New York Empire State Information Fluency Continuum

Grades 6-8

Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge We are thinkers and designers.

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 6-8.IDT.1.CN

- a Interest and Prior Knowledge 6-8.IDT.1.CN.A
  - 1 States and verifies what is known about the problem or question and makes connections to prior knowledge 6-8.IDT.1.CN.A.1
- b Background and Key Words 6-8.IDT.1.CN.B
  - 1 Identifies key words and ideas that appear in background information and class conversation 6-8.IDT.1.CN.B.1
- c Topic 6-8.IDT.1.CN.C
  - 1 Revises the topic as needed to arrive at a manageable topic for a given research situation 6-8.IDT.1.CN.C.1

Wn. WONDER 6-8.IDT.1.WN

- a Questions and Predicted Answers 6-8.IDT.1.WN.A
  - 1 Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry 6-8.IDT.1.WN.A.1
  - 2 Writes questions that would lead to an inquiry independently based on key ideas or areas of focus 6-8.IDT.1.WN.A.2
  - 3 Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison) 6-8.IDT.1.WN.A.3
- b Thesis and Hypothesis 6-8.IDT.1.WN.B
  - 1 Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis 6-8.IDT.1.WN.B.1

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In. INVESTIGATE 6-8.IDT.1.IN

a Sources 6-8.IDT.1.IN.A

1 Begins to use selected search engines to find appropriate information 6-8.IDT.1.IN.A.1

2 Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves 6-8.IDT.1.IN.A.2

3 Uses the structure and some navigation tools of a Website to find the most relevant information (menu bars, tabs, buttons, sidebars) 6-8.IDT.1.IN.A.3

4 Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources 6-8.IDT.1.IN.A.4

5 Evaluates, selects, and uses both primary and secondary sources with attention to perspective and comprehensiveness 6-8.IDT.1.IN.A.5

6 Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information 6-8.IDT.1.IN.A.6

b Evidence 6-8.IDT.1.IN.B

1 Selects information from multiple sources that answers the research questions 6-8.IDT.1.IN.B.1

2 Evaluates quality of information within electronic and print sources for usefulness, currency, authority, and accuracy 6-8.IDT.1.IN.B.2

3 Fact checks and verifies all information communicated through websites and social media 6-8.IDT.1.IN.B.3

4 Evaluates the accuracy, authority, validity, perspective, and bias of sources and information 6-8.IDT.1.IN.B.4

5 Reads laterally in the digital environment to discover divergent and conflicting information as well as corroborating information 6-8.IDT.1.IN.B.5

6 Selects high-quality information from multiple sources that answers the research questions, provides a balance of diverse perspectives, and includes both main ideas and supporting details 6-8.IDT.1.IN.B.6

7 Evaluates the effect of different perspectives and points of view on information (e.g., why some information is included, why other information is left out) 6-8.IDT.1.IN.B.7

8 Recognizes that own point of view influences the interpretation of information 6-8.IDT.1.IN.B.8

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c Making Sense of Information and Notetaking 6-8.IDT.1.IN.C

1 Differentiates between important and unimportant details 6-8.IDT.1.IN.C.1

2 Uses both facts and opinions responsibly by identifying and verifying them 6-8.IDT.1.IN.C.2

3 Evaluates the development of an argument or claim and the strength of the supporting and refuting evidence provided within the source 6-8.IDT.1.IN.C.3

4 Identifies misconceptions and revises ideas as new information is gained 6-8.IDT.1.IN.C.4

5 Provides evidence for logical inferences based on both the explicit and implicit meaning of text 6-8.IDT.1.IN.C.5

6 Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking) 6-8.IDT.1.IN.C.6

7 Employs reflective notetaking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted 6-8.IDT.1.IN.C.7

Cs. CONSTRUCT 6-8.IDT.1.CS

a Organization of Gathered Information 6-8.IDT.1.CS.A

1 Uses common organizational patterns (e.g., chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusion 6-8.IDT.1.CS.A.1

b Interpretations and Conclusions 6-8.IDT.1.CS.B

1 Interprets information and ideas by defining, classifying, and inferring 6-8.IDT.1.CS.B.1

2 Combines information and weighs evidence to draw conclusions and create meaning 6-8.IDT.1.CS.B.2

3 Forms opinions, judgments, and claims backed up by supporting evidence and clear reasoning 6-8.IDT.1.CS.B.3

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Ex. EXPRESS 6-8.IDT.1.EX

a Organization for Expression 6-8.IDT.1.EX.A

1 Develops a line of argument or claim with a line of reasoning, clear supporting evidence, and attention to refuting counter arguments and claims 6-8.IDT.1.EX.A.1

b Product and Presentation 6-8.IDT.1.EX.B

1 Presents conclusions and supporting facts in a variety of ways 6-8.IDT.1.EX.B.1

2 Creates products for authentic reasons and audiences 6-8.IDT.1.EX.B.2

3 Cites all sources used according to local style formats 6-8.IDT.1.EX.B.3

Re. REFLECT 6-8.IDT.1.RE

a Assessment of Learning Experience 6-8.IDT.1.RE.A

1 Identifies and evaluates the importance of features for a good product, presentation, and engagement in the process of inquiry 6-8.IDT.1.RE.A.1

