You can use the documents in this section if you wish to focus primarily on priority skills and understand how the priorities change and build on each other through the grades. The first chart lays out the entire progression from PK-12; the others are in grade-level bands to enable you to coordinate from one grade level to the next.

**Priority Skills:**
- PK-12
- PK-2
- 3-5
- 6-8
- 9-12
**Grades PK - 12 • Priority Skills**

**Anchor Standard I • Standard 1.1**

**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.

<table>
<thead>
<tr>
<th>PK-2 Priority Skills</th>
<th>3-5 Priority Skills</th>
<th>6-8 Priority Skills</th>
<th>9-12 Priority Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest and Prior Knowledge</strong></td>
<td><strong>Interest and Prior Knowledge</strong></td>
<td><strong>Interest and Prior Knowledge</strong></td>
<td><strong>Background and Key Words</strong></td>
</tr>
<tr>
<td>• Expresses curiosity about topics of personal interest or curricular focus</td>
<td>• Identifies aspects of the broad topic that would be important and interesting to pursue through inquiry</td>
<td>• States and verifies what is known about the problem or question and makes connections to prior knowledge</td>
<td>• Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research</td>
</tr>
<tr>
<td>• Connects ideas to own interests</td>
<td>• Connects ideas to own interests</td>
<td>• Connects ideas to own interests</td>
<td>• Gathers context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sources</td>
</tr>
<tr>
<td>• Shares what is known about the general topic to elicit and make connections to prior knowledge</td>
<td>• Shares what is known about the general topic to elicit and make connections to prior knowledge</td>
<td>• Shares what is known about the general topic to elicit and make connections to prior knowledge</td>
<td>• Identifies key words and ideas that appear in background information and class conversation</td>
</tr>
<tr>
<td><strong>Background and Key Words</strong></td>
<td><strong>Background and Key Words</strong></td>
<td><strong>Background and Key Words</strong></td>
<td><strong>Topic</strong></td>
</tr>
<tr>
<td>• Responds to background information (delivered through videos, stories, texts, discussions) by restating/retelling main ideas and details about the topic</td>
<td>• Uses a source provided by the teacher to acquire background information</td>
<td>• Identifies key words and ideas that appear in background information and class conversation</td>
<td>• Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest</td>
</tr>
<tr>
<td></td>
<td>• Generates a list of key words for a research-based project with guidance</td>
<td></td>
<td>• Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry</td>
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<tr>
<td></td>
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<td>• Explores problems or questions for which there are multiple answers or no “best” answer</td>
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</table>
## Grades PK - 12 • Priority Skills

### WONDER Standard 1.1

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</thead>
<tbody>
<tr>
<td><strong>Questions and Predicted Answers</strong></td>
<td><strong>Questions and Predicted Answers</strong></td>
<td><strong>Questions and Predicted Answers</strong></td>
<td><strong>Questions and Predicted Answers</strong></td>
</tr>
<tr>
<td>• Asks questions in response to listening to a variety of texts</td>
<td>• Formulates questions for investigation of a topic with guidance</td>
<td>• Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry</td>
<td>• Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue)</td>
</tr>
<tr>
<td>• With help, begins to develop questions to be answered in shared research</td>
<td>• Begins to predict answers to inquiry questions based on background knowledge and beginning observation or experience with help</td>
<td>• Writes questions that would lead to an inquiry independently based on key ideas or areas of focus</td>
<td>• Creates questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives</td>
</tr>
<tr>
<td>• Develops “I wonder” questions with the class while reading or listening to texts about the research topic</td>
<td>• 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</td>
<td>• 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</td>
<td>• Plans inquiry to test hypothesis systematically or gather evidence to validate thesis</td>
</tr>
<tr>
<td>• Develops “I wonder” questions independently while reading or listening to texts about the research topic</td>
<td><strong>Thesis and Hypothesis</strong></td>
<td><strong>Thesis and Hypothesis</strong></td>
<td><strong>Thesis and Hypothesis</strong></td>
</tr>
<tr>
<td><strong>Thesis and Hypothesis</strong></td>
<td></td>
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</tr>
<tr>
<td>• Forms tentative thesis about main ideas with guidance</td>
<td>• Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis</td>
<td>• Plans inquiry to test hypothesis systematically or gather evidence to validate thesis</td>
<td></td>
</tr>
<tr>
<td>• For science topics, forms hypothesis (“if . . . then” statement) that can be “tested” through research or experiment/experience</td>
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</table>
## Grades PK - 12 • Priority Skills

