Organization
 	
Quotation
 	
Reasoning
 	
Relevance
 	
Visual Information
	Text Types and Purposes
	
	WHST.7.1. Write arguments focused on discipline-specific content.
	
	    a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	
	    b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	
	    c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	
	    d. Establish and maintain a formal style.
	
	    e. Provide a concluding statement or section that follows from and supports the argument presented.
		Text Types and Purposes
		
		• **States and verifies what is known about the problem or question and makes connections to prior knowledge [Assessment available 7.1]** . . . . #1
		
		• Uses multiple sources to acquire background information and brainstorms ideas for further inquiry. . . . . #1
		
		• Writes questions independently based on key ideas or areas of focus. . . . . #1
		
		• **Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis [Assessment available 7.2]** . . . . #1
		
		• Determines what resources will most likely offer quality information. . . . . #1
		
		• Considers culturally divergent and opposing viewpoints on topics. . . . . #13
		
		• Uses the categorization of materials within Dewey areas to locate resources and browse for additional materials. . . . . #1
		
		• Uses technology resources such as online encyclopedias, online databases, and Web subject directories to locate information on assigned topics in the curriculum. . . . . #1
		
		• Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources. . . . . #1
		
		• Questions the differences between sources and seeks additional sources to resolve. . . . . #1
		
		• Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas. . . . . #1
		
		• Uses the structure and navigation tools of a Website to find the most relevant information . . . . #1

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . **IFC STANDARD**
Quotation Reasoning Relationships Relevance Visual Information	WHST.7.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the argument presented.	• Evaluates and paraphrases information that answers research questions. . . . . . . #1 • **Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy [Assessment available 7.3]** . . . . #1 • **Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4]** . . . . #1 • Takes notes by paraphrasing or using quotation marks when using someone else's words. . . . . #3 • **Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]** . . . . #1 • **Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions [Assessment available 7.5]** . . . . #1 • Forms opinions and judgments backed up by supporting evidence. . . . . #1 • **Cites all sources used according to local style formats [Assessment available 7.7]** . . . . #1 • Publishes final product for a particular audience and purpose . . . . #1 • Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment . . . . #1

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . **IFC STANDARD**
Audience Organization Purpose Relationships	**Production and Distribution of Writing** WHST.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. WHST.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	**Production and Distribution of Writing** • Publishes final product for a particular audience and purpose. . . . . #1 • Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment . . . . #1
Analyzing Evaluating Evidence Informational Texts Questioning Quotation Search Tools Visual Evidence	**Research to Build and Present Knowledge** WHST.7.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.7.9. Draw evidence from informational texts to support analysis, reflection, and research.	**Research to Build and Present Knowledge** • **States and verifies what is known about the problem or question and makes connections to prior knowledge [Assessment available 7.1]**. . . . . #1 • Uses multiple sources to acquire background information and brainstorms ideas for further inquiry. . . . . #1 • Writes questions independently based on key ideas or areas of focus. . . . . #1 • Determines what resources will most likely offer quality information . . . . #1 • Uses the categorization of materials within Dewey areas to locate resources and browse for additional materials. . . . . #1 • Uses technology resources such as online encyclopedias, online databases, and Web subject directories to locate information on assigned topics in the curriculum. . . . . #1 • Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources. . . . . #1

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . **IFC STANDARD**
		• Questions the differences between sources and seeks additional sources to resolve. . . . . #1
		• Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas. . . . . #1
		• Evaluates and paraphrases information that answers research questions. . . . . . . #1
		• **Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy [Assessment available 7.3]** . . . . #1
		• **Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4]** . . . . #1
		• Takes notes by paraphrasing or using quotation marks when using someone else's words.. . . . . #1
		• **Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6]** . . . . #1
		• **Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions [Assessment available 7.5]** . . . . #1
		• **Cites all sources used according to local style formats [Assessment available 7.7]** . . . . #1
		• Publishes final product for a particular audience and purpose. . . . . #1
		• Independently locates and selects information for personal, hobby, or vocational interests. . . . . #2
		• Reads independently . . . . #2
		• Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level. . . . . #2

GRADE 7 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . **IFC STANDARD**
Audience Purpose	**Range of Writing** WHST.7.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Range of Writing**

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 2

• Participates in literary discussions and book clubs.

STANDARD 3

• Asks questions of others in a group to elicit their information and opinions.

• Uses interactive multimedia tools to exchange data collected and to learn curricular concepts by communicating with peers, experts, and other audiences.

• Discusses security, piracy and downloading related to safe and responsible use of information and communication technology.

• Uses programs and Internet sites responsibly, efficiently, and ethically.

• Observes Internet safety procedures, including safeguarding personal information and equipment.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Main Idea/ Central Message Primary Source Evidence Secondary Source Evidence Summarizing	**Key Ideas and Details** RH.8.1. Cite specific textual evidence to support analysis of primary and secondary sources. RH.8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH.8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	**Key Ideas and Details** • Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words. . . . . #1 • **Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4]** . . . . #1 • **Recognizes that own point of view influences the interpretation of information [Assessment available 8.5]** . . . . #1 • **Draws conclusions based on explicit and implied information [Assessment available 8.6]** . . . . #1
Author's Perspective Chronology Domain Specific Vocabulary Point of View Purpose	**Craft and Structure** RH.8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	**Craft and Structure** • **Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4]** . . . . #1 • **Recognizes that own point of view influences the interpretation of information [Assessment available 8.5]** . . . . #1 • Analyzes disparate points of view discovered in different sources . . . . #1

