New York Empire State Information Fluency Continuum

Grades 3-5

Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge

Standard 1.1 **Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.**

Cn. CONNECT 3-5.IDT.1.CN

- a Interest and Prior Knowledge 3-5.IDT.1.CN.A
  - 1 Identifies aspects of the broad topic that would be important and interesting to pursue through inquiry 3-5.IDT.1.CN.A.1
- b Background and Key Words 3-5.IDT.1.CN.B
  - 1 Uses a source provided by the teacher to acquire background information 3-5.IDT.1.CN.B.1
  - 2 Generates a list of key words for a research-based project with guidance 3-5.IDT.1.CN.B.2

Wn. WONDER 3-5.IDT.1.WN

- a Questions and Predicted Answers 3-5.IDT.1.WN.A
  - 1 Formulates questions for investigation of a topic with guidance 3-5.IDT.1.WN.A.1
  - 2 Begins to predict answers to inquiry questions based on background knowledge and beginning observation or experience with help 3-5.IDT.1.WN.A.2
  - 3 Begins to assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry 3-5.IDT.1.WN.A.3
- b Thesis and Hypothesis 3-5.IDT.1.WN.B
  - 1 Forms tentative thesis about main ideas with guidance 3-5.IDT.1.WN.B.1
  - 2 For science topics, forms hypothesis (“if. . .then” statement) that can be “tested” through research or experiment/experience 3-5.IDT.1.WN.B.2

Skip to main content

In. INVESTIGATE 3-5.IDT.1.IN

a Organization 3-5.IDT.1.IN.A

1 Identifies major areas of the library (e.g., Dewey areas; genre areas) and what main topics are included in each 3-5.IDT.1.IN.A.1

2 Identifies and uses the organizational structures of a nonfiction book (table of contents, index, and glossary) to locate information 3-5.IDT.1.IN.A.2

b Sources 3-5.IDT.1.IN.B

1 Searches the online catalog (author, title, and key words) with assistance to locate materials 3-5.IDT.1.IN.B.1

2 With guidance, uses bookmarked websites to find appropriate information 3-5.IDT.1.IN.B.2

3 Uses pre-selected primary sources to gather information; compares primary and secondary sources on the same topic 3-5.IDT.1.IN.B.3

4 Evaluates print, video, and electronic sources (both primary and secondary) for relevance to the topic and credibility of author/creator/publisher 3-5.IDT.1.IN.B.4

5 Selects and uses an appropriate print, video, or electronic source to answer questions 3-5.IDT.1.IN.B.5

c Evidence 3-5.IDT.1.IN.C

1 Uses textual and visual elements (title, headings, graphics, photos) to read and comprehend information on websites 3-5.IDT.1.IN.C.1

2 Uses navigation tools of pre-selected websites and databases to locate relevant information 3-5.IDT.1.IN.C.2

3 Selects evidence that explicitly answers the research questions with main ideas and details 3-5.IDT.1.IN.C.3

4 Makes inferences (with guidance) about the implicit meaning in text to answer research questions and recognizes the difference between explicit and implicit meaning 3-5.IDT.1.IN.C.4

5 Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view 3-5.IDT.1.IN.C.5

6 Begins to understand that different points of view are presented in nonfiction and that nonfiction does not equate to “true” 3-5.IDT.1.IN.C.6

7 Begins to analyze multiple points of view from multiple sources to determine similarities and differences 3-5.IDT.1.IN.C.7

8 With help, begins to ask questions about the text during reading or listening 3-5.IDT.1.IN.C.8

Skip to main content

- d Making Sense of Information and Notetaking 3-5.IDT.1.IN.D
  - 1 Paraphrases, summarizes information that answers research questions, noting what is fact and what is opinion 3-5.IDT.1.IN.D.1
  - 2 Uses a variety of strategies to determine important ideas 3-5.IDT.1.IN.D.2
  - 3 Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose 3-5.IDT.1.IN.D.3

Cs. CONSTRUCT 3-5.IDT.1.CS

- a Organization of Gathered Information 3-5.IDT.1.CS.A
  - 1 With help, uses common organizational patterns (chronological order, main idea with supporting details) to organize information 3-5.IDT.1.CS.A.1
  - 2 With help, organizes notes and ideas and develops an outline, mind map, or graphic organizer 3-5.IDT.1.CS.A.2
- b Interpretations and Conclusions 3-5.IDT.1.CS.B
  - 1 States the main idea with some supporting details 3-5.IDT.1.CS.B.1
  - 2 Identifies facts, details, and inferences that support main ideas 3-5.IDT.1.CS.B.2
  - 3 Draws conclusions about research including whether a question was answered or not 3-5.IDT.1.CS.B.3
  - 4 Draws a conclusion about the main idea with evidence to support that conclusion 3-5.IDT.1.CS.B.4
  - 5 Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up 3-5.IDT.1.CS.B.5

Skip to main content

Ex. EXPRESS 3-5.IDT.1.EX

a Organization for Expression 3-5.IDT.1.EX.A

1 Determines the purpose of a presentation (e.g., explanation, claim) and decides how to organize ideas to explain a topic or make a claim about it 3-5.IDT.1.EX.A.1

b Product and Presentation 3-5.IDT.1.EX.B

1 Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian 3-5.IDT.1.EX.B.1

2 Understands concept of "audience"; determines audience before choosing format and creating product 3-5.IDT.1.EX.B.2

3 Presents information clearly so that main points are evident 3-5.IDT.1.EX.B.3

4 Presents information clearly so that main points and supporting evidence are readily understood by audience 3-5.IDT.1.EX.B.4

