New York Empire State Information Fluency Continuum

PK-2

Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge 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.** 1.1

CONNECT

1 Interest and Prior Knowledge 1.1.1

- a Expresses curiosity about topics of personal interest or curricular focus 1.1.1.A
- b Connects ideas to own interests 1.1.1.B
- c Shares what is known about the general topic to elicit and make connections to prior knowledge 1.1.1.C

2 Background and Key Words 1.1.2

- a Responds to background information (delivered through videos, stories, texts, discussions) by restating/retelling main ideas and details about the topic 1.1.2.A

WONDER

3 Questions and Predicted Answers 1.1.3

- a Asks questions in response to listening to a variety of texts 1.1.3.A
- b With help, begins to develop questions to be answered in shared research 1.1.3.B
- c Develops “I wonder” questions with the class while reading or listening to texts about the research topic 1.1.3.C
- d Develops “I wonder” questions independently while reading or listening to texts about the research topic 1.1.3.D

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INVESTIGATE

4 Organization 1.1.4

- a Recognizes the library has many different kinds of materials and locates the picture book section 1.1.4.A
- b With help, begins to use library labels and ABC arrangement of picture books to locate materials 1.1.4.B
- c Identifies facts about a topic, idea, or problem 1.1.4.C
- d Recognizes the systematic way the library organizes fiction and picture books and that fiction books of interest can be located by using that organization 1.1.4.D

5 Sources 1.1.5

- a Recognizes that sources can be located in the online catalog by looking up the author, title, or key words 1.1.5.A
- b Identifies the author or creator of a website 1.1.5.B

6 Evidence 1.1.6

- a Identifies facts about a topic, idea, or problem 1.1.6.A
- b Distinguishes between fact and opinion 1.1.6.B
- c Identifies main ideas and key details in a text 1.1.6.C
- d Begins to recognize different points of view of characters in a story 1.1.6.D

7 Making Sense of Information and Notetaking 1.1.7

- a With help, finds facts and briefly summarizes them via writing, drawing, or verbalization to answer basic research questions 1.1.7.A
- b Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea 1.1.7.B

CONSTRUCT

8 Organization of Gathered Information 1.1.8

- a With help, sorts and categorizes “like” and “different” objects 1.1.8.A
- b Verbally and physically demonstrates simple organizational skills such as sorting and categorizing objects and information 1.1.8.B
- c Sorts books by fiction vs. nonfiction 1.1.8.C

9 Interpretations and Conclusions 1.1.9

- a Participates in discussions to draw conclusions about a topic or story 1.1.9.A
- b Develops own opinion about a topic with evidence to support the opinion 1.1.9.B

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EXPRESS

10 Organization for Expression 1.1.10

- a Organizes information by main ideas and important details 1.1.10.A

11 Product and Presentation 1.1.11

- a Draws a picture to illustrate a response to a story 1.1.11.A
- b Uses emergent writing and drawing to express facts and simple answers to questions 1.1.11.B
- c Uses writing process, emergent writing, and drawing to develop expression of new understandings 1.1.11.C
- d Presents researched information in a variety of ways (e.g., art, music, poetry, movement, verbally, and /or written language) 1.1.11.D
- e Recognizes the difference between own drawing or creation and someone else's drawing or creation 1.1.11.E
- f Recognizes the difference between own ideas and ideas of others 1.1.11.F
- g Makes a list of the source(s) used with title and author 1.1.11.G

REFLECT

12 Assessment of Learning Experience 1.1.12

- a Asks, "What do I wonder about now?" 1.1.12.A

13 Assessment of Personal Strengths 1.1.13

- a Identifies own strengths in listening, reading, and learning 1.1.13.A
- b Identifies own strengths and sets a goal for improvement 1.1.13.B