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Fact Graphics Illustrations Images Opinion Primary Source Evidence Secondary Source Evidence Visual Information	**Integration of Knowledge and Ideas** RH.8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.8.8. Distinguish among fact, opinion, and reasoned judgment in a text. RH.8.9. Analyze the relationship between a primary and secondary source on the same topic.	**Integration of Knowledge and Ideas** • **Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information [Assessment available 8.3]**. . . . . #1 • Seeks balanced view by using diverse sources to access appropriate material . . . #1 • Selects information based on authority and point of view. . . . . #1 • Compares online resources to seek global perspective. . . . . #3 • Identifies misconceptions and revises ideas as new information is gained. . . . . . . #1 • Analyzes disparate points of view discovered in different sources.. . . . . #1
Complex Text	**Range of Reading and Level of Text Complexity** RH.8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Creates and shares reading experiences and responds in a variety of ways and formats. . . . . #2 • Reads independently. . . . . #2

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Evidence Main Idea/ Central Message Opinion Summarizing	**Key Ideas and Details** RST.8.1. Cite specific textual evidence to support analysis of science and technical texts. RST.8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	**Key Ideas and Details** • Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words. . . . . #1 • **Draws conclusions based on explicit and implied information [Assessment available 8.6]**. . . . . #1
Analyzing Author's Perspective Organization Purpose	**Craft and Structure** RST.8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. RST.8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RST.8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	**Craft and Structure** • **Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4]**. . . . . #1 • **Recognizes that own point of view influences the interpretation of information [Assessment available 8.5]**. . . . . #1 • Analyzes disparate points of view discovered in different sources.. . . . . #1

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Comparing Contrasting Facts Graphics Multimedia Reasoning Visual Information	**Integration of Knowledge and Ideas** RST.8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RST.8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RST.8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	**Integration of Knowledge and Ideas** • **Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information [Assessment available 8.3]** . . . . #1 • Seeks balanced view by using diverse sources to access appropriate material. . . . #1 • Selects information based on authority and point of view. . . . . #1 • Compares online resources to seek global perspective. . . . . #1 • Identifies misconceptions and revises ideas as new information is gained. . . . . . . #1 • Analyzes disparate points of view discovered in different sources.. . . . . #1
Complex Text	**Range of Reading and Level of Text Complexity** RST.8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Creates and shares reading experiences and responds in a variety of ways and formats.. . . . . #1 • Reads independently. . . . . #1

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD

Analyzing
 	
Argument
 	
Categorization
 	
Claims
 	
Counterclaims
 	
Domain Specific Vocabulary
 	
Evidence
 	
Explanatory texts
 	
Graphics
 	
Informational Text
 	
Key Details
 	
Organization
 	
Quotation
 	
Reasoning
 	
Relevance
 	
Visual Information
	Text Types and Purposes
	
	WHST.8.1. Write arguments focused on discipline-specific content.
	
	    a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	
	    b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	
	    c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	
	    d. Establish and maintain a formal style.
	
	    e. Provide a concluding statement or section that follows from and supports the argument presented.
		Text Types and Purposes
		
		• **Revises the question or problem as needed to arrive at a manageable topic for inquiry [Assessment available 8.1]** . . . . #1
		
		• Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words . . . . #1
		
		• Plans inquiry to test hypothesis or validate thesis . . . . #1
		
		• **Refines questions to guide the search for different types of information [Assessment available 8.2]** . . . . #1
		
		• **Uses different formats (e.g. books, Websites, subscription databases, multimedia, graphs, charts, amps and diagrams) as sources of information [Assessment available 8.3]** . . . . #1
		
		• Seeks balanced view by using diverse sources to access appropriate material . . . #1
		
		• **Recognizes the effect of different perspectives and points of view on information [Assessment available 8.4]** . . . . #1
		
		• Selects information based on authority and point of view . . . . #1
		
		• Compares online resources to seek global perspective . . . . #3
		
		• Analyzes disparate points of view discovered in different sources . . . . #1
		
		• **Recognizes that own point of view influences the interpretation of information [Assessment available 8.5]** . . . . #1

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . **IFC STANDARD**
	WHST.8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the argument presented.	• Identifies misconceptions and revises ideas as new information is gained. . . . . #1 • **Draws conclusions based on explicit and implied information [Assessment available 8.6]**. . . . . #1 • Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate. . . . . #1

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Audience Organization Purpose Relationships	**Production and Distribution of Writing** WHST.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. WHST.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	**Production and Distribution of Writing** • **Creates products for authentic reasons and audiences [Assessment available 8.7]**. . . . . #1 • Uses two or three strategies to revise product based on self-assessment, teacher feedback, and peer feedback . . . . #1 • Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication. . . . . #1 • Experiments with various types of multimedia software and online applications for artistic and personal expression. . . . . #2 • Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences. . . . . #3 • Gathers and uses information ethically by citing all sources. . . . . #3 • Credits sources by using correct bibliographic format . . . . #3

