



Information Fluency Continuum / Common Core Learning Standards

This section features alignment documents for each grade, K through 12, between the New York City 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.

INTRODUCTION

Alignment of NYS Common Core Learning Standards and NYC Information Fluency Continuum

NYS Common Core Learning Standards (CCLS)

The New York State 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.

NYC Information Fluency Continuum (IFC)

The New York City 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 NYS Common Core Learning Standards for Literacy and the NYC 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.

The DOE has identified expectations for the Common Core skills to be implemented during the 2011-2012 year. Librarians must be an essential part of this citywide 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

See NYC School Library System Information Fluency Continuum for complete K-12 information skills continuum
 *<http://schools.nyc.gov/Academics/LibraryServices/StandardsandCurriculum>

*The three standards of the New York City 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.

GRADE K • Common Core/NYCSSLs Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Character Types	Key Ideas and Details	Key Ideas and Details
Key Details	RL.K.1. With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> Identifies one or two key words about a topic, problem or question with guidance from the librarian #1
Major Events	RL.K.2. With prompting and support, retell familiar stories, including key details.	<ul style="list-style-type: none"> Understands the basic organizational structure of books. #1
Questioning	RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> Makes predictions about what will happen next in a story #2
Setting		
Illustrations	Craft and Structure	Craft and Structure
Questioning	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.	<ul style="list-style-type: none"> 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	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
Contrasting	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).	<ul style="list-style-type: none"> Uses illustrations to draw meaning from a story. #2
Cultural Perspective	RL.K.8. (Not applicable to literature)	<ul style="list-style-type: none"> Connects ideas to own interests [Assessment available K.1]. #1
Illustrations	RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
Relationships	a. With prompting and support, students will make cultural connections to text and self.	

GRADE K • Common Core/NYCSSLs Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Purpose	<p>Range of Reading and Level of Text Complexity</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • 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	<p>Responding to Literature</p> <p>RL.K.11. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • 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/NYCSSL Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Connection	<p>Key Ideas and Details</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> 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
Key Details		
Main Topic		
Questioning		
Illustrations	<p>Craft and Structure</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5. Identify the front cover, back cover, and title page of a book.</p> <p>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.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> 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
Questioning		
Text Features		

GRADE K • Common Core/NYCSSL Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Comparing Contrasting Illustrations Reasoning Relationships	<p>Integration of Knowledge and Ideas</p> <p>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).</p> <p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>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).</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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	<p>Range of Reading and Level of Text Complexity</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Requests/chooses materials related to personal interests. #2 • Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information #2

GRADE K • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Explanatory Text Informational Text Narrative Opinion Sequence of Events	<p>Text Types and Purposes</p> <p>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 . . .).</p> <p>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.</p> <p>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.</p>	<p>Text Types and Purposes</p> <ul style="list-style-type: none"> • 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	<p>Production and Distribution of Writing</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>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.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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/NYCSSL Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Opinion Questioning	<p>Research to Build and Present Knowledge</p> <p>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).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.K.9. (Begins in grade 4)</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • 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
	<p>Range of Writing</p> <p>W.K.10. (Begins in grade 3)</p>	
Theme	<p>Responding to Literature</p> <p>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.</p>	

GRADE K • Common Core/NYCSSLs Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
<p>Diverse Viewpoints</p> <p>Key Details</p> <p>Oral Text</p> <p>Questioning</p>	<p>Comprehension and Collaboration</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>c. Seek to understand and communicate with individuals from different cultural backgrounds.</p> <p>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.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • 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/NYCSSLs Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Supporting Details Visual Information	<p>Presentation of Knowledge and Ideas</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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/NYCCLS Information Fluency Continuum Alignment

COMMON CORE		READING STANDARDS FOR LITERATURE	
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Character Types Key Details Main Idea/Central Message Questioning Settings Story Elements	<p>Key Ideas and Details</p> <p>RL.1.1. Ask and answer questions about key details in a text</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> 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	<p>Craft and Structure</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>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.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> Distinguishes between what is factual and imaginary. Expresses feelings about favorite books through pictures and words. 	
Character Types Comparing Contrasting Cultural Perspective Story Elements	<p>Integration of Knowledge and Ideas</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.8. (Not applicable to literature)</p> <p>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.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> 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 	

GRADE 1 • Common Core/NYCSSL Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	<p>Range of Reading and Level of Text Complexity</p> <p>RL.1. 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Selects books, poems, or media based on teacher selected criteria or personal preference. #2
Connections	<p>Responding to Literature</p> <p>RL.1 .11. Make connections between self, text, and the world around them (text, media, social interaction).</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • 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/NYCSSL Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Comparing	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 <ul style="list-style-type: none"> • 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
Connections		
Contrasting		
Key Details		
Main Topic		
Questioning		
Informational Text	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 <ul style="list-style-type: none"> • Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea. #1
Interpreting		
Key Details		
Key Ideas		
Locating Information		
Questioning		
Text Features		
Visual Information		

GRADE 1 • Common Core/NYCSSL 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	<p>Integration of Knowledge and Ideas</p> <p>RI.1. 7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1. 8. Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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
	<p>Range of Reading and Level of Text Complexity</p> <p>RI.1 10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Selects books, poems, or media based on teacher selected criteria or personal preference. #2

GRADE 1 • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Explanatory Texts	<p>Text Types and Purposes</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Text Types and Purposes</p> <ul style="list-style-type: none"> • 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
Facts		
Informational Texts		
Narrative		
Sequence of Events		
Supporting Details		
Opinion		
Reasons / Reasoning		
Supporting Details	<p>Production and Distribution of Writing</p> <p>W.1.4. (Begins in grade 3)</p> <p>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.</p> <p>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.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Facts Questioning Summarizing	<p>Research to Build and Present Knowledge</p> <p>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).</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.1.9. (Begins in grade 4)</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • 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
	<p>Range of Writing</p> <p>W.1.10. (Begins in grade 3)</p>	<p>Range of Writing</p>
	<p>Responding to Literature</p> <p>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.</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • Contributes to a group media project to communicate ideas to classmates, families, and others. #3

GRADE 1 • Common Core/NYCCLS Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Diverse Cultures Diverse Viewpoints Oral Text Questioning	<p>Comprehension and Collaboration</p> <p>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.</p> <p>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).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>d. Seek to understand and communicate with individuals from different cultural backgrounds.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p>	<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> 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	<p>Presentation of Knowledge and Ideas</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p>	<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> Finds facts and briefly summarizes them via writing, drawing, or verbalization to answer research questions [Assessment available 1.4]. #1

GRADE 1 • Common Core/NYCSSL 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.
- **Asks, "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/NYCCLS 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	<p>Key Ideas and Details</p> <p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> 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
Contrasting Point of View Story Elements	<p>Craft and Structure</p> <p>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.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>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</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> 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/NYCCLS 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	<p>Integration of Knowledge and Ideas</p> <p>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.</p> <p>RL.2.8. (Not applicable to literature)</p> <p>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.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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
	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Demonstrates comprehension of stories read independently and stories read aloud. #2
Connections	<p>Responding to Literature</p> <p>RL.2.11. Make connections between self, text, and the world around them (text, media, social interaction).</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • Compares new ideas with what was known at the beginning of the inquiry [Assessment available 2.5]. #1

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READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Comparing Connections Contrasting Key Details Main Topic Questioning	<p>Key Ideas and Details</p> <p>RI.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> 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	<p>Craft and Structure</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>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.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> 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/NYCSSL 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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/NYCSSLs Information Fluency Continuum Alignment

COMMON CORE		WRITING STANDARDS	
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Connections		Text Types and Purposes	
Explanatory Texts	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 (<i>e.g., because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	<ul style="list-style-type: none"> Follows a modeled inquiry process during each visit to the library to do research [Assessment available 2.3]. 	#1
Facts			#1
Informational Texts		<ul style="list-style-type: none"> Identifies the overall “big picture” idea by stating it orally or drawing a picture. Asks “I wonder” questions about the research topic [Assessment available 2.2]. 	#1
Narrative	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.	<ul style="list-style-type: none"> Writes, draws, or verbalizes the main idea and supporting details [Assessment available 2.4]. 	#1
Opinion		<ul style="list-style-type: none"> Uses simple note-taking strategies as demonstrated by librarian/teacher. 	#1
Reasoning	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.	<ul style="list-style-type: none"> Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences. 	#3
Sequence of Events		<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Asks “I wonder” questions about the research topic [Assessment available 2.2]. 	#1
	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<ul style="list-style-type: none"> Uses technology tools chosen by teacher or librarian to create written products. 	#1
	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.	<ul style="list-style-type: none"> Expresses own ideas through creating products in a variety of formats. Begins to understand concept of “audience.” Presents information in a variety of ways [Assessment available 2.6]. Credits sources by citing author and title. Identifies the names of sources used. 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. 	#1 #2 #1 #1 #3 #1 #3 #3