5 Assesses and revises own work based on teacher-provided criteria 3-5.IDT.1.EX.B.5

6 Modifies and revises own work based on feedback from teacher and peers 3-5.IDT.1.EX.B.6

7 Provides a bibliography of all sources used according to model provided by teacher 3-5.IDT.1.EX.B.7

Re. REFLECT 3-5.IDT.1.RE

a Assessment of Learning Experience 3-5.IDT.1.RE.A

1 Identifies the important features for a good product and presentation 3-5.IDT.1.RE.A.1

2 Reflects on new understandings, the effectiveness of the product and presentation, and the experience of the process of inquiry 3-5.IDT.1.RE.A.2

b Assessment of Personal Strengths 3-5.IDT.1.RE.B

1 Identifies own strengths and sets goals for improvement 3-5.IDT.1.RE.B.1

Standard 1.2 Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

Design Thinking 3-5.IDT.2.A

1 **Engages actively in a design process to use tools, resources, and materials to try the brainstormed solutions, assess the results, and modify the solutions when needed** 3-5.IDT.2.A.1

Skip to main content

	2	Engages actively in a design process to use tools, resources, and materials to try the “if. . .then” solutions that seem to have the most potential, assess the results, and modify the solutions when needed 3-5.IDT.2.A.2
	3	Engages actively in a design process to use tools, resources, and materials to test the hypothesis by creating a solution, assessing the results, modifying the solution when needed, and determining the validity of the hypothesis 3-5.IDT.2.A.3
Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas	**Standard 2.1**	**Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.**
	Standard 2.2	**Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.**
Response to Literature 3-5.ML.1.A	1	Discusses the main idea or theme of a story 3-5.ML.1.A.1
	2	Explains the meaning of illustrations and what they add to the words of a story 3-5.ML.1.A.2
	3	Uses evidence from stories to discuss characters, setting, plot, time, and place 3-5.ML.1.A.3
	4	Identifies the author’s or narrator’s point of view and explains how it influences the portrayal of the characters and the sequence of events in the plot 3-5.ML.1.A.4
Visual Literacy 3-5.ML.1.B	1	Analyzes information presented visually through illustrations, photographs, diagrams, or maps to determine main ideas and compare to ideas presented in printed text 3-5.ML.1.B.1
Media Literacy 3-5.ML.1.C	1	Evaluates a media source for accuracy and purpose 3-5.ML.1.C.1
	2	Evaluates the effect of different media elements (e.g., pace, visuals, color) on the overall impact of the media source 3-5.ML.1.C.2
Multiple Literacy Presentation 3-5.ML.2.A	1	Creates and delivers presentation with attention to quality of content, effective use of tool, and self-confidence and effectiveness of delivery 3-5.ML.2.A.1
Social and Civic Responsibility: Demonstrate Civic Re for	**Standard 3.1**	**Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.**

Skip to main content

Collaboration, and Digital Citizenship	**Standard 3.2**	**Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.**
	Standard 3.3	**Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.**
Learning from Diverse and Credible Points of View 3-5.SCR.1.A	**1**	**Verifies information that is presented as "the truth"** 3-5.SCR.1.A.1
	2	**Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and cultural perspectives** 3-5.SCR.1.A.2
Civic Reasoning 3-5.SCR.1.B	**1**	**Engages in conversations with peers to exchange ideas and information about social and civic issues** 3-5.SCR.1.B.1
	2	**Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others** 3-5.SCR.1.B.2
Collaboration 3-5.SCR.2.A	**1**	**Actively contributes to group discussions** 3-5.SCR.2.A.1
	2	**Works with a group to do research, share results and resources, discuss issues, make decisions, and create learning products** 3-5.SCR.2.A.2
	3	**Actively solicits and listens with an open mind to the opinions and ideas of others** 3-5.SCR.2.A.3
Intellectual Property Rights 3-5.SCR.3.A	**1**	**Uses strategies to avoid plagiarizing by summarizing, paraphrasing, quoting, and crediting the information used** 3-5.SCR.3.A.1
Safe and Ethical Use of Technology 3-5.SCR.3.B	**1**	**Demonstrates basic cybersafety (strong passwords, privacy, accessing appropriate sites)** 3-5.SCR.3.B.1
	2	**Demonstrates basic netiquette behavior by interacting respectfully with others and contributing to a positive online community** 3-5.SCR.3.B.2
	3	**Engages in positive online behavior by dealing with cyberbullying, recognizing and avoiding stereotypes, and selecting appropriate sites only** 3-5.SCR.3.B.3
Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Gr… Re… an…	**Standard 4.1**	**Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.**
	ndard 4.2	**Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.**

Skip to main content

Personal Exploration and Independent Reading and Learning 3-5.PGA.1.A	1	**Demonstrates motivation to read and learn on own** 3-5.PGA.1.A.1
	2	**Identifies favorite authors, genres, and topics and explores them on own** 3-5.PGA.1.A.2
	3	**Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge** 3-5.PGA.1.A.3
Social and Emotional Growth 3-5.PGA.1.B	1	**Identifies and empathizes with the perspectives of others [social awareness]** 3-5.PGA.1.B.1
	2	**Forms positive relationships with peers [relationship skills]** 3-5.PGA.1.B.2
	3	**Identifies and respects cultural differences and diverse opinions [social awareness]** 3-5.PGA.1.B.3
	4	**Sets reading and learning goals and perseveres to achieve those goals [self-management]** 3-5.PGA.1.B.4
	5	**Reflects on own social and emotional strengths and challenges [self-awareness]** 3-5.PGA.1.B.5
Self-Identity and Confidence 3-5.PGA.2.A	1	**Displays self-confidence in forming and sharing own opinion and ideas** 3-5.PGA.2.A.1
	2	**Recognizes multiple facets of own personal identity** 3-5.PGA.2.A.2
	3	**Exhibits effective skills in sharing knowledge gained through personal and academic pursuits** 3-5.PGA.2.A.3