GRADE 8 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD**
Analyzing Evaluating Evidence Informational Texts Questioning Quotation Search Tools Visual Evidence	**Research to Build and Present Knowledge** WHST.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.8.9. Draw evidence from informational texts to support analysis, reflection, and research.	**Research to Build and Present Knowledge** • **Revises the question or problem as needed to arrive at a manageable topic for inquiry [Assessment available 8.1]** . . . #1 • Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words. . . . #1 • Plans inquiry to test hypothesis or validate thesis. . . . #1 • **Refines questions to guide the search for different types of information [Assessment available 8.2]** . . . #1 • **Uses different formats (e.g. books, Websites, subscription databases, multimedia, graphs, charts, amps and diagrams) as sources of information [Assessment available 8.3]** . . . #1 • Seeks balanced view by using diverse sources to access appropriate material . . . #1 • Selects information based on authority and point of view. . . . #1 • Compares online resources to seek global perspective. . . . #3 • Analyzes disparate points of view discovered in different sources. . . . #1 • Identifies misconceptions and revises ideas as new information is gained. . . . #1 • **Draws conclusions based on explicit and implied information [Assessment available 8.6]** . . . #1 • Compares information found to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate . . . #1 • **Creates products for authentic reasons and audiences [Assessment available 8.7]** . . . #1 • Uses two or three strategies to revise product based on self-assessment, teacher feedback, and peer feedback. . . . #1 • Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication . . #1

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
		• Experiments with various types of multimedia software and online applications for artistic and personal expression . . . . #2 • Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences . . . . #3 • Gathers and uses information ethically by citing all sources . . . . #3 • Credits sources by using correct bibliographic format . . . . #3
	Range of Writing WHST.8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Range of Writing**

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

• Identifies own strengths and sets goals for improvement.

STANDARD 2

• Participates in literary discussions and book clubs.

• Understands literal and implied meanings and can place the meaning in a conceptual framework.

STANDARD 3

• Understands the concept of freedom of expression and the role that it plays in democracy.

• Helps to organize and integrate contributions of all group members into project.

• Discusses copyright related to safe and responsible use of information and communication technology.

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Chronology Key details Major Events Primary source Evidence Secondary source Evidence Secondhand account Summarizing	**Key Ideas and Details** RH.9.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.9.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	**Key Ideas and Details** • **Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1]** . . . . #1 • Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry . . . . #1 • Uses print and nonprint resources for information and personal needs; actively seeks answers to questions. . . . . #3 • **Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [Assessment available 9.2]** . . . . #1
Analyzing Comparing Domain Specific Vocabulary Key Details Point of View Text Features	**Craft and Structure** RH.9.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. RH.9.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. RH.9.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	**Craft and Structure** • **Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4]** . . . . #1 • Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details . . . . #1

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Author's Perspective Claims Comparing Contrasting Evidence Main Topic Primary Source Evidence Reasoning Secondary Source Evidence Secondhand account	**Integration of Knowledge and Ideas** RH.9.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. RH.9.8. Assess the extent to which the reasoning and evidence in a text support the author's claims. RH.9.9. Compare and contrast treatments of the same topic in several primary and secondary sources.	**Integration of Knowledge and Ideas** • Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important . . . . #1 • Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively. . . . . #1 • Uses technology resources such as the online catalog, online encyclopedias, online databases, web search directories, and links from valid Web sites to locate primary and secondary information on topics of inquiry . . . . #1 • Adjusts search strategies by comparing information gathered with the problem or question . . . . #1 • **Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information [Assessment available 9.3]** . . . . #1 • **Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4]**. . . . . #1 • Uses multiple resources as a general rule to seek a balanced and global perspective . . . . #3
Complex Text	**Range of Reading and Level of Text Complexity** RH.9.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum. . . . . #2 • Reads a variety of fiction and nonfiction materials in various formats . . . . #2 • Uses print and nonprint resources for information and personal needs; actively seeks answers to questions. . . . . #2

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Evidence Key Details Main Idea/ Central Message Summarizing Supporting Details	**Key Ideas and Details** RST.9.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. RST.9.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	**Key Ideas and Details** • **Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1].** . . . . #1 • Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry. . . . . #1 • **Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [Assessment available 9.2].** . . . . #1
Analyzing Author's Perspective Domain Specific Vocabulary Key Details Patterns Relationships	**Craft and Structure** RST.9.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. RST.9.5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (*e.g.,force, friction, reaction force, energy*). RST.9.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address..	**Craft and Structure** • **Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1]** . . . . #1 • **Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [Assessment available 9.2.].** . . . #1 • **Organizes information independently, deciding the structure based on the relationships among ideas and general pattern discovered [Assessment available 9.4].** . . . . #1 • Focuses the purpose of the research by formulating questions to be answered. . #1

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Claims Comparing Conflicting Evidence Contrasting Evaluating Graphics Problem/ Solution Reasoning Visual Information	**Integration of Knowledge and Ideas** RST.9.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. RST.9.8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. RST.9.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	**Integration of Knowledge and Ideas** • Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important. . . . . #1 • Uses print and nonprint resources for information and personal needs; actively seeks answers to questions.. . . . . #2 • Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively. . . . . #1 • Adjusts search strategies by comparing information gathered with the problem or question. . . . . #1 • **Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information [Assessment available 9.3]** . . . . #1 • **Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4]** . . . . #1 • Understands and builds on the ideas of others. . . . . #1
Complex Text	**Range of Reading and Level of Text Complexity** RST.9.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum. . . . . #2 • Reads a variety of fiction and nonfiction materials in various formats . . . . #2 • Uses print and nonprint resources for information and personal needs; actively seeks answers to questions. . . . . #2

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD

Argument
 	
Claims
 	
Connections
 	
Counterclaims
 	
Domain Specific Vocabulary
 	
Evidence
 	
Explanatory Text
 	
Graphics
 	
Informational Text
 	
Key Details
 	
Multimedia
 	
Organization
 	
Quotation
 	
Reasoning
 	
Relationships
 	
Supporting details
	Text Types and Purposes
	
	WHST.9.1. Write arguments focused on discipline-specific content.
	