GRADE 2 • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Facts Questioning Summarizing	<p>Research to Build and Present Knowledge</p> <p>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).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.2.9. (Begins in grade 4)</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • 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
	<p>Range of Writing</p> <p>W.2.10. (Begins in grade 3)</p>	<p>Range of Writing</p>
Narrative	<p>Responding to Literature</p> <p>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.</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • Expresses own ideas through creating products in a variety of formats. #2

GRADE 2 • Common Core/NYCSSLs Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
<p>Connections</p> <p>Dialogue</p> <p>Diverse Cultures</p> <p>Diverse Viewpoints</p> <p>Key details</p> <p>Oral text</p> <p>Questioning</p>	<p>Comprehension and Collaboration</p> <p>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.</p> <p>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).</p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>d. Seek to understand and communicate with individuals from different cultural backgrounds</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p>	<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> 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/NYCCLS Information Fluency Continuum Alignment

COMMON CORE		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS 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 <ul style="list-style-type: none"> • 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/NYCSSLs 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	<p>Key Ideas and Details</p> <p>RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>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.</p> <p>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.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • 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	<p>Craft and Structure</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>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.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> • Connects ideas in texts to own interests. #1 • Uses a variety of strategies to determine important ideas. #1

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READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Comparing Contrasting Graphics Illustrations Settings Theme	<p>Integration of Knowledge and Ideas</p> <p>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).</p> <p>RL.3.8. (Not applicable to literature)</p> <p>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).</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Uses a variety of strategies to determine important ideas. #1 • States the main idea [Assessment available 3.4]. #1
	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • 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	<p>Responding to Literature</p> <p>RL.3.11 Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.</p> <p>a. Self-select text based upon personal preferences.</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • 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

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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	<p>Key Ideas and Details</p> <p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> 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	<p>Craft and Structure</p> <p>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</p> <p>RI.3.5. Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> Connects ideas in texts to own interests. #1 Identifies and uses the organizational structures of a nonfiction book to locate information #1

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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	<p>Integration of Knowledge and Ideas</p> <p>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).</p> <p>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).</p> <p>RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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
	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Locates nonfiction material at appropriate reading level. #1 • Selects both “just right” materials and challenging materials on a regular basis. #2

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Connections	Text Types and Purposes	Text Types and Purposes
Explanatory Texts	W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	<ul style="list-style-type: none"> • Uses simple note-taking strategies. #1 • Organizes information using a teacher provided tool. #1
Illustrations	a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<ul style="list-style-type: none"> • Communicates new understandings through combining, predicting, illustrating and constructing. #1
Informational Texts	b. Provide reasons that support the opinion.	<ul style="list-style-type: none"> • Identifies and evaluates the important features for a good product. #1
Narratives	c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	<ul style="list-style-type: none"> • Presents information clearly so that main points are evident [Assessment available 3.6]. #1
Opinion	d. Provide a concluding statement or section.	<ul style="list-style-type: none"> • Uses visuals and multimedia to communicate meaning. #1
Organization	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<ul style="list-style-type: none"> • Gathers information #2
Reasoning	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
Sequence of Events	b. Develop the topic with facts, definitions, and details.	
Visual Information	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.	

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	<p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	
Purpose Sequence of events	<p>Production and Distribution of Writing</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Facts Questioning Summarizing	<p>Research to Build and Present Knowledge</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>W.3.9. (Begins in grade 4)</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • 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
	<p>Range of Writing</p> <p>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.</p>	<p>Range of Writing</p> <ul style="list-style-type: none"> • Communicates new understandings through combining, predicting, illustrating and constructing. #1
Narrative	<p>Responding to Literature</p> <p>W.3.11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • 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/NYCSSLs Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Connections	<p>Comprehension and Collaboration</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>e. Seek to understand and communicate with individuals from different cultural backgrounds.</p> <p>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.</p> <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • 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
Dialogue		
Diverse Cultures		
Diverse Viewpoints		
Key details		
Main Idea/ Central Message		
Oral Text		
Questioning		
Supporting details		
Visual Information		

GRADE 3 • Common Core/NYCSSL Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Facts Graphics Images Visual Information	<p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>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.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> 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

GRADE 3 • Common Core/NYCSSL Information Fluency Continuum Alignment

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/NYCCLS 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	<p>Key Ideas and Details</p> <p>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.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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).</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • 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	<p>Craft and Structure</p> <p>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., Hercules).</p> <p>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.</p> <p>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.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> • Identifies story elements in various fiction genres. #2 • Uses evidence from stories to discuss characters, setting, plot, time, and place. . . #2

GRADE 4 • Common Core/NYCCLS Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Cause/Effect Comparing	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 <ul style="list-style-type: none"> • 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
Connections		
Contrasting		
Diverse Cultures		
Main Topic		
Oral Text		
Theme		
Visual Information		
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 <ul style="list-style-type: none"> • 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	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 <ul style="list-style-type: none"> • 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
Cultural Perspective		
Interpreting		

GRADE 4 • Common Core/NYCCLS Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Connections Explicit text	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 <ul style="list-style-type: none"> 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
Inferences		
Key Details		
Main Idea/Central Message		
Summarizing		
Author’s Perspective	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. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.4.6. Distinguish their own point of view from that of the author of a text.	Craft and Structure <ul style="list-style-type: none"> 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
Domain Specific Vocabulary		
Locating Information		
Point of View		
Search Tools		
Text Features		

GRADE 4 • Common Core/NYCCLS 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	<p>Integration of Knowledge and Ideas</p> <p>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).</p> <p>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).</p> <p>RI.4.9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Selects appropriate print and electronic materials on an individual level. #2

GRADE 4 • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	Text Types and Purposes
Author's Perspective	Text Types and Purposes	<ul style="list-style-type: none"> • 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
Domain Specific Vocabulary	W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
Explanatory Texts	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.	
Facts	b. Provide reasons that are supported by facts and details.	
Illustrations	c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).	
Informational Texts	d. Provide a concluding statement or section related to the opinion presented.	
Key Details	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
Narrative	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.	
Opinion	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
Organization	c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
Point of View	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	
Quotations	e. Provide a concluding statement or section related to the information or explanation presented.	
Reasoning		
Sequence of Events		

GRADE 4 • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
<p>Audience</p> <p>Organization</p> <p>Purpose</p>	<p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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
	<p>Production and Distribution of Writing</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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</p>	

GRADE 4 • Common Core/NYCSSLs Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
<p>Analyzing</p> <p>Categorization</p> <p>Evidence</p> <p>Informational Texts</p> <p>Reasoning</p>	<p>Research to Build and Present Knowledge</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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..</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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].”).</p> <p>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”).</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • 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
	<p>Range of Writing</p> <p>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.</p>	<p>Range of Writing</p>
	<p>Responding to Literature</p> <p>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.</p>	<p>Responding to Literature</p>

GRADE 4 • Common Core/NYCCLS Information Fluency Continuum Alignment

COMMON CORE		SPEAKING AND LISTENING STANDARDS	
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Cultural Perspective	<p>Comprehension and Collaboration</p> <p>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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • 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 	
Dialogue			
Diverse Cultures			
Evidence			
Facts			
Key Ideas			
Organization			
Questioning			
Reasoning			
Supporting Details			
Theme			
Visual Information			

