The Framework provides a top-level view of the information fluency standards. You may refer to this document when you are communicating to other educators about the substance of the library curriculum and deciding on the priorities for teaching in your own school.

Framework of Anchor Standards and Indicators
Anchor Standards for the Information-Fluent Learner

**Anchor Standard I**
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.

**CONNECT**
- Interest / Prior Knowledge
- Background Knowledge: Overview/Context/Key Ideas
- Topic
- Process of Inquiry / Plan

**WONDER**
- Questions
- Predicted Sources and Answers
- Hypothesis/Tentative Thesis

**INVESTIGATE**
- Different Types of Sources / Organization of Information
- Navigation and Search Strategies
- Evaluation, Selection, Curation and Use of Multiple Sources
- Evaluation and Selection of Evidence within Sources
- Perspective / Point of View
- Strategies to Make Sense of Information
- Capturing Information and Thinking / Notetaking

**CONSTRUCT**
- Organization of Information to Construct Meaning
- Interpretation and Synthesis of Information
- Conclusions
- Claims / Opinions / Point of View / Perspective
EXPRESS
• Organization of Information to Express/Present Meaning for Different Purposes
• Product and/or Presentation: Audience / Level of Complexity / Format / Technology
• Revision Based on Self-Assessment and Feedback
• Academic Integrity

REFLECT
• Assessment of New Learning and Experience of Inquiry
• Personal Strengths and Goals for Improvement in Process and Product
• Recognition of Gaps in Knowledge and New Questions

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.

• Identification of Meaningful and Authentic Problems
• Selection of Resources for Experiential and Design-Driven Learning
• Generation of Potential Ideas for Solving Problems
• Development of Best Solutions and Models Through Experience, Creation, Testing, Feedback, and Iteration

Anchor Standard II
Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas – “We are readers, writers, and creators in multiple formats”

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.

• Reader/Viewer Experience and Response to Literature
• Visual Literacy
• Media Literacy

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

• Presentation Purpose, Audience, and Skills
• Use of Multiple Literacy Presentation and Sharing Tools
Anchor Standard III
Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship – “We are citizens”

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.

- Social and Civic Responsibility to Learn from Diverse and Credible Points of View that Challenge Assumptions and Biases and Incorporate a Global Perspective
- Demonstrated Understanding that Democracy Is Built on Intellectual Freedom, Civic Reasoning, and Equitable Access to Information

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

- Collaboration with Others to Exchange Information and Resources, Use Information Effectively, and Solve Problems
- Respect and Acknowledgment of Ideas and Contributions of Others

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.

- Respect for Intellectual Property Rights by Attributing the Sources and Avoiding Plagiarism
- Safe, Ethical, and Responsible Use of Information and Technology
- Ethical Decisions in Creation and Sharing of New Information with Global Learning Community
- Netiquette
- Cyberbullying
- Cybersafety

Anchor Standard IV
Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency – “We are confident, independent learners”

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.

- Personal Exploration and Independent Reading and Learning
- Social and Emotional Growth / Dispositions for Learning

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.

- Development of Agency through Self-Identity and Confidence
- Commitment to Share, Advocate for Change, and/or Take Social Action