	   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
	
	   b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
	
	   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	
	   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	
	   e. Provide a concluding statement or section that follows from or supports the argument presented.
		Text Types and Purposes
		
		• Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1] . . . . #1
		
		• Focuses the purpose of the research by formulating specific questions to be answered. . . . . #1
		
		• Determines the kind of information needed to investigate the complexities of a topic and whether different points of view will be important. . . . . #1
		
		• Brainstorms ideas for further information. . . . . #1
		
		• Uses search strategies to broaden and narrow searches and locate appropriate resources. . . . . #1
		
		• Uses technology resources such as the online catalog, online encyclopedias, online databases, web subject directories, and links from valid websites to locate primary and secondary information on topics of inquiry. . . . . #1
		
		• Uses a variety of search engines to do advanced searching. . . . . #1
		
		• Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fit information needs effectively . . . . . #1
		
		• Adjusts search strategies by comparing information gathered with the problem or question. . . . . #1
		
		• Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details . . . . #1

GRADE 9 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD**
	WHST.9.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	• **Takes notes using one or more of a variety of note-taking strategies including reflecting on the information [Assessment available 9.3]** . . . . #1 • Takes notes by paraphrasing, summarizing, or selecting short segments to quote . . . . #1 • Combines ideas and information to develop and demonstrate new understanding . . . . #3 • **Organizes information independently deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4]** . . . . #1 • Presents conclusions to answer the question or problem . . . . #1

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Audience Organization Purpose	**Production and Distribution of Writing** WHST.9.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.9.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**Production and Distribution of Writing** • **Takes notes using one or more of a variety of note-taking strategies including reflecting on the information [Assessment available 9.3]** . . . . #1 • Takes notes by paraphrasing, summarizing, or selecting short segments to quote. . . . . #3 • **Organizes information independently deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4]** . . . . #1 • Uses visuals, electronic tools, and multimedia to communicate meaning . . . . #1 • Works with others to create and evaluate projects that communicate complex information and ideas and respectfully integrate the contributions of all group members. . . . . #3
Analyzing Evidence Informational Texts Organization Problem/ Solution Relevance Questioning	**Research to Build and Present Knowledge** WHST.9.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.9.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. WHST.9.9. Draw evidence from informational texts to support analysis, reflection, and research.	**Research to Build and Present Knowledge** • Reads background information to discover the complexities of the problem or questions and brainstorms ideas for further inquiry . . . . #1 • **Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1]** . . . . #1 • **Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest [Assessment available 9.2]**. . . . . #1 • Focuses the purpose of the research by formulating specific questions to be answered . . . . #1 • Determines the kind of information needed to investigate the complexities of a topic and whether different points of view will be important . . . . #1 • Uses multiple resources as a general rule to seek a balanced and global perspective. . . . . #1 • Brainstorms ideas for further information. . . . . #1

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . **IFC STANDARD**
		• Uses search strategies to broaden and narrow searches and locate appropriate resources . . . . #1
		• Uses print and nonprint resources for information and personal needs; actively seeks answers to questions. . . . . #1
		• Uses technology resources such as the online catalog, online encyclopedias, online databases, web subject directories, and links from valid websites to locate primary and secondary information on topics of inquiry . . . . #3
		• Uses a variety of search engines to do advanced searching. . . . . #1
		• Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fit information needs effectively . . . . . #1
		• Adjusts search strategies by comparing information gathered with the problem or question . . . . #2
		• Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details. . . . . #1
		• **Takes notes using one or more of a variety of note-taking strategies including reflecting on the information [Assessment available 9.3]**. . . . . #1
		• Takes notes by paraphrasing, summarizing, or selecting short segments to quote. . . . . #3
		• Combines ideas and information to develop and demonstrate new understanding . . . . #1
		• **Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered [Assessment available 9.4]**. . . . . #1
		• Understands and builds on the ideas of others. . . . . #1
		• Presents conclusions to answer the question or problem . . . . #1

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD	
	Range of Writing WHST.9.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Range of Writing**	

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

• **Identifies own strengths and sets goals for improvement [Assessment available 9.5]**

STANDARD 2

• Shares reading experiences and expresses own ideas through creative products in a variety of formats.

STANDARD 3

• Observes Internet safety procedures including safeguarding personal information and equipment.

• Uses programs and Internet sites responsibly, efficiently, and ethically.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Chronology Key details Major Events Primary source Evidence Secondary source Evidence Secondhand account Summarizing	**Key Ideas and Details** RH.10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	**Key Ideas and Details** • Recognizes statements that can be verified. . . . . #1 • Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information) . . . . #1
Analyzing Comparing Domain Specific Vocabulary Key Details Point of View Text Features	**Craft and Structure** RH.10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. RH.10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. RH.10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	**Craft and Structure** • Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information). . . . . #1 • Recognizes statements that can be verified. . . . . #1 • Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas . . . . #1

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Author's Perspective Claims Comparing Contrasting Evidence Main Topic Primary Source Evidence Reasoning Secondary Source Evidence Secondhand account	**Integration of Knowledge and Ideas** RH.10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. RH.10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims. RH.10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.	**Integration of Knowledge and Ideas** • Connects the meaning from one digital text to another to gain a comprehensive understanding of the topic of interest. . . . . #3 • Recognizes statements that can be verified. . . . . #1 • Evaluates information from a variety of sources for accuracy, appropriateness, validity, and comprehensiveness. . . . . #1 • Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas. . . . . #1 • Considers alternative perspectives and evaluates differing points-of-view. . . . . . . #3
Complex Text	**Range of Reading and Level of Text Complexity** RH.10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking . . . . #2