GRADE 4 • Common Core/NYCSSL Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS	
TAGS	COMMON CORE
INFORMATION FLUENCY CONTINUUM IFC STANDARD	<p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>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.</p>
INFORMATION FLUENCY CONTINUUM IFC STANDARD	<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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/NYCCLS Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Character Types	Key Ideas and Details	Key Ideas and Details
Comparing	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> • Determines important details. #1 • Draws and shares conclusions about the theme or focus of a work. #2
Contrasting	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.	<ul style="list-style-type: none"> • Compares and contrasts story elements in two literary works #2
Explicit Text		<ul style="list-style-type: none"> • Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. #2
Inferences		<ul style="list-style-type: none"> • Understands literal meanings and can identify the main points and supporting details. #2
Key Details		
Settings		
Summarizing		
Theme		
Author's Perspective	Craft and Structure	Craft and Structure
Cultural Perspective	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.	<ul style="list-style-type: none"> • Determines important details. #1
Organization	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.	<ul style="list-style-type: none"> • Draws and shares conclusions about the theme or focus of a work #2
Point of View	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.	<ul style="list-style-type: none"> • Considers multiple viewpoints and cultural perspectives. #2

GRADE 5 • Common Core/NYCCLS Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Comparing Contrasting Multimedia Theme	<p>Integration of Knowledge and Ideas</p> <p>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).</p> <p>RL.5.8. (Not applicable to literature)</p> <p>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.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. #2

GRADE 5 • Common Core/NYCCLS Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Explicit text	Key Ideas and Details	Key Ideas and Details
Inference	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> • 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
Interactions	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
Key Details	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.	
Main Idea/Central Message		
Relationships		
Summarizing		
Analyzing	Craft and Structure	Craft and Structure
Chronology	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.	<ul style="list-style-type: none"> • 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
Comparing	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.	
Contrasting	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
Point of View		

GRADE 5 • Common Core/NYCCLS Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Evidence Locating Information Problem/Solution Reasoning	<p>Integration of Knowledge and Ideas</p> <p>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.</p> <p>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).</p> <p>RI.5.9. Integrate information from several texts on same topic in order to write or speak about the subject knowledgeably.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information. #2

GRADE 5 • Common Core/NYCCLS Information Fluency Continuum Alignment

COMMON CORE		WRITING STANDARDS	
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
<p>Categorization</p> <p>Dialogue</p> <p>Domain Specific Vocabulary</p> <p>Explanatory Text</p> <p>Facts</p> <p>Graphics</p> <p>Illustrations</p> <p>Informational Text</p> <p>Key Details</p> <p>Multimedia</p> <p>Narrative</p> <p>Opinion</p> <p>Organization</p> <p>Pacing</p> <p>Purpose</p> <p>Point of View</p> <p>Quotation</p> <p>Reasoning</p> <p>Sequence of Events</p>	<p>Text Types and Purposes</p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Text Types and Purposes</p> <ul style="list-style-type: none"> • Determines important details. #1 • Understands literal meanings and can identify the main points and supporting details. #2 • Uses prior knowledge and experiences to understand new facts and ideas. #1 • Forms opinion and uses evidence from text to back it up [Assessment available 5.7]. #1 • Organizes notes and ideas and develops an outline or graphic organizer. #1 • Uses writing process to develop expression of new understandings. #1 • Forms tentative thesis about main idea with guidance. #1 • Uses a variety of technology tools chosen by librarian or teacher to create products. #1 • Checks for correctness and completeness. #1 • Draws and shares conclusions about the theme and focus of a work. #2 • Makes inferences with guidance. #1 	

GRADE 5 • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
<p>Point of View</p> <p>Quotation</p> <p>Reasoning</p> <p>Sequence of Events</p>	<p>Text Types and Purposes (continued)</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	

GRADE 5 • Common Core/NYCSSLs Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
<p>Audience</p> <p>Cultural Perspective</p> <p>Diverse Viewpoints</p> <p>Purpose</p>	<p>Production and Distribution of Writing</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p> <p>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.</p> <p>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.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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/NYCSSLs Information Fluency Continuum Alignment

COMMON CORE		WRITING STANDARDS	
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Analyzing	<p>Research to Build and Present Knowledge</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> 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]”).</p> <p>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]”).</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> 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 brainstorm 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 	
Comparing			
Contrasting			
Evidence			
Informational Text			
Reasoning			
Summarizing			

GRADE 5 • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Purpose	<p>Range of Writing</p> <p>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.</p>	<p>Range of Writing</p> <ul style="list-style-type: none"> • Uses writing process to develop expression of new understandings #1
Narrative	<p>Responding to Literature</p> <p>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.</p> <p>a. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • Draws and shares conclusions about the theme or focus of a work. #2

GRADE 5 • Common Core/NYCSSLs Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Analyzing	<p>Comprehension and Collaboration</p> <p>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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</p> <p>f. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p>	<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • 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
Cultural Perspective		
Diverse Viewpoints	<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	
Key Ideas		
Main Idea/Central Message		
Multimedia		
Questioning		
Opinion		
Persuasion		
Point of View		
Summarizing		
Supporting Details		
Theme		
Visual Information		

GRADE 5 • Common Core/NYCSSL Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS	
TAGS	COMMON CORE
INFORMATION FLUENCY CONTINUUM IFC STANDARD	Presentation of Knowledge and Ideas
<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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 	<p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>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.</p> <p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>

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.

GRADE 6 • Common Core/NYCCLS Information Fluency Continuum Alignment

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	<p>Key Ideas and Details</p> <p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • 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	<p>Craft and Structure</p> <p>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.</p> <p>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.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>a. Explain how an author’s geographic location or culture affects his or her perspective.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> • Recognizes similarities and differences among authors writing on the same theme #1 • Differentiates between important and unimportant details. #1

GRADE 6 • Common Core/NYCSSLs Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Comparing Contrasting Theme	<p>Integration of Knowledge and Ideas</p> <p>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.</p> <p>RL.6.8. (Not applicable to literature)</p> <p>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.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Compares and contrasts different media representations of the same story. #2 • Participates in literary discussions and book clubs. #2
Complex Text	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Reads a variety of genres in print and electronic format. #2 • Reads independently. #2
Classification Connections Cultural Perspective Evaluating Interpreting Narrative	<p>Responding to Literature</p> <p>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.</p> <p>a. Self-select text based on personal preferences.</p> <p>b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • 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/NYCCLS Information Fluency Continuum Alignment

READING STANDARDS FOR LITERATURE		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Classification	<p>Responding to Literature</p> <p>RL.6.1.1. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.</p> <p>a. Self-select text based on personal preferences.</p> <p>b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • 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
Connections		
Cultural Perspective		
Evaluating		
Interpreting		
Narrative		

GRADE 6 • Common Core/NYCCLS 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	<p>Key Ideas and Details</p> <p>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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).</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • 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	<p>Craft and Structure</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>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.</p> <p>RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> • 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

GRADE 6 • Common Core/NYCSSL Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Argument Claims Comparing Conflicting Evidence Contrasting Evaluating Visual Information	<p>Integration of Knowledge and Ideas</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • 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

GRADE 6 • Common Core/NYCSSL Information Fluency Continuum Alignment

COMMON CORE		WRITING STANDARDS	
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Argument	<p>Text Types and Purposes</p> <p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>Text Types and Purposes</p> <ul style="list-style-type: none"> 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 	
Cause/Effect			
Claims	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> 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 	
Classification			
Comparing			
Contrasting			
Counterclaims			
Dialogue			
Domain Specific Vocabulary			
Evidence			
Explanatory Texts			
Facts			
Graphics			
Key Details			
Informational Texts			
Main Topic			
Multimedia			

GRADE 6 • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
<p>Narrative Organization</p> <p>Pacing</p> <p>Relationships</p> <p>Sequence of events</p> <p>Visual Information</p>	<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	

GRADE 6 • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
<p>Audience</p> <p>Diverse Cultures</p> <p>Diverse Viewpoints</p> <p>Purpose</p>	<p>Production and Distribution of Writing</p> <p>W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p style="padding-left: 20px;">a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p> <p>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.</p> <p>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.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Argument	<p>Research to Build and Present Knowledge</p> <p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>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.</p> <p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>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”).</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • 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
Claims		
Comparing		
Contrasting		
Evaluating		
Evidence		
Informational Texts		
Questioning		
Quotation		
Reasoning		

GRADE 6 • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Purpose	<p>Range of Writing</p> <p>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.</p>	<p>Range of Writing</p>
Cultural Perspective Key Details Theme	<p>Responding to Literature</p> <p>W.6.11. Create and present a text or art work in response to literary work.</p> <p>a. Develop a perspective or theme supported by relevant details.</p> <p>b. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.</p> <p>c. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • Presents conclusions and supporting facts in a variety of ways [Assessment available 6.4]. #1