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. 1.2

Design Thinking 1.2.1

- **a Uses resources and active-learning activities provided by the teacher for learning-driven play** 1.2.1.A
- **b Uses resources and active-learning activities provided by the teacher to investigate new ideas or solve problems** 1.2.1.B
- **c through play** 1.2.1.C
- **d Engages actively with a small group in trying out a solution, looking at the results, and making changes to improve the results** 1.2.1.D
- **e Engages actively in a design process to use tools and materials to try out a new idea or solution to a problem, assess the results, and try a different solution when necessary** 1.2.1.E

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Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas 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. 2.1
	2 Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience. 2.2
Response to Literature 2.1.1	**a** Participates in discussions about stories and other texts that have been read aloud 2.1.1.A
	b Retells a story with the correct sequence of events using words and pictures 2.1.1.B
	c Draws and shares conclusions about main idea of a story 2.1.1.C
	d Compares characters in two different stories, or plots in two stories by same author 2.1.1.D
Visual Literacy 2.1.2	**a** Gathers information from illustrations and text features 2.1.2.A
Media Literacy 2.1.3	**a** Identifies main ideas, facts, details, and opinions expressed through media other than print 2.1.3.A
Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship 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. 3.1
	2 Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment. 3.2
	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. 3.3
Learning from Diverse and Credible Points of View 3.1.1	**a** Listens and responds to multicultural texts from various genres 3.1.1.A
	b Compares folktales or stories from different cultures 3.1.1.B
Civic Reasoning 3.1.2	**a** Respects the rights of others to express ideas, use the library, and have equitable access to the resources by listening respectfully, following the rules and procedures of the library, and returning all resources on time 3.1.2.A
Collaboration 3.2.1	**a** Participates in collaborative conversations with peers and adults to share ideas and information 3.2.1.A

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	b Works collaboratively with a small group using technology for research to meet information needs 3.2.1.B
	c Respects the ideas of others by listening carefully to them and responding to their ideas 3.2.1.C
	d Contributes to group media project to communicate ideas to classmates, families, and others 3.2.1.D
	e Participates in shared research and exploration about a topic 3.2.1.E
	f Acknowledges the ideas of others and connects them to own ideas when participating in discussions and group learning opportunities 3.2.1.F
Intellectual Property Rights 3.3.1	**a** Credits authors and resources for information that was used or shared 3.3.1.A
	b Takes notes to answer research questions by writing down word and phrases and drawing pictures from sources, but not copying whole sentences 3.3.1.B
Safe and Ethical Use of Technology 3.3.2	**a** Creates and uses effective username that protects private information 3.3.2.A
	b Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to the use of technology 3.3.2.B
	c Identifies behaviors that are examples of cyberbullying and demonstrates effective responses 3.3.2.C
Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency 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. 4.1
	2 Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action. 4.2
Personal Exploration and Independent Reading and Learning 4.1.1	**a** Develops and pursues personal curiosity 4.1.1.A
	b Requests/chooses materials related to personal interests 4.1.1.B
	c Engages in simple and independent inquiry to find answers to questions 4.1.1.C
	d Selects fiction and nonfiction books or media to read and enjoy on own 4.1.1.D
Social and Emotional Growth 4.1.2	**a** Respects personal space and the boundaries of others [social awareness] 4.1.2.A
	b Displays compassion and acceptance for others in class conversations and responses to diverse texts [relationship skills] 4.1.2.B

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	c Develops and displays empathy for others by recognizing why they are behaving and speaking in a certain way [social awareness] 4.1.2.C
	d Displays resiliency by responding to feedback or failure and revising own work [self-awareness] 4.1.2.D
Self-Identity and Confidence 4.2.1	**a** Reflects on own feelings and behaviors to figure out personal strengths and preferences 4.2.1.A
	b Expresses own ideas and feelings to others in a respectful and appropriate way 4.2.1.B
	c Actively engages in conversations with others by contributing own ideas and displaying confidence in own reasoning and opinions 4.2.1.C
	d Asks others for clarification of their ideas and offers own ideas during conversations and discussions 4.2.1.D