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Evidence Key Details Main Idea/ Central Message Summarizing Supporting Details	**Key Ideas and Details** RST.10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.10.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. RST.10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	**Key Ideas and Details** • Recognizes statements that can be verified. . . . . #1 • **Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4]** . . . . #1 • Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information) . . . . #1
Analyzing Author's Perspective Domain Specific Vocabulary Key Details Patterns Relationships	**Craft and Structure** RST.10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. RST.10.5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (*e.g.,force, friction, reaction force, energy*). RST.10.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	**Craft and Structure** • Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information) . . . . #1 • Recognizes statements that can be verified. . . . . #1 • Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns . . . . #1 • **Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4]** . . . . #1

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Comparing Conflicting Evidence Contrasting Evaluating Graphics Problem/ Solution Reasoning Visual Information	**Integration of Knowledge and Ideas** RST.10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. RST.10.8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. RST.10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts	**Integration of Knowledge and Ideas** • Recognizes statements that can be verified. . . . . #1 • Evaluates information from a variety of sources for accuracy, appropriateness, validity, and comprehensiveness . . . . #1 • Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas . . . . #1 • Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns . . . . #1 • Considers alternative perspectives and evaluates differing points-of-view . . . . . . #3 • Connects the meaning from one digital text to another to gain a comprehensive understanding about a topic of interest . . . . #3
Complex Text	**Range of Reading and Level of Text Complexity** RST.10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking . . . . #2

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD

Argument
 	
Claims
 	
Connections
 	
Counterclaims
 	
Domain Specific Vocabulary
 	
Evidence
 	
Explanatory Text
 	
Graphics
 	
Informational Text
 	
Key Details
 	
Multimedia
 	
Organization
 	
Quotation
 	
Reasoning
	Text Types and Purposes
	
	WHST.10.1. Write arguments focused on discipline-specific content.
	
	    a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
	
	    b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
	
	    c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	
	    d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	
	    e. Provide a concluding statement or section that follows from or supports the argument presented.
		Text Types and Purposes
		
		• Recognizes statements that can be verified. . . . . #1
		
		• Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information) . . . . #1
		
		• Evaluates information from a variety of sources for accuracy, appropriateness, validity, and comprehensiveness . . . . #1
		
		• Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas . . . . #1
		
		• Considers alternative perspectives and evaluates differing points-of-view . . . . . . #3
		
		• Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns . . . . #1
		
		• Connects the meaning from one digital text to another to gain a comprehensive understanding about a topic of interest . . . . #3
		
		• **Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4]** . . . . #1
		
		• **Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry [Assessment available 10.1]**. . . . . #1
		
		• Maintains a list of effective search terms throughout the process of inquiry . . . . #1
		
		• **Refines questions to provide a framework for the inquiry and to fulfill the purpose of research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue [Assessment available 10.2]** . . . . #1
		
		• Uses specialized reference materials to find specific and in-depth information. . . #1
		
		• Pursues a balanced perspective of fact, opinion, and different points of view. . . . #1

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
	WHST.10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Audience Organization Purpose	**Production and Distribution of Writing** WHST.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**Production and Distribution of Writing** • Uses collaborative and independent digital tools to record and organize information . . . . #1 • Drafts the presentation/product to present an argument, point, of view, interpretation, or new model most effectively with supporting evidence . . . . #1 • Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication with a real world application . . . . #1 • Uses online tools to collaborate, publish and interact with peers, experts, and other audiences . . . . #1

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . **IFC STANDARD**
Analyzing Evidence Informational Texts Organization Problem/ Solution Relevance Questioning	**Research to Build and Present Knowledge** WHST.10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. WHST.10.9. Draw evidence from informational texts to support analysis, reflection, and research.	**Research to Build and Present Knowledge** • **Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry [Assessment available 10.1]** . . . . #1 • Maintains a list of effective search terms throughout the process of inquiry . . . . #1 • **Refines questions to provide a framework for the inquiry and to fulfill the purpose of research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue [Assessment available 10.2]** . . . . #1 • Seeks ideas and opinions from others, including experts in the field . . . . #3 • Uses specialized reference materials to find specific and in-depth information . . #1 • **Conducts advanced Web searches using Boolean logic and other sophisticated search functions [Assessment available 10.3]** . . . . #1 • Recognizes statements that can be verified. . . . . #1 • Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information) . . . . #1 • Evaluates information from a variety of sources for accuracy, appropriateness, validity, and comprehensiveness . . . . #1 • Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas . . . . #1 • Considers alternative perspectives and evaluates differing points-of-view . . . . . . #1 • Pursues a balanced perspective of fact, opinion, and different points of view . . . #1 • Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns . . . . #1 • **Draws clear and appropriate conclusions supported by evidence and examples [Assessment available 10.4]** . . . . #1 • **Cites all sources used according to standard style formats [Assessment available 10.5]** . . . . #1 • **Records individual experience with the inquiry process—the hardest part, best part, skills learned, insights experienced, etc.—with suggestions for future improvements [Assessment available 10.6]** . . . . #1

GRADE 10 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Audience Purpose	**Range of Writing** WHST.10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Range of Writing**

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

• Identifies and evaluates the important and subtle features of an effective product.

STANDARD 2

• Participates in and leads literary discussions and book clubs.