GRADE 6 • Common Core/NYCCLS Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Analyzing	<p>Comprehension and Collaboration</p> <p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</p> <p>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.</p> <p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively</p> <p>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.</p>	<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • 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
Argument		
Claims		
Counterclaims		
Diverse Cultures		
Diverse Perspectives		
Evidence		
Interpreting		
Key Details		
Key Ideas		
Persuasion		
Reasoning		
Visual Information		

GRADE 6 • Common Core/NYCSSL Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Claims	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 <ul style="list-style-type: none"> • 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
Facts		
Main Idea/Central Message		
Multimedia		
Theme		
Visual Information		

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/NYCSSLs 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	<p>Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • 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	<p>Craft and Structure</p> <p>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.</p> <p>RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>a. Analyze stories, drama, or poems by authors who represent diverse world cultures.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> • 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

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READING STANDARDS FOR LITERATURE		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Comparing Contrasting Multimedia	<p>Integration of Knowledge and Ideas</p> <p>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).</p> <p>RL.7.8. (Not applicable to literature)</p> <p>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.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level. #2
Classification Connections Cultural Perspectives Evaluating Interpreting	<p>Responding to Literature</p> <p>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.</p> <p>a. Self-select text based on personal preferences.</p> <p>b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • 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

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READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Evidence Explicit Text Inferences Interactions Main Idea/ Central Message Summarizing	<p>Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>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).</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • 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	<p>Craft and Structure</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> • 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

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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	<p>Integration of Knowledge and Ideas</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • 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

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WRITING STANDARDS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Argument	Text Types and Purposes W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	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
Cause/Effect	a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	• Writes questions independently based on key ideas or areas of focus #1
Claims	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	• Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis [Assessment available 7.2] #1
Classification	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	• Determines what resources will most likely offer quality information #1
Comparing	d. Establish and maintain a formal style.	• Considers culturally divergent and opposing viewpoints on topics #3
Contrasting	e. Provide a concluding statement or section that follows from and supports the argument presented.	• Uses the categorization of materials within Dewey areas to locate resources and browse for additional materials #1
Counterclaims	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.	• Uses technology resources such as online encyclopedias, online databases, and Web subject directories to locate information on assigned topics in the curriculum #1
Dialogue	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.	• Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources. #1
Domain Specific Vocabulary	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	• Uses multiple sources to acquire background information and brainstorm ideas for further inquiry #1
Evidence		• Questions the differences between sources and seeks additional sources to resolve #1
Explanatory Texts		• Evaluates and paraphrases information that answers research questions. #1
Facts		• Evaluates quality of electronic and print information for usefulness, currency, authority, and accuracy [Assessment available 7.3] #1
Graphics		• Uses both facts and opinions responsibly by identifying and verifying them [Assessment available 7.4] #1
Informational Texts		• Takes notes by paraphrasing or using quotation marks when using someone else's words #3
Key Details		
Main Topic		
Multimedia		
Narrative		
Organization		

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WRITING STANDARDS	
TAGS	COMMON CORE
<p>Pacing</p> <p>Point of View</p> <p>Relationships</p> <p>Sequence of events</p> <p>Visual Information</p>	<p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
	<p>INFORMATION FLUENCY CONTINUUM IFC STANDARD</p> <ul style="list-style-type: none"> • 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

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WRITING STANDARDS		COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS 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 <ul style="list-style-type: none"> • 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 	

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COMMON CORE		WRITING STANDARDS	
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Analyzing	<p>Research to Build and Present Knowledge</p> <p>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.</p> <p>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.</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • 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 • Analyzes 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 	
Claims			
Comparing			
Contrasting			
Evaluating			
Evidence			
Informational Texts			
Questioning			
Reasoning			
Quotation			

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Purpose	<p>Range of Writing</p> <p>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.</p>	
Connections	<p>Responding to Literature</p> <p>W.7.1.1. Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.</p> <p>a. Make deliberate, personal, cultural, textual, and thematic connections across genres.</p> <p>b. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • 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

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COMMON CORE		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	SPEAKING AND LISTENING STANDARDS	
Analyzing	<p>Comprehension and Collaboration</p> <p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • 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 • Considers culturally divergent and opposing viewpoints on topics #3 • Interprets information and ideas by defining, classifying, and inferring [Assessment available 7.6] #1 • Forms opinions and judgments backed up by supporting evidence. #1
Claims		
Evaluating		
Evidence		
Explicit Text		
Diverse Cultures		
Diverse Perspectives		
Main Idea/ Central Message		
Persuasion		
Reasoning		
Supporting Details		
Visual Information		

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SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
	<p>Comprehension and Collaboration (continued)</p> <p>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.</p> <p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p> <p>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.</p>	
<p>Claims</p> <p>Facts</p> <p>Key Details</p> <p>Multimedia</p> <p>Visual Information</p>	<p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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

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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/NYCSSLs Information Fluency Continuum Alignment

COMMON CORE		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	READING STANDARDS FOR LITERATURE	
<p>Analyzing</p> <p>Dialogue</p> <p>Evidence</p> <p>Explicit Text</p> <p>Inferences</p> <p>Main Idea/Central Message</p> <p>Plot</p> <p>Setting</p> <p>Summarizing</p> <p>Theme</p>	<p>Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • 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
<p>Analyzing</p> <p>Audience</p> <p>Comparing</p> <p>Connotation</p> <p>Contrasting</p> <p>Diverse Cultures</p> <p>Figurative Language</p> <p>Point of View</p>	<p>Craft and Structure</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>a. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> • 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

GRADE 8 • Common Core/NYCSSLs Information Fluency Continuum Alignment

COMMON CORE		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS Analyzing Character Types Evaluating	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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

GRADE 8 • Common Core/NYCSSLs Information Fluency Continuum Alignment

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	<p>Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> 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	<p>Craft and Structure</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> 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

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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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Creates and shares reading experiences and responds in a variety of ways and formats. #2 Reads independently. #2

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WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	Text Types and Purposes
Argument	<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.</p> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<ul style="list-style-type: none"> 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
Cause/Effect Categorization Claims Classification Comparing Contrasting Counterclaims Dialogue Domain Specific Vocabulary Evidence Explanatory Texts Facts Graphics Informational Texts Key Details		

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WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Multimedia Narrative Organization Pacing Quotation Point of View Relationships Sequence of events Visual Information	<p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	

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WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Audience Organization Purpose	<p>Production and Distribution of Writing</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>a. Produce text (print or non print) that explores a variety of cultures and perspectives.</p> <p>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.</p> <p>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.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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

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WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	Research to Build and Present Knowledge
Analyzing	<p>Research to Build and Present Knowledge</p> <p>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.</p> <p>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.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>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”).</p>	<ul style="list-style-type: none"> 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
Argument		
Character Types		
Claims		
Evaluating		
Evidence		
Informational Text		
Quotation		
Patterns		
Reasoning		
Theme		

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Connections	<p>Range of Writing</p> <p>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.</p>	<p>Range of Writing</p>
Connections	<p>Responding to Literature</p> <p>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.</p> <p>a. Make well-supported personal, cultural, textual, and thematic connections across genres.</p> <p>b. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • 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

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COMMON CORE		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	SPEAKING AND LISTENING STANDARDS	
Analyzing		
Argument		
Claims		
Connections		
Cultural Perspective		
Diverse Cultures		
Evidence		
Persuasion		
Purpose		
Questioning		
Reasoning		
Visual Information		
	<p>Comprehension and Collaboration</p> <p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ question and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p> <p>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.</p> <p>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</p> <p>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.</p>	<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • 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/NYCCLS Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Claims	Presentation of Knowledge and Ideas	Presentation of Knowledge and Ideas
Evidence	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.	<ul style="list-style-type: none"> • Creates products for authentic reasons and audiences [Assessment available 8.7] #1
Key Details		<ul style="list-style-type: none"> • Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication #1
Multimedia	SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<ul style="list-style-type: none"> • Uses two or three strategies to revise product based on self-assessment, teacher feedback, and peer feedback. #1
Visual Information	SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> • 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.