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
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</tr>
<tr>
<td>- Recognizes the library has many different kinds of materials and locates the picture book section</td>
<td>- Identifies major areas of the library (e.g., Dewey areas; genre areas) and what main topics are included in each</td>
<td>- Identifies and uses the organizational structures of a nonfiction book (table of contents, index, and glossary) to locate information</td>
<td>- Begins to use selected search engines to find appropriate information</td>
</tr>
<tr>
<td>- With help, begins to use library labels and ABC arrangement of picture books to locate materials</td>
<td>- Identifies and uses the organizational structures of a nonfiction book (table of contents, index, and glossary) to locate information</td>
<td>- Uses the structure and some navigation tools of a Website to find the most relevant information (menu bars, tabs, buttons, sidebars)</td>
<td>- Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves</td>
</tr>
<tr>
<td>- Identifies facts about a topic, idea, or problem</td>
<td>- Recognizes the systematic way the library organizes fiction and picture books and that fiction books of interest can be located by using that organization</td>
<td>- Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources</td>
<td>- Uses search-engine organizational features (e.g., algorithm determining order of results, differentiation of sponsored content, beginning text, URL) to locate web-based information to answer research questions</td>
</tr>
<tr>
<td>- Recognizes the systematic way the library organizes fiction and picture books and that fiction books of interest can be located by using that organization</td>
<td>- With guidance, uses bookmarked websites to find appropriate information</td>
<td>- Evaluates selects, and uses both primary and secondary sources with attention to perspective and comprehensiveness</td>
<td>- Uses advanced searching strategies (Boolean operators, truncation, domain and format filters, analysis of URLs, relational searching) to broaden and narrow searches and locate appropriate resources</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
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<tr>
<td>- Recognizes that sources can be located in the online catalog by looking up the author, title, or key words</td>
<td>- Searches the online catalog (author, title, and key words) with assistance to locate materials</td>
<td>- Uses pre-selected primary sources to gather information; compares primary and secondary sources on the same topic</td>
<td>- Seeks information from alternative perspectives by browsing the shelves for related books, identifying people and organizations with opposing views, following links to related articles, and conducting additional searches by using key ideas and terms for alternative perspectives</td>
</tr>
<tr>
<td>- Identifies the author or creator of a website</td>
<td>- With guidance, uses bookmarked websites to find appropriate information</td>
<td>- Evaluates print, video, and electronic sources (both primary and secondary) for relevance to the topic and credibility of author/creator/publisher</td>
<td>- Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
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</tr>
<tr>
<td>- Selects information from multiple sources that answers the research questions</td>
<td>- Evaluates quality of information within electronic and print sources for usefulness, currency, authority, and accuracy</td>
<td>- Fact checks and verifies all information communicated through websites and social media</td>
<td>- Evaluates the accuracy, authority, validity, perspective, and bias of sources and information</td>
</tr>
<tr>
<td>- Evaluates quality of information within electronic and print sources for usefulness, currency, authority, and accuracy</td>
<td>- Evaluates quality of information within electronic and print sources for usefulness, currency, authority, and accuracy</td>
<td>- Evaluates the accuracy, authority, validity, perspective, and bias of sources and information</td>
<td>- Reads laterally in the digital environment to discover divergent and conflicting information as well as corroborating information</td>
</tr>
<tr>
<td>- Fact checks and verifies all information communicated through websites and social media</td>
<td>- Evaluates the accuracy, authority, validity, perspective, and bias of sources and information</td>
<td>- Reads laterally in the digital environment to discover divergent and conflicting information as well as corroborating information</td>
<td>- Seeks information from alternative perspectives by browsing the shelves for related books, identifying people and organizations with opposing views, following links to related articles, and conducting additional searches by using key ideas and terms for alternative perspectives</td>
</tr>
</tbody>
</table>
## Grades PK - 12 • Priority Skills