STANDARD 3

• Seeks alternative sources of information and respects the guidelines for access in all environments (public libraries, museums, cultural institutions, agencies).
• Analyzes the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways for addressing those risks.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Evidence Evaluating Key Details Major Idea/ Central Message Primary source evidence Secondary source evidence Summarizing	**Key Ideas and Details** RH.11.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. RH.11.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RH.11.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	**Key Ideas and Details** • **Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective [Assessment available 11.3]** . . . . #1 • Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided . . . . #1 • Recognizes competing interpretations of historical events and issues and the reasons for those differences . . . . #1 • Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda) . . . . #1 • Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability [Assessment available 11.2] . . #1 • Analyzes different points of view and determines best supported point of view by sorting and sifting evidence . . . . #1 • **Presents different perspectives with evidence for each [Assessment available 11.4]** . . . . #1 • Identifies and addresses previously held misconceptions . . . . #1 • Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics. . . . . #3
Analyzing Claims Evaluating Evidence Primary source evidence Point of View Text Features	**Craft and Structure** RH.11.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RH.11.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. RH.11.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	**Craft and Structure** • Categorizes information; adds new categories as necessary; explores connections among categories. . . . . #1 • Analyzes different points of view and determines best supported point of view by sorting and sifting evidence. . . . . #1 • Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics . . . . #3

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Author's Perspective Claims Counterclaims Evaluating Evidence Primary source evidence Problem/Solution Secondary source evidence	**Integration of Knowledge and Ideas** RH.11.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. RH.11.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. RH.11.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	**Integration of Knowledge and Ideas** • Connects the meaning from one digital text to another to gain a comprehensive understanding of the topic of interest. . . . . #3 • Recognizes statements that can be verified. . . . . #1 • Evaluates information from a variety of sources for accuracy, appropriateness, validity, and comprehensiveness. . . . . #1 • Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas. . . . . #1 • Considers alternative perspectives and evaluates differing points-of-view. . . . . #3
Complex Text Informational Texts	**Range of Reading and Level of Text Complexity** RH.11.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career . . . . #2

GRADE 11 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Evidence Main Idea/Central Message Reasoning Summarizing	**Key Ideas and Details** RST.11.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. RST.11.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RST.11.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	**Key Ideas and Details** • Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided. . . . . #1 • Evaluates the authority of a source by assessing the credentials of the author, creator and publisher. . . . . #1 • Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda). . . . . #1 • **Plans inquiry to systematically test hypothesis or gather evidence to validate thesis [Assessment available 11.1]**. . . . . #1 • **Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability [Assessment available 11.2]**. . #1 • Identifies and addresses previously held misconceptions.. . . . . #1 • Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics.. . . . . #3 • Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic. . . . . #1
Author's Perspective Categorization Explanatory text Domain Specific Vocabulary Text Features	**Craft and Structure** RST.11.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST.11.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RST.11.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	**Craft and Structure** • Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided . . . . #1 • Categorizes information; adds new categories as necessary; explores connections among categories . . . . #1

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Conflicting Evidence Evaluating Graphics Multimedia Problem/Solution	**Integration of Knowledge and Ideas** RST.11.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST.11.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	**Integration of Knowledge and Ideas** • Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided . . . . #1 • Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda) . . . . #1 • **Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability [Assessment available 11.2]** . . #1 • Analyzes different points of view and determines best supported point of view by sorting and sifting evidence . . . . #1 • Identifies and addresses previously held misconceptions . . . . #1 • Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic. . . . . #1
Complex text Informational Texts	**Range of Reading and Level of Text Complexity** RST.11.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career. . . . . #2

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Audience Claims Counterclaims Domain Specific Vocabulary Explanatory Text Facts Graphics Informational Texts Key Details Multimedia Organization Patterns Quotations Reasons Relationships Sequence of Events	**Text Types and Purposes** WHST.11.1. Write arguments focused on discipline-specific content. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	**Text Types and Purposes** • Verifies the accuracy of what is known about the problem or question. . . . . #1 • **Plans inquiry to systematically test hypothesis or gather evidence to validate thesis [Assessment available 11.1]**. . . . . #1 • Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher.. . . . . #1 • Categorizes information; adds new categories as necessary; explores connections among categories. . . . . #1 • Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic. . . . . #1 • Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided.. . . . . #1 • Analyzes different points of view and determines best supported point of view by sorting and sifting evidence. . . . . #1 • Recognizes competing interpretations of historical events and issues and the reasons for those differences. . . . . #1 • Recognizes degrees of bias (from slightly slanted point-of-view to heavily slanted propaganda). . . . . #1 • **Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability [Assessment available 11.2]**. . . #1 • Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics . . . . #3 • Identifies and addresses previously held misconceptions . . . . #1 • Understands the concept and consequences of plagiarism. . . . . #3 • **Presents different perspectives with evidence for each [Assessment available 11.4]**. . . . . #1

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
	WHST.11.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	• **Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences [Assessment available 11.5]**. . . . .#1 • Assesses and revises own work using own revision process . . . .#1 • Publishes final product for an authentic audience and real world application. . . . .#1 • Demonstrates awareness of fair use guidelines and acquires permission from the creator when necessary. . . . .#3

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Audience Organization Purpose	**Production and Distribution of Writing** WHST.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	**Production and Distribution of Writing** • **Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences [Assessment available 11.5]**. . . . . #1 • Assesses and revises own work using own revision process. . . . . #1 • Publishes final product for an authentic audience and real world application. . . . #1