GRADE 9 • Common Core/NYCSSLs Information Fluency Continuum Alignment

COMMON CORE		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	READING STANDARDS FOR LITERATURE	
Analyzing	Key Ideas and Details	Key Ideas and Details
Argument	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.	<ul style="list-style-type: none"> Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1]. #2
Evidence	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.	<ul style="list-style-type: none"> Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest. #2
Inference		
Main Idea	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.	<ul style="list-style-type: none"> Takes notes using one or more of a variety of note-taking strategies, including reflecting on the information [Assessment available 9.3]. #1
Plot		
Supporting Details		
Theme		
Analyzing	Craft and Structure	Craft and Structure
Connotation	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).	<ul style="list-style-type: none"> Uses multiple resources as a general rule to seek a balanced and global perspective #3
Diverse Cultures		<ul style="list-style-type: none"> Reads background information to discover the complexities of the problem or question and brainstorm ideas for further inquiry. #1
Figurative Language	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.	
Point of View	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.	
Sequence of Events		
Story Elements		

GRADE 9 • Common Core/NYCCLS Information Fluency Continuum Alignment

COMMON CORE		READING STANDARDS FOR LITERATURE	
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Analyzing Comparing Contrasting	<p>Integration of Knowledge and Ideas</p> <p>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 <i>Landscape with the Fall of Icarus</i>).</p> <p>a. Analyze works by authors or artists who represent diverse world cultures.</p> <p>RL.9.8. (Not applicable to literature)</p> <p>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).</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • 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	<p>Responding to Literature</p> <p>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.</p> <p>a. Self-select text to respond and develop innovative perspectives.</p> <p>b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • 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 	

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READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Analyzing Chronology Connections Evidence Facts Inference Main Idea Key details Questioning Sequence of Events Summarizing	<p>Key Ideas and Details</p> <p>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.</p> <p>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p> <p>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.</p> <p>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.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> 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 brainstorm 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 Vocabulary Figurative Language Purpose Point of View	<p>Craft and Structure</p> <p>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).</p> <p>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).</p> <p>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.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important. #1

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COMMON CORE		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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

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COMMON CORE		WRITING STANDARDS	INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS			
Analyzing			Text Types and Purposes
Argument	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.		<ul style="list-style-type: none"> Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1] #1
Audience			<ul style="list-style-type: none"> Focuses the purpose of the research by formulating specific questions to be answered #1
Claims			<ul style="list-style-type: none"> Uses multiple resources as a general rule to seek a balanced and global perspective #3
Counterclaims	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.		<ul style="list-style-type: none"> Determines the kind of information needed to investigate the complexities of a topic and whether different points of view will be important. #1
Cultural Perspectives			<ul style="list-style-type: none"> Brainstorm ideas for further information #1
Domain Specific Vocabulary	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.		<ul style="list-style-type: none"> Uses search strategies to broaden and narrow searches and locate appropriate resources #1
Evidence			<ul style="list-style-type: none"> 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
Explanatory Texts	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.		<ul style="list-style-type: none"> Uses a variety of search engines to do advanced searching #1
Facts			<ul style="list-style-type: none"> Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fit information needs effectively. #1
Graphics			<ul style="list-style-type: none"> Adjusts search strategies by comparing information gathered with the problem or question #1
Key details	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.		<ul style="list-style-type: none"> Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details #1
Informational Texts	e. Provide a concluding statement or section that follows from and supports the argument presented.		<ul style="list-style-type: none"> Takes notes using one or more of a variety of note-taking strategies including reflecting on the information [Assessment available 9.3]. #1
Interpreting			

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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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> • 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

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	<p>W.9.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. 	

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Connections Connotation Organization Purpose	<p>Production and Distribution of Writing</p> <p>W.9.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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

GRADE 9 • Common Core/NYCSSLs Information Fluency Continuum Alignment

COMMON CORE		WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD	
Analyzing	<p>Research to Build and Present Knowledge</p> <p>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.</p> <p>a. Explore topics dealing with different cultures and world viewpoints.</p> <p>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.</p> <p>W.9.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]”).</p> <p>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”).</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> 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 		
Claims				
Diverse Cultures				
Diverse Viewpoints				
Evaluating				
Evidence				
Informational Texts				
Multimedia				
Organization				
Problem/Solution				
Questioning				
Summarizing				

GRADE 9 • Common Core/NYCSSL Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
		<ul style="list-style-type: none"> • 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
	<p>Range of Writing</p> <p>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.</p>	<p>Range of Writing</p>
Analyzing Connections Cultural Perspective Interpreting Text Features Visual Information	<p>Responding to Literature</p> <p>W.9.11. Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.</p> <p>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.</p> <p>b. Identify, analyze, and use elements and techniques of various genres of literature.</p> <p>c. Develop critical and interpretive texts from more than one perspective, including historical and cultural.</p> <p>d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • 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

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COMMON CORE		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	SPEAKING AND LISTENING STANDARDS	
Categorization	Comprehension and Collaboration	Comprehension and Collaboration
Connections	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.	<ul style="list-style-type: none"> 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
Conflicting Viewpoints	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.	
Cultural Perspective	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.	
Dialogue	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.	
Diverse Cultures	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.	
Evaluating	e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.	
Evidence	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.	
Multimedia	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.	
Opinion		
Organization		
Persuasion		
Point of View		
Questioning		
Summarizing		
Theme		

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SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Audience	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.	Presentation of Knowledge and Ideas <ul style="list-style-type: none"> • 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
Multimedia		
Organization	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.	
Persuasion		
Purpose	SL.9.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
Reasoning		
Visual Evidence		

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.

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COMMON CORE		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	READING STANDARDS FOR LITERATURE	
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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Considers alternative perspectives and evaluates differing points of view #2 • Pursues a balanced perspective of fact, opinion, and different points of view. . . #1

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COMMON CORE		READING STANDARDS FOR LITERATURE	
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Analyzing Comparing Contrasting Diverse Cultures	<p>Integration of Knowledge and Ideas</p> <p>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 <i>Landscape with the Fall of Icarus</i>).</p> <p>a. Analyze works by authors or artists who represent diverse world cultures.</p> <p>RL.10.8. (Not applicable to literature)</p> <p>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).</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> Participates in and leads literary discussions and book clubs. #2 	
Analyzing Classification Connections Cultural Perspectives Evaluating Interpreting	<p>Responding to Literature</p> <p>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.</p> <p>a. Self-select text to respond and develop innovative perspectives.</p> <p>b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> 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 	

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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	<p>Key Ideas and Details</p> <p>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.</p> <p>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p> <p>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.</p> <p>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.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • 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	<p>Craft and Structure</p> <p>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).</p> <p>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).</p> <p>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.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> • Pursues a balanced perspective of fact, opinion, and different points of view. . . #1

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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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking. #2

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing	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.	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
Audience		
Claims		
Connections		
Counterclaims	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.	• 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
Cultural Perspective		
Dialogue		
Diverse Cultures		
Domain Specific Vocabulary		
Evidence	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.	• Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns #1
Explanatory Texts		
Facts		
Graphics		
Informational Texts	e. Provide a concluding statement or section that follows from and supports the argument presented.	

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Multimedia	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> • 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
Narrative		
Narrative nonfiction		
Opinion		
Organization		
Pacing		
Point of View		
Quotation		
Relationships		
Sequence of Events		
Setting		
Supporting Details		
Visual Information		

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	<p>W.10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. 	

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
<p>Audience</p> <p>Multimedia</p> <p>Organization</p> <p>Purpose</p>	<p>Production and Distribution of Writing</p> <p>W.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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

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COMMON CORE		WRITING STANDARDS	
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Analyzing	<p>Research to Build and Present Knowledge</p> <p>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.</p> <p>a. Explore topics dealing with different cultures and world viewpoints.</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> 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 	
Argument			
Claims	<p>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.</p>		
Diverse Viewpoints			
Diverse Cultures	<p>W.10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]”).</p> <p>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”).</p>		
Evaluating			
Evidence	<p>Informational Texts</p> <p>Literary Nonfiction</p>		
Questioning			
Problem/Solution			

GRADE 10 • Common Core/NYCSSLs Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
		<ul style="list-style-type: none"> • 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	<p>Range of Writing</p> <p>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</p>	<p>Range of Writing</p>

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Connections Cultural Perspective Diverse Viewpoints Point of View Story Elements Visual Information	<p>Responding to Literature</p> <p>W.10.11. Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.</p> <p>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.</p> <p>b. Identify, analyze, and use elements and techniques of various genres of literature.</p> <p>c. Develop critical and interpretive texts from more than one perspective, including historical and cultural.</p> <p>d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> • 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/NYCSSLs Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	Comprehension and Collaboration
Cultural Perspective	<p>Comprehension and Collaboration</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<ul style="list-style-type: none"> 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
Dialogue		
Diverse Viewpoints		
Evaluating		
Evidence		
Questioning		
Point of View		
Questioning		
Reasoning		
Summarizing		
Theme		

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SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
	<p>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.</p> <p>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.</p>	
<p>Audience</p> <p>Evidence</p> <p>Multimedia</p> <p>Organization</p> <p>Purpose</p> <p>Reasoning</p> <p>Supporting Details</p> <p>Visual Evidence</p> <p>Visual Information</p>	<p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>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.</p> <p>SL.10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> 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.