<table>
<thead>
<tr>
<th>PK-2 Priority Skills</th>
<th>3-5 Priority Skills</th>
<th>6-8 Priority Skills</th>
<th>9-12 Priority Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence</strong></td>
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</tr>
<tr>
<td>• Identifies facts about a topic, idea, or problem</td>
<td>• Uses textual and visual elements (title, headings, graphics, photos) to read and comprehend information on websites</td>
<td>• 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</td>
<td>• Evaluates the authority of a source by assessing the credentials and reputation of the author, creator or publisher, date of publication, and length or comprehensiveness</td>
</tr>
<tr>
<td>• Distinguishes between fact and opinion</td>
<td>• Uses navigation tools of pre-selected websites and databases to locate relevant information</td>
<td>• 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)</td>
<td>• Contrasts primary and secondary sources on the topic to determine commonalities and differences in point of view, comprehensiveness, and depth of specific detail</td>
</tr>
<tr>
<td>• Identifies main ideas and key details in a text</td>
<td>• Selects evidence that explicitly answers the research questions with main ideas and details</td>
<td>• Recognizes that own point of view influences the interpretation of information</td>
<td><strong>Sources (con’t)</strong></td>
</tr>
<tr>
<td>• Begins to recognize different points of view of characters in a story</td>
<td>• Makes inferences (with guidance) about the implicit meaning in text to answer research questions and recognizes the difference between explicit and implicit meaning</td>
<td>• Differentiates between important and unimportant details</td>
<td>• Evaluates and selects evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness, and point of view</td>
</tr>
<tr>
<td><strong>Making Sense of Information and Notetaking</strong></td>
<td>• Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view</td>
<td>• Uses both facts and opinions responsibly by identifying and verifying them</td>
<td>• Compares information in diverse sources to corroborate accuracy, resolve conflicting evidence, and balance perspectives</td>
</tr>
<tr>
<td>• With help, finds facts and briefly summarizes them via writing, drawing, or verbalization to answer basic research questions</td>
<td>• Begins to understand that different points of view are presented in nonfiction and that nonfiction does not equate to “true”</td>
<td>• Evaluates the development of an argument or claim and the strength of the supporting and refuting evidence provided within the source</td>
<td>• Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias</td>
</tr>
<tr>
<td>• Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea</td>
<td>• Begins to analyze multiple points of view from multiple sources to determine similarities and differences</td>
<td>• Identifies misconceptions and revises ideas as new information is gained</td>
<td>• Analyzes the impact of point of view, perspective, and purpose on the information provided by a source</td>
</tr>
<tr>
<td><strong>Making Sense of Information and Notetaking</strong></td>
<td>• With help, begins to ask questions about the text during reading or listening</td>
<td>• Provides evidence for logical inferences based on both the explicit and implicit meaning of text</td>
<td>• Analyzes degrees of bias (from slightly slanted perspective to heavily slated propaganda) and the impact of that bias</td>
</tr>
<tr>
<td>• Paraphrases, summarizes information that answers research questions, noting what is fact and what is opinion</td>
<td><strong>Evidence (Con’t)</strong></td>
<td>• Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking)</td>
<td>• Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with the text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites)</td>
</tr>
<tr>
<td>• Uses a variety of strategies to determine important ideas</td>
<td>• Employs reflective notetaking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted</td>
<td>• Compares information in diverse sources based on relevance</td>
<td><strong>Making Sense of Information and Notetaking</strong></td>
</tr>
<tr>
<td>• Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose</td>
<td><strong>Evidence (Con’t)</strong></td>
<td>• 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)</td>
<td>• Differentiates between important and unimportant details</td>
</tr>
<tr>
<td>• Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking)</td>
<td>• Recognizes that own point of view influences the interpretation of information</td>
<td>• Uses both facts and opinions responsibly by identifying and verifying them</td>
<td>• Evaluates the development of an argument or claim and the strength of the supporting and refuting evidence provided within the source</td>
</tr>
<tr>
<td>• Employs reflective notetaking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted</td>
<td>• Provides evidence for logical inferences based on both the explicit and implicit meaning of text</td>
<td>• Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking)</td>
<td>• Compares information in diverse sources based on relevance</td>
</tr>
</tbody>
</table>