GRADE 11 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM .... IFC STANDARD
Audience	**Research to Build and Present Knowledge**	**Research to Build and Present Knowledge**
Claims	WHST.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	• Verifies the accuracy of what is known about the problem or question. . . . . #1
Counterclaims		• **Plans inquiry to systematically test hypothesis or gather evidence to validate thesis [Assessment available 11.1]**. . . . . #1
Domain Specific Vocabulary		• Evaluates the authority of a source by assessing the credentials and reputation of the author, creator and publisher. . . . . #1
Explanatory Text		• Categorizes information; adds new categories as necessary; explores connections among categories. . . . . #1
Informational Texts	WHST.11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	• Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic. . . . . #1
Key Details		• Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided. . . . . #1
Multimedia		• Analyzes different points of view and determines best supported point of view by sorting and sifting evidence. . . . . #1
Problem/Solution		• Recognizes competing interpretations of historical events and issues and the reasons for those differences. . . . . #1
Quotations	WHST.11.9. Draw evidence from informational texts to support analysis, reflection, and research.	• Recognizes degrees of bias (from slightly slanted point-of-view to heavily slanted propaganda). . . . . #1
Search Tools		• **Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability [Assessment available 11.2]**. . #1
Sequence of Events		• Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics. . . . . #3
		• Identifies and addresses previously held misconceptions. . . . . #1
		• Understands the concept and consequences of plagiarism. . . . . #3
		• **Presents different perspectives with evidence for each [Assessment available 11.4]**. . . . . #1
		• **Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences [Assessment available 11.5]**. . . . . #1
		• Assesses and revises own work using own revision process. . . . . #1
		• Publishes final product for an authentic audience and real world application. . . . #1
		• Demonstrates awareness of fair use guidelines and acquires permission from the creator when necessary. . . . . #3

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . **IFC STANDARD**
Audience Purpose	**Range of Writing** WHST.11.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Range of Writing**

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 2

• Evaluates accuracy and authenticity of fiction works by comparing to nonfiction works on the same subject.

• Applies technology productivity tools to meet personal needs and establish a responsible online personal presence.

STANDARD 3

• Participates in discussions with others to analyze information problems and to suggest solutions.

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . **IFC STANDARD**
Analyzing Evidence Evaluating Key Details Major Idea/ Central Message Primary source evidence Secondary source evidence Summarizing	**Key Ideas and Details** RH.12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. RH.12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RH.12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	**Key Ideas and Details** • Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics . . . . . #1 • Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective. . . . . #1 • **Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]**. . . . . #1 • Independently recognizes gaps in information (based on the complexity of the problem or question). . . . . #1 • Extends search beyond readily available sources to ensure accuracy and comprehensiveness. . . . . #1 • Maintains an open attitude about new areas of the subject that were previously unknown or overlooked. . . . . #1 • **Builds a conceptual framework by synthesizing ideas gathered from multiple sources [Assessment available 12.3]**. . . . . #1 • Changes own ideas based on the ideas of others. . . . . #1 • **Develops own point of view and supports with evidence [Assessment available 12.4]**. . . . . #1 • Understands text on both a literal and abstract level . . . . #2
Analyzing Author's Perspective Claims Domain Specific Vocabulary Evaluating Evidence Primary source evidence Point of View Text Features	**Craft and Structure** RH.12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RH.12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. RH.12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	**Craft and Structure** • Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective . . . . #1 • **Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]** . . . . #1 • Independently recognizes gaps in information (based on the complexity of the problem or question). . . . . #1

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

	READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
TAGS	**COMMON CORE**	**INFORMATION FLUENCY CONTINUUM** . . . . **IFC STANDARD**
Author's Perspective Claims Conflicting Evidence Counterclaims Evaluating Evidence Primary source evidence Problem/Solution Secondary source evidence	**Integration of Knowledge and Ideas** RH.12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. RH.12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. RH.12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	**Integration of Knowledge and Ideas** • Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics . . . . . #1 • Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective . . . . #1 • **Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]**. . . . . #1 • Independently recognizes gaps in information (based on the complexity of the problem or question) . . . . #1 • Extends search beyond readily available sources to ensure accuracy and comprehensiveness . . . . #1 • Maintains an open attitude about new areas of the subject that were previously unknown or overlooked . . . . #1 • **Builds a conceptual framework by synthesizing ideas gathered from multiple sources [Assessment available 12.3]** . . . . #1 • Changes own ideas based on the ideas of others . . . . #1 • **Develops own point of view and supports with evidence [Assessment available 12.4]**. . . . . #1 • Understands text on both a literal and abstract level. . . . . #2
Complex Text Informational Texts	**Range of Reading and Level of Text Complexity** RH.12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity** • Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information). . . . . #1

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Analyzing Evidence Main Idea/Central Message Reasoning Summarizing	**Key Ideas and Details** RST.12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. RST.12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RST.12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	**Key Ideas and Details** • Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective. . . . . #1 • **Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]**. . . . . #1 • Independently recognizes gaps in information (based on the complexity of the problem or question). . . . . #1 • Extends search beyond readily available sources to ensure accuracy and comprehensiveness. . . . . #1 • Maintains an open attitude about new areas of the subject that were previously unknown or overlooked. . . . . #1 • **Builds a conceptual framework by synthesizing ideas gathered from multiple sources [Assessment available 12.3]**. . . . . #1 • Changes own ideas based on the ideas of others. . . . . #1 • **Develops own point of view and supports with evidence [Assessment available 12.4]**. . . . . #1 • Understands text on both a literal and abstract level. . . . . #2
Analyzing Categorization Domain Specific Vocabulary Purpose Text Features	**Craft and Structure** RST.12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST.12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RST.12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	**Craft and Structure** • Independently recognizes gaps in information (based on the complexity of the problem or question). . . . . #1 • Maintains an open attitude about new areas of the subject that were previously unknown or overlooked . . . . #1