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COMMON CORE		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	READING STANDARDS FOR LITERATURE	
<p>Analyzing</p> <p>Explicit Text</p> <p>Evidence</p> <p>Inference</p> <p>Interactions</p> <p>Main Idea/Central Message</p> <p>Relationships</p> <p>Story Elements</p>	<p>Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>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).</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • 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
<p>Analyzing</p> <p>Connotation</p> <p>Figurative Language</p> <p>Inference</p> <p>Irony</p> <p>Point of View</p>	<p>Craft and Structure</p> <p>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.)</p> <p>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.</p> <p>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).</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> • Recognizes degree of bias (from slightly slanted point of view to heavily slanted propaganda) #1

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READING STANDARDS FOR LITERATURE		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Analyzing Diverse Cultures Evaluating Interpreting Main Topic Theme	<p>Integration of Knowledge and Ideas</p> <p>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.)</p> <p>a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.</p> <p>RL.11.8. (Not applicable to literature)</p> <p>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.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> 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/NYCSSLs Information Fluency Continuum Alignment

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 <ul style="list-style-type: none"> • 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

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READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Analyzing Evidence Explicit Text Inference interactions Main Idea/ Central Message Questioning Relationships Sequence of Events Summarizing	<p>Key Ideas and Details</p> <p>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).</p> <p>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.</p> <p>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.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> Plans inquiry to systematically 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

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READING STANDARDS FOR INFORMATIONAL TEXT		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Author's Perspective Connotations Evaluating Figurative Language Persuasion	<p>Craft and Structure</p> <p>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).</p> <p>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.</p> <p>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.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> • 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

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COMMON CORE		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	READING STANDARDS FOR INFORMATIONAL TEXT	
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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

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COMMON CORE		WRITING STANDARDS	INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS			
Analyzing			
Argument			
Audience			
Character Types			
Claims			
Conflicting Viewpoints			
Counterclaims			
Cultural Perspective			
Dialogue			
Diverse Viewpoints			
Domain Specific Vocabulary			
Evidence			
Explanatory Text			
Facts			
	<p>Text Types and Purposes</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Text Types and Purposes</p> <ul style="list-style-type: none"> • 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 	

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WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Graphics Informational Text Key Details Multimedia Narrative Organization Pacing Questioning Quotation Reasoning Sequence of Events Supporting Details Tone Visual Information	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>	

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	<p>W.11.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. 	

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Multimedia Purpose	<p>Production and Distribution of Writing</p> <p>W.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Audience	Research to Build and Present Knowledge	Research to Build and Present Knowledge
Diverse Cultures	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.	<ul style="list-style-type: none"> 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
Diverse Viewpoints	a. Explore topics dealing with different cultures and world viewpoints.	
Evaluating	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.	<ul style="list-style-type: none"> 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
Evidence	W.11.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> 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
Informational Texts	a. 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]”).	<ul style="list-style-type: none"> Presents different perspectives with evidence for each [Assessment available 11.4] #1
Locating Information	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]”).	
Organization		
Problem/Solution		
Purpose		
Questioning		
Primary Source Evidence		
Search Tools		
Secondary Source Evidence		
Supporting Details		

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WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	<p>Range of Writing</p> <p>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.</p>	<p>Range of Writing</p>
<p>Allegory</p> <p>Analyzing</p> <p>Cultural Perspective</p> <p>Connections</p> <p>Irony</p> <p>Questioning</p> <p>Stream of consciousness</p> <p>Visual Information</p>	<p>Responding to Literature</p> <p>W.11.11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.</p> <p>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.</p> <p>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.</p> <p>c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.</p> <p>d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> 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

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SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Audience	<p>Comprehension and Collaboration</p> <p>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.</p> <p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>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.</p> <p>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.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • 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
Claims		
Cultural Perspective		
Conflicting Viewpoints		
Dialogue		
Diverse Viewpoints		
Evaluating		
Evidence		
Organization		
Persuasion		
Point of View		
Questioning		
Reasoning		
Supporting details		
Visual Evidence		

GRADE 11 • Common Core/NYCSSL Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
	<p>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.</p> <p>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.</p>	
<p>Argument</p> <p>Audience</p> <p>Evidence</p> <p>Organization</p> <p>Reasoning</p>	<p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>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.</p> <p>SL.11.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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/NYCSSLs Information Fluency Continuum Alignment

COMMON CORE		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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Understands text on both a literal and an abstract level #2 	

GRADE 12 • Common Core/NYCSSLs Information Fluency Continuum Alignment

COMMON CORE		READING STANDARDS FOR LITERATURE	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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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/NYCSSLs 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	<p>Key Ideas and Details</p> <p>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.</p> <p>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p> <p>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.</p> <p>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.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • 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	<p>Craft and Structure</p> <p>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).</p> <p>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.</p> <p>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.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> • 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/NYCSSLs Information Fluency Continuum Alignment

READING STANDARDS FOR INFORMATIONAL TEXT		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	<p>Integration of Knowledge and Ideas</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p>

GRADE 12 • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	Text Types and Purposes
Analyzing	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.	<ul style="list-style-type: none"> • 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
Argument		
Claims		
Counterclaims		
Domain Specific Language		
Evidence	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.	
Key Details	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.	
Organization		
Point of View		
Quotation	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.	
Relationships		
Sequence of Events	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.	
Story Elements		
Supporting Details	e. Provide a concluding statement or section that follows from and supports the argument presented.	

GRADE 12 • Common Core/NYCSSLs Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> • 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/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	<p>W.12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</p>	

GRADE 12 • Common Core/NYCSSLs Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Organization	<p>Production and Distribution of Writing</p> <p>W.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences #3
	<p>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.</p>	<ul style="list-style-type: none"> • Extends respect for intellectual property rights and copyright by crediting sources of ideas as well as directly quoted material #3
	<p>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</p>	<ul style="list-style-type: none"> • 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

GRADE 12 • Common Core/NYCSSLs Information Fluency Continuum Alignment

WRITING STANDARDS		COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
<p>Diverse Cultures</p> <p>Literary Nonfiction</p> <p>Purpose</p> <p>Questioning</p>	<p>Research to Build and Present Knowledge</p> <p>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.</p> <p>a. Explore topics dealing with different cultures and world viewpoints.</p> <p>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.</p> <p>W.12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>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]”).</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • 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/NYCSSLs Information Fluency Continuum Alignment

WRITING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
		<ul style="list-style-type: none"> 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
	<p>Range of Writing</p> <p>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.</p>	<p>Range of Writing</p>
<p>Connections</p> <p>Diverse Cultures</p> <p>Questioning</p> <p>Story Elements</p>	<p>Responding to Literature</p> <p>W.12.11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.</p> <p>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.</p> <p>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.</p> <p>c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.</p> <p>d. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).</p>	<p>Responding to Literature</p> <ul style="list-style-type: none"> 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/NYCSSLs Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Evaluation Evidence Dialogue Diverse Cultures Diverse Viewpoints Point of View	<p>Comprehension and Collaboration</p> <p>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.</p> <p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>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.</p> <p>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.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> 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/NYCSSLs Information Fluency Continuum Alignment

SPEAKING AND LISTENING STANDARDS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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
<p>Argument</p> <p>Audience</p> <p>Evidence</p> <p>Organization</p> <p>Reasoning</p>	<p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>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.</p> <p>SL.12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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

GRADE 12 • Common Core/NYCSSL Information Fluency Continuum Alignment

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.