**Standard 1.1**

**Evidence**

- Determines the main idea or central theme of a text
- Identifies main ideas and key details in a text
- Distinguishes between fact and opinion
- Identifies facts about a topic, idea, or research question
- Paraphrases, summarizes information
- Differentiates between explicit and implicit information
- Recognizes that own point of view influences the interpretation of information
- Differentiates between important and unimportant details
- Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view

**Making Sense of Information and Notetaking**

- Paraphrases, summarizes information that answers research questions, noting what is fact and what is opinion
- Uses a variety of strategies to determine important ideas
- Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose
- Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking)
- Employs reflective notetaking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted
- 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)
- Recognizes that own point of view influences the interpretation of information
- Differentiates between important and unimportant details
- Uses both facts and opinions responsibly by identifying and verifying them
- Evaluates the development of an argument or claim and the strength of the supporting and refuting evidence provided within the source
- Identifies misconceptions and revises ideas as new information is gained
- Provides evidence for logical inferences based on both the explicit and implicit meaning of text
- Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking)
- Employs reflective notetaking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted
### Grades PK - 12 • Priority Skills

<table>
<thead>
<tr>
<th>INVESTIGATE</th>
<th>Standard 1.1</th>
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<tbody>
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<td>3-5 Priority Skills</td>
</tr>
<tr>
<td>Making Sense of Information and Notetaking</td>
<td></td>
</tr>
<tr>
<td>• Questions and challenges the text while reading or viewing to ensure comprehension and validation of accuracy and authority during the process of gathering information</td>
<td></td>
</tr>
<tr>
<td>• Challenges ideas in text and makes notes of questions to pursue in additional sources.</td>
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</tr>
<tr>
<td>• Takes notes using one or more of a variety of notetaking strategies including reflecting on the information (e.g., graphic organizers, two-column notes, concept maps)</td>
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</tr>
<tr>
<td>• Reflects on notes (perhaps in a reflection column) by asking questions, recording own opinions, challenging, and noting the importance of the idea for the final product</td>
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</tbody>
</table>
### Grades PK - 12 • Priority Skills

<table>
<thead>
<tr>
<th>CONSTRUCT</th>
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<th>3-5 Priority Skills</th>
<th>6-8 Priority Skills</th>
<th>9-12 Priority Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization of Gathered Information</strong></td>
<td>With help, sorts and categorizes “like” and “different” objects</td>
<td>With help, uses common organizational patterns (chronological order, main idea with supporting details) to organize information</td>
<td>Uses common organizational patterns (e.g., chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusion</td>
<td>Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered</td>
</tr>
<tr>
<td></td>
<td>Verbally and physically demonstrates simple organizational skills such as sorting and categorizing objects and information</td>
<td>With help, organizes notes and ideas and develops an outline, mind map, or graphic organizer</td>
<td>Combines information and weighs evidence to draw conclusions and create meaning</td>
<td>Develops a line of argument or claim that incorporates and/or refutes competing interpretations or conflicting evidence with credible evidence</td>
</tr>
<tr>
<td><strong>Interpretations and Conclusions</strong></td>
<td>Participates in discussions to draw conclusions about a topic or story</td>
<td>States the main idea with some supporting details</td>
<td>Interprets information and ideas by defining, classifying, and inferring</td>
<td>Draws clear and appropriate conclusions supported by evidence and examples</td>
</tr>
<tr>
<td></td>
<td>Develops own opinion about a topic with evidence to support the opinion</td>
<td>Identifies facts, details, and inferences that support main ideas</td>
<td>Combines information and weighs evidence to draw conclusions and create meaning</td>
<td>Builds a conceptual framework by synthesizing ideas gathered from multiple sources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Draws conclusions about research including whether a question was answered or not</td>
<td>Forms opinions, judgments, and claims backed up by supporting evidence and clear reasoning</td>
<td>Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning</td>
</tr>
</tbody>
</table>