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Conflicting Evidence Diverse Viewpoints Evaluating Problem/Solution Reasoning	**Integration of Knowledge and Ideas** RST.12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST.12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	**Integration of Knowledge and Ideas** • Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics. #1 • Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective. . . . . #1 • **Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]**. . . . . #1 • Independently recognizes gaps in information (based on the complexity of the problem or question). . . . . #1 • Extends search beyond readily available sources to ensure accuracy and comprehensiveness. . . . . #1 • Maintains an open attitude about new areas of the subject that were previously unknown or overlooked. . . . . #1 • **Builds a conceptual framework by synthesizing ideas gathered from multiple sources [Assessment available 12.3]**. . . . . #1 • Changes own ideas based on the ideas of others. . . . . #1 • **Develops own point of view and supports with evidence [Assessment available 12.4]**. . . . . #1 • Understands text on both a literal and abstract level. . . . . #1
Complex Text Informational Texts	**Range of Reading and Level of Text Complexity** RST.12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	**Range of Reading and Level of Text Complexity**

GRADE 12 • Common Core/Empire State Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD

Argument
 	
Audience
 	
Claim
 	
Counterclaims
 	
Domain Specific Vocabulary
 	
Evidence
 	
Explanatory Text
 	
Facts
 	
Graphics
 	
Multimedia
 	
Reasons
 	
Sequence of Events
 	
Supporting details
	Text Types and Purposes
	
	WHST.12.1. Write arguments focused on discipline-specific content.
	
	   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
	
	   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
	
	   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	
	   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	
	   e. Provide a concluding statement or section that follows from or supports the argument presented.
		Text Types and Purposes
		
		• Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources . . . . #1
		
		• Maintains an open attitude about new areas of the subject that were previously unknown or overlooked . . . . #1
		
		• **Explores problems or questions for which there are multiple answers or no "best" answer [Assessment available 12.1]** . . . . #1
		
		• **Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]** . . . . #1
		
		• Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics . . . . . . #1
		
		• Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective. . . . . #1
		
		• Extends search beyond readily available sources to ensure accuracy and comprehensiveness. . . . . #1
		
		• Independently recognizes gaps in information (based on the complexity of the problem or question). . . . . #1
		
		• **Develops own point of view and supports with evidence [Assessment available 12.4]** . . . . #1

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
#1	WHST.12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	• Changes own ideas based on the ideas of others. . . . . #1 • Communicates new understandings through designing, inventing, composing, transplanting and constructing. . . . . #1 • Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences. . . . . #3 • **Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary [Assessment available 12.5].** . . . . #1 • Extends respect for intellectual property rights and copyright by crediting sources of ideas as well as directly quoted material. . . . . #3

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Audience Purpose Organization	**Production and Distribution of Writing** WHST.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	**Production and Distribution of Writing** • Communicates new understandings through designing, inventing, composing, transplanting and constructing . . . . #1 • Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences . . . . #3 • **Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary [Assessment available 12.5]** . . . . #1 • Changes own ideas based on the ideas of others . . . . #1 • **Develops own point of view and supports with evidence [Assessment available 12.4]** . . . . #1

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Audience Diverse Viewpoints Informational Texts Locating Information Problem/Solution Purpose Questioning Search Tools	**Research to Build and Present Knowledge** WHST.12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. WHST.12.9. Draw evidence from informational texts to support analysis, reflection, and research.	**Research to Build and Present Knowledge** • Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions and about the effectiveness of potential sources . . . . #1 • Maintains an open attitude about new areas of the subject that were previously unknown or overlooked. . . . . #1 • **Explores problems or questions for which there are multiple answers or no "best" answer [Assessment available 12.1]** . . . . #1 • **Challenges ideas in text and makes notes of questions to pursue in additional sources [Assessment available 12.2]**. . . . . #1 • Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics #1 • Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective . . . . #1 • Extends search beyond readily available sources to ensure accuracy and comprehensiveness. . . . . #1 • Independently recognizes gaps in information (based on the complexity of the problem or question).. . . . . #1 • **Develops own point of view and supports with evidence [Assessment available 12.4]**. . . . . #1 • Changes own ideas based on the ideas of others. . . . . #1 • Communicates new understandings through designing, inventing, composing, transplanting and constructing. . . . . #1 • Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences. . . . . #1 • **Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary [Assessment available 12.5]** . . . . #1 • Extends respect for intellectual property rights and copyright by crediting sources of ideas as well as directly quoted material. . . . . #3

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM . . . . IFC STANDARD
Audience Purpose	**Range of Writing** WHST.12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Range of Writing**

ADDITIONAL INFORMATION FLUENCY SKILLS TAUGHT THROUGH THE LIBRARY

STANDARD 1

• Asks, "What about this topic is personally interesting to me and important? What about this topic do I want to pursue when I have an opportunity? Does this topic have implications for future career or college choices?"

STANDARD 2

• Uses information to address personal issues and investigate opportunities for the future

• Reads/listens to works of international and multicultural authors.

STANDARD 3

• Can explain First Amendment rights and knows the process available to defend those rights.