GRADE 6 • Common Core/NYCCLS 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

GRADE 6 • Common Core/NYCSSLs 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 Secondhand Account Visual Information	<p>Integration of Knowledge and Ideas</p> <p>RH.6.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6.9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • 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

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READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Analyzing Evidence Main Idea/ Central Message Opinion Summarizing	<p>Key Ideas and Details</p> <p>RST.6.1. Cite specific textual evidence to support analysis of science and technical texts.</p> <p>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.</p> <p>RST.6.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • 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	<p>Craft and Structure</p> <p>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.</p> <p>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.</p> <p>RST.6.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> • Differentiates between important and unimportant details #1 • Combines information and weighs evidence to draw conclusions and create meaning [Assessment available 6.3]. #1

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READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Comparing Contrasting Facts Graphics Multimedia Visual Information	<p>Integration of Knowledge and Ideas</p> <p>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).</p> <p>RST.6.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>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</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> Identifies and pursues personal interests by reading widely in diverse formats and media #2 Reads independently #2

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		INFORMATION FLUENCY CONTINUUM	IFC STANDARD	
TAGS	COMMON CORE	Text Types and Purposes		
Analyzing	<p>Text Types and Purposes</p> <p>WHST.6.1. Write arguments focused on discipline-specific content.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> • 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 		
Argument				
Categorization				
Claims				
Counterclaims				
Domain Specific Vocabulary				
Evidence				
Explanatory Texts				
Facts				
Graphics				
Informational Texts				
Key Details				
Multimedia				
Organization				
Purpose				

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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	<p>WHST.6.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> • 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

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience Organization Purpose Relationships	<p>Production and Distribution of Writing</p> <p>WHST.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>WHST.6.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> 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

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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	<p>Research to Build and Present Knowledge</p> <p>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.</p> <p>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.</p> <p>WHST.6.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • 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	<p>Range of Writing</p> <p>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.</p>	<p>Range of Writing</p> <ul style="list-style-type: none"> • 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

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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.

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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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

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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	<p>Integration of Knowledge and Ideas</p> <p>RH.7.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.7.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.7.9. Analyze the relationship between a primary and secondary source on the same topic</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> 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

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READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Analyzing Evidence Main Idea/Central Message Summarizing	<p>Key Ideas and Details</p> <p>RST.7.1. Cite specific textual evidence to support analysis of science and technical texts.</p> <p>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.</p> <p>RST.7.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • 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	<p>Craft and Structure</p> <p>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.</p> <p>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.</p> <p>RST.7.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> • 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

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READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Comparing Contrasting Facts Graphics Illustrations Multimedia Reasoning Visual Information	<p>Integration of Knowledge and Ideas</p> <p>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).</p> <p>RST.7.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>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.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • 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

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE	Text Types and Purposes	
Analyzing Argument	Text Types and Purposes WHST.7.1. Write arguments focused on discipline-specific content.	<ul style="list-style-type: none"> States and verifies what is known about the problem or question and makes connections to prior knowledge [Assessment available 7.1] #1 	
Categorization	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.	<ul style="list-style-type: none"> Uses multiple sources to acquire background information and brainstorm ideas for further inquiry. #1 	
Claims		<ul style="list-style-type: none"> Writes questions independently based on key ideas or areas of focus. #1 	
Counterclaims	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.	<ul style="list-style-type: none"> Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis [Assessment available 7.2] #1 	
Domain Specific Vocabulary		<ul style="list-style-type: none"> Determines what resources will most likely offer quality information. #1 	
Evidence	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<ul style="list-style-type: none"> Considers culturally divergent and opposing viewpoints on topics. #13 	
Explanatory texts	d. Establish and maintain a formal style.	<ul style="list-style-type: none"> Uses the categorization of materials within Dewey areas to locate resources and browse for additional materials. #1 	
Graphics		<ul style="list-style-type: none"> Uses technology resources such as online encyclopedias, online databases, and Web subject directories to locate information on assigned topics in the curriculum. #1 	
Informational Text	e. Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources. #1 	
Key Details		<ul style="list-style-type: none"> Questions the differences between sources and seeks additional sources to resolve. #1 	
Organization		<ul style="list-style-type: none"> Uses table of contents, index, chapter and section headings, topic sentences, and summary sentences to locate information and select main ideas. #1 	
Quotation		<ul style="list-style-type: none"> Uses the structure and navigation tools of a Website to find the most relevant information #1 	
Reasoning			
Relevance			
Visual Information			

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
Quotation	<p>WHST.7.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> 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 	
Reasoning			
Relationships			
Relevance			
Visual Information			

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE		
<p>Audience</p> <p>Organization</p> <p>Purpose</p> <p>Relationships</p>	<p>Production and Distribution of Writing</p> <p>WHST.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>WHST.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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 	
<p>Analyzing</p> <p>Evaluating</p> <p>Evidence</p> <p>Informational Texts</p> <p>Questioning</p> <p>Quotation</p> <p>Search Tools</p> <p>Visual Evidence</p>	<p>Research to Build and Present Knowledge</p> <p>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.</p> <p>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.</p> <p>WHST.7.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • 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 brainstorm 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 	

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
		<ul style="list-style-type: none"> • 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

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Audience	Range of Writing	Range of Writing
Purpose	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.	

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.

GRADE 8 • Common Core/NYCCLS 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	<p>Key Ideas and Details</p> <p>RH.8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>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).</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> 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	<p>Craft and Structure</p> <p>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.</p> <p>RH.8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>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).</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> 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/NYCSSL 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	<p>Integration of Knowledge and Ideas</p> <p>RH.8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.8.9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Creates and shares reading experiences and responds in a variety of ways and formats. #2 • Reads independently. #2

GRADE 8 • Common Core/NYCCLS Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE		
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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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/NYCSSL Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Comparing Contrasting Facts Graphics Multimedia Reasoning Visual Information	<p>Integration of Knowledge and Ideas</p> <p>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).</p> <p>RST.8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>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.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • Creates and shares reading experiences and responds in a variety of ways and formats. #1 • Reads independently. #1

GRADE 8 • Common Core/NYCSSLs 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	<p>Text Types and Purposes</p> <p>WHST.8.1. Write arguments focused on discipline-specific content.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Text Types and Purposes</p> <ul style="list-style-type: none"> 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 	
Argument			
Categorization			
Claims			
Counterclaims			
Domain Specific Vocabulary			
Evidence			
Explanatory texts			
Graphics			
Informational Text			
Key Details			
Organization			
Quotation			
Reasoning			
Relevance			
Visual Information			

GRADE 8 • Common Core/NYCSSLs Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	<p>WHST.8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> 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

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Audience	<p>Production and Distribution of Writing</p> <p>WHST.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>WHST.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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
Organization		
Purpose		
Relationships		

GRADE 8 • Common Core/NYCSSLs 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	<p>Research to Build and Present Knowledge</p> <p>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.</p> <p>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.</p> <p>WHST.8.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • 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
Evaluating		
Evidence		
Informational Texts		
Questioning		
Quotation		
Search Tools		
Visual Evidence		

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
		<ul style="list-style-type: none"> • 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
	<p>Range of Writing</p> <p>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.</p>	<p>Range of Writing</p>

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/NYCCLS Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
COMMON CORE		Key Ideas and Details	
TAGS 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 <ul style="list-style-type: none"> 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 brainstorm 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 <ul style="list-style-type: none"> 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 	

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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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum 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/NYCSSLs 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 <ul style="list-style-type: none"> 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 brainstorm 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 (<i>e.g., force, friction, reaction force, energy</i>). 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 <ul style="list-style-type: none"> 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