2 Reflects on own emotional and intellectual experience through the process of inquiry 6-8.IDT.1.RE.A.2

b Assessment of Personal Strengths 6-8.IDT.1.RE.B

1 Identifies own strengths (academic, social, and emotional) and sets goals for improvement 6-8.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 6-8.IDT.2.A

1 **Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement** 6-8.IDT.2.A.1

2 **Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, coding, video and audio production)** 6-8.IDT.2.A.2

3 **Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the model when needed, and determining the validity of the hypothesis or the quality of the model** 6-8.IDT.2.A.3

Multiple Literacies: Use Mu Ex 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.**

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	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 6-8.ML.1.A	1	Participates in literary discussions, special literary programs, and book clubs 6-8.ML.1.A.1
Visual Literacy 6-8.ML.1.B	1	Analyzes visual text (e.g., charts, graphs, photographs, videos, timelines, maps) to gather information and draw inferences about meaning 6-8.ML.1.B.1
Media Literacy 6-8.ML.1.C	1	Evaluates the impact of media by looking the use of the language of the medium (e.g., use of color, pace, perspective, visuals) 6-8.ML.1.C.1
	2	Deconstructs media claims and arguments by looking at logical fallacies, persuasive techniques, and the use of the language of the medium (e.g., use of color, pace, perspective, narrative structure, visuals) 6-8.ML.1.C.2
Multiple Literacy Presentation 6-8.ML.2.A	1	Develops the skills of public speaking (e.g., clear delivery, eye contact, body language, voice, pace) 6-8.ML.2.A.1
	2	Determines the purpose and intended audience of a media presentation 6-8.ML.2.A.2
	3	Uses the language of the medium (e.g., use of color, pace, perspective, visuals) and the characteristics of the technology tool to create and deliver an effective presentation 6-8.ML.2.A.3
	4	Matches language of presentation with audience, purpose, complexity of the content, and intended impact 6-8.ML.2.A.4
Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship	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.
	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 an Vie	1	Evaluates and compares the authority, credibility, accuracy (by fact-checking), nd point of view of all sources of information 6-8.SCR.1.A.1

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	2	Identifies and challenges misinformation and own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives 6-8.SCR.1.A.2
	3	Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, blogs, tweets, viral videos) 6-8.SCR.1.A.3
Civic Reasoning 6-8.SCR.1.B	1	Expresses own opinion in an appropriate manner, even when the opinion differs from the ideas of others 6-8.SCR.1.B.1
	2	Demonstrates respect for the principles of equitable access to information by curating and sharing valid and authoritative sources with classmates 6-8.SCR.1.B.2
	3	Listens carefully to the reasoning and ideas of others, engages in a discussion, and changes own opinion when those ideas have merit 6-8.SCR.1.B.3
Collaboration 6-8.SCR.2.A	1	Expresses own ideas clearly and builds on the ideas of others 6-8.SCR.2.A.1
	2	Engages effectively in collaborative discussions with diverse groups 6-8.SCR.2.A.2
	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 6-8.SCR.2.A.3
Intellectual Property Rights 6-8.SCR.3.A	1	Makes ethical decisions about the creation and sharing of information (e.g., respecting rights of creators, remixing, and using images and print within the guidelines of Fair Use) 6-8.SCR.3.A.1
Safe and Ethical Use of Technology 6-8.SCR.3.B	1	Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly 6-8.SCR.3.B.1
	2	Checks the validity of all information and avoids the spread of misinformation on social media 6-8.SCR.3.B.2
	3	Demonstrates understanding of a digital footprint and constructs own footprint accordingly 6-8.SCR.3.B.3
	4	Observes Internet safety procedures, including safeguarding personal information and equipment 6-8.SCR.3.B.4
Personal Growth and Agency: Engage in Personal Exploration.	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.

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Reading and Learning, and Personal Agency	**Standard 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.**
Personal Exploration and Independent Reading and Learning 6-8.PGA.1.A	**1**	**Sets reading goals and reads independently** 6-8.PGA.1.A.1
	2	**Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level** 6-8.PGA.1.A.2
	3	**Explores opportunities to prepare for the future, including higher education, career training, vocational training** 6-8.PGA.1.A.3
Social and Emotional Growth 6-8.PGA.1.B	**1**	**Builds trusting relationship with diverse peers and adults through collaboration and communication [relationship skills]** 6-8.PGA.1.B.1
	2	**Demonstrates respect for diverse people and perspectives [social awareness]** 6-8.PGA.1.B.2
	3	**Empathizes with literary characters, peers, people in the local and global community, and social issues by placing them in historical or social context [social awareness]** 6-8.PGA.1.B.3
	4	**Develops a growth mindset by identifying own strengths and preferences in terms of future career [self-awareness]** 6-8.PGA.1.B.4
	5	**Displays resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [responsible decision-making]** 6-8.PGA.1.B.5
Self-Identity and Confidence 6-8.PGA.2.A	**1**	**Exhibits effective skills in sharing knowledge gained through personal and academic pursuits** 6-8.PGA.2.A.1
	2	**Develops aspects of personal identity that are the most satisfying, identity-confirming, and culturally responsive** 6-8.PGA.2.A.2
	3	**Displays self-confidence in forming and sharing own opinion and ideas (even when those ideas are different from or conflict with the ideas of others), but also in changing ideas when appropriate** 6-8.PGA.2.A.3
Commitment to Act 6-8.PGA.2.B	**1**	**Takes a leadership role in collaborative groups** 6-8.PGA.2.B.1