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READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		IFC STANDARD
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM
<p>Claims</p> <p>Comparing</p> <p>Conflicting Evidence</p> <p>Contrasting</p> <p>Evaluating</p> <p>Graphics</p> <p>Problem/ Solution</p> <p>Reasoning</p> <p>Visual Information</p>	<p>Integration of Knowledge and Ideas</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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
<p>Complex Text</p>	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • 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/NYCCLS 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	Text Types and Purposes WHST.9.1. Write arguments focused on discipline-specific content.	Text Types and Purposes	
Claims		<ul style="list-style-type: none"> Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research [Assessment available 9.1] #1 	
Connections	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.	<ul style="list-style-type: none"> Focuses the purpose of the research by formulating specific questions to be answered. #1 	
Counterclaims		<ul style="list-style-type: none"> Determines the kind of information needed to investigate the complexities of a topic and whether different points of view will be important. #1 	
Domain Specific Vocabulary		<ul style="list-style-type: none"> Brainstorms ideas for further information. #1 	
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.	<ul style="list-style-type: none"> Uses search strategies to broaden and narrow searches and locate appropriate resources. #1 	
Explanatory Text		<ul style="list-style-type: none"> 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 	
Graphics		<ul style="list-style-type: none"> Uses a variety of search engines to do advanced searching. #1 	
Informational Text	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.	<ul style="list-style-type: none"> Seeks and uses many different sources in a variety of formats to obtain balanced and complex information and to fit information needs effectively. #1 	
Key Details		<ul style="list-style-type: none"> Adjusts search strategies by comparing information gathered with the problem or question. #1 	
Multimedia	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.	<ul style="list-style-type: none"> Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas and supporting details. #1 	
Organization			
Quotation	e. Provide a concluding statement or section that follows from or supports the argument presented.		
Reasoning			
Relationships			
Supporting details			

GRADE 9 • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	<p>WHST.9.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> • 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

GRADE 9 • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
<p>Audience</p> <p>Organization</p> <p>Purpose</p>	<p>Production and Distribution of Writing</p> <p>WHST.9.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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 	
<p>Analyzing</p> <p>Evidence</p> <p>Informational Texts</p> <p>Organization</p> <p>Problem/Solution</p> <p>Relevance</p> <p>Questioning</p>	<p>Research to Build and Present Knowledge</p> <p>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.</p> <p>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.</p> <p>WHST.9.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • Reads background information to discover the complexities of the problem or questions and brainstorm 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 	

GRADE 9 • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
		<ul style="list-style-type: none"> • 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

GRADE 9 • Common Core/NYCSSL Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	<p>Range of Writing</p> <p>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.</p>	<p>Range of Writing</p>

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.

GRADE 10 • Common Core/NYCSSLs 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	<p>Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • 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	<p>Craft and Structure</p> <p>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.</p> <p>RH.10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>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.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> • 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

GRADE 10 • Common Core/NYCSSLs Information Fluency Continuum Alignment

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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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/NYCSSLs 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 <ul style="list-style-type: none"> 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., <i>force</i> , <i>friction</i> , <i>reaction force</i> , <i>energy</i>). 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 <ul style="list-style-type: none"> 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/NYCSSL Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		IFC STANDARD
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM
Comparing Conflicting Evidence Contrasting Evaluating Graphics Problem/ Solution Reasoning Visual Information	<p>Integration of Knowledge and Ideas</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> • 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/NYCSSLs 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			
	<p>Text Types and Purposes</p> <p>WHST.10.1. Write arguments focused on discipline-specific content.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>Text Types and Purposes</p> <ul style="list-style-type: none"> 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 	

GRADE 10 • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	<p>WHST.10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> 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). 	

GRADE 10 • Common Core/NYCSSLs 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	<p>Production and Distribution of Writing</p> <p>WHST.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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
Organization		
Purpose		

GRADE 10 • Common Core/NYCSSLs 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 Evidence Informational Texts Organization Problem/Solution Relevance Questioning	<p>Research to Build and Present Knowledge</p> <p>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.</p> <p>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.</p> <p>WHST.10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • 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

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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.

GRADE 11 • Common Core/NYCSSLs Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
COMMON CORE		INFORMATION FLUENCY CONTINUUM	
TAGS 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 <ul style="list-style-type: none"> • 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 	
	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 <ul style="list-style-type: none"> • 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 	

GRADE 11 • Common Core/NYCSSL Information Fluency Continuum Alignment

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	<p>Integration of Knowledge and Ideas</p> <p>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.</p> <p>RH.11.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>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.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> 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/NYCSSLs Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Analyzing Evidence Main Idea/Central Message Reasoning Summarizing	<p>Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> 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	<p>Craft and Structure</p> <p>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.</p> <p>RST.11.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>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.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> 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

GRADE 11 • Common Core/NYCSSL Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Conflicting Evidence	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
Evaluating	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.	<ul style="list-style-type: none"> Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided #1
Graphics	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.	<ul style="list-style-type: none"> Recognizes degrees of bias (from slightly slanted point of view to heavily slanted propaganda) #1
Multimedia	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.	<ul style="list-style-type: none"> Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability [Assessment available 11.2]. . . #1
Problem/Solution		<ul style="list-style-type: none"> 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	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity
Informational Texts	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.	<ul style="list-style-type: none"> 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/NYCSSLs Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM	IFC STANDARD
<p>Audience</p> <p>Claims</p> <p>Counterclaims</p> <p>Domain Specific Vocabulary</p> <p>Explanatory Text</p> <p>Facts</p> <p>Graphics</p> <p>Informational Texts</p> <p>Key Details</p> <p>Multimedia</p> <p>Organization</p> <p>Patterns</p> <p>Quotations</p> <p>Reasons</p> <p>Relationships</p> <p>Sequence of Events</p>	<p>Text Types and Purposes</p> <p>WHST.1.1.1. Write arguments focused on discipline-specific content.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>Text Types and Purposes</p> <ul style="list-style-type: none"> 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 	

GRADE 11 • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	<p>WHST.11.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> • 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

GRADE 11 • Common Core/NYCSSLs 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	<p>Production and Distribution of Writing</p> <p>WHST.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • 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/NYCSSLs 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			
Claims			
Counterclaims			
Domain Specific Vocabulary			
Explanatory Text			
Informational Texts			
Key Details			
Multimedia			
Problem/Solution			
Quotations			
Search Tools			
Sequence of Events			
	<p>Research to Build and Present Knowledge</p> <p>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.</p> <p>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.</p> <p>WHST.11.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • 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 • 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 	

GRADE 11 • Common Core/NYCSSL 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.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/NYCSSL Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE		
Analyzing Evidence Evaluating Key Details Major Idea/ Central Message Primary source evidence Secondary source evidence Summarizing	<p>Key Ideas and Details</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • 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	<p>Craft and Structure</p> <p>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).</p> <p>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.</p> <p>RH.12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> • 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/NYCSSLs Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES		
TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
Author's Perspective	<p>Integration of Knowledge and Ideas</p> <p>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.</p> <p>RH.12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>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.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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
Claims		
Conflicting Evidence		
Counterclaims		
Evaluating Evidence		
Primary source evidence		
Problem/Solution		
Secondary source evidence		
Complex Text		
Informational Texts		

GRADE 12 • Common Core/NYCSSLs 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.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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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/NYCSSLs Information Fluency Continuum Alignment

READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		INFORMATION FLUENCY CONTINUUM IFC STANDARD
TAGS	COMMON CORE	
Conflicting Evidence Diverse Viewpoints Evaluating Problem/Solution Reasoning	<p>Integration of Knowledge and Ideas</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • 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	<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Range of Reading and Level of Text Complexity</p>

GRADE 12 • Common Core/NYCCLS 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	<p>Text Types and Purposes</p> <p>WHST.12.1. Write arguments focused on discipline-specific content.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>Text Types and Purposes</p> <ul style="list-style-type: none"> • 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 	
Audience			
Claim			
Counterclaims			
Domain Specific Vocabulary			
Evidence			
Explanatory Text			
Facts			
Graphics			
Multimedia			
Reasons			
Sequence of Events			
Supporting details			

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TAGS	COMMON CORE	INFORMATION FLUENCY CONTINUUM IFC STANDARD
	<p>WHST.12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> • 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

GRADE 12 • Common Core/NYCSSLs 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	<p>Production and Distribution of Writing</p> <p>WHST.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p>	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> 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
Purpose		
Organization		

GRADE 12 • Common Core/NYCCLS Information Fluency Continuum Alignment

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS		INFORMATION FLUENCY CONTINUUM	IFC STANDARD
TAGS	COMMON CORE		
Audience			
Diverse Viewpoints			
Informational Texts			
Locating Information			
Problem/Solution			
Purpose			
Questioning			
Search Tools			
	<p>Research to Build and Present Knowledge</p> <p>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.</p> <p>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.</p> <p>WHST.12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • 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 	

GRADE 12 • Common Core/NYCSSL 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.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.