- **Organization of Gathered Information**
- **Interpretations and Conclusions**

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

- Participates in discussions to draw conclusions about a topic or story
- Develops own opinion about a topic with evidence to support the opinion

- States the main idea with some supporting details
- Identifies facts, details, and inferences that support main ideas
- Draws conclusions about research including whether a question was answered or not
- Draws a conclusion about the main idea with evidence to support that conclusion
- Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up

- Interprets information and ideas by defining, classifying, and inferring
- Combines information and weighs evidence to draw conclusions and create meaning
- Forms opinions, judgments, and claims backed up by supporting evidence and clear reasoning

- Draws clear and appropriate conclusions supported by evidence and examples
- Builds a conceptual framework by synthesizing ideas gathered from multiple sources
- Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning
<table>
<thead>
<tr>
<th>EXPRESS</th>
<th>Standard 1.1</th>
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</thead>
<tbody>
<tr>
<td><strong>PK-2 Priority Skills</strong></td>
<td><strong>3-5 Priority Skills</strong></td>
</tr>
<tr>
<td><strong>Organization for Expression</strong></td>
<td><strong>Organization for Expression</strong></td>
</tr>
<tr>
<td>• Organizes information by main ideas and important details</td>
<td>• 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</td>
</tr>
<tr>
<td><strong>Product and Presentation</strong></td>
<td><strong>Product and Presentation</strong></td>
</tr>
<tr>
<td>• Draws a picture to illustrate a response to a story</td>
<td>• Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian</td>
</tr>
<tr>
<td>• Uses emergent writing and drawing to express facts and simple answers to questions</td>
<td>• Understands concept of “audience”; determines audience before choosing format and creating product</td>
</tr>
<tr>
<td>• Uses writing process, emergent writing, and drawing to develop expression of new understandings</td>
<td>• Presents information clearly so that main points are evident</td>
</tr>
<tr>
<td>• Presents researched information in a variety of ways (e.g., art, music, poetry, movement, verbally, and/or written language)</td>
<td>• Presents information clearly so that main points and supporting evidence are readily understood by audience</td>
</tr>
<tr>
<td>• Recognizes the difference between own drawing or creation and someone else’s drawing or creation</td>
<td>• Assesses and revises own work based on teacher-provided criteria</td>
</tr>
<tr>
<td>• Recognizes the difference between own ideas and ideas of others</td>
<td>• Modifies and revises own work based on feedback from teacher and peers</td>
</tr>
<tr>
<td>• Makes a list of the source(s) used with title and author</td>
<td>• Provides a bibliography of all sources used according to model provided by teacher</td>
</tr>
<tr>
<td>REFLECT</td>
<td>Standard 1.1</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>PK-2 Priority Skills</strong></td>
<td><strong>9-12 Priority Skills</strong></td>
</tr>
<tr>
<td>Assessment of Learning Experience</td>
<td>Assessment of Learning Experience</td>
</tr>
<tr>
<td>• Asks, “What do I wonder about now?”</td>
<td>• Identifies and evaluates the importance of features for a good product,</td>
</tr>
<tr>
<td>Assessment of Personal Strengths</td>
<td>presentation, and engagement in the process of inquiry</td>
</tr>
<tr>
<td>• Identifies own strengths in listening,</td>
<td>• Reflects on own emotional and intellectual experience through the</td>
</tr>
<tr>
<td>reading, and learning</td>
<td>process of inquiry</td>
</tr>
<tr>
<td>• Identifies own strengths and sets a goal</td>
<td>Assessment of Personal Strengths</td>
</tr>
<tr>
<td>for improvement</td>
<td>• Identifies own strengths and sets goals about specific ways to improve in</td>
</tr>
<tr>
<td></td>
<td>the future</td>
</tr>
<tr>
<td></td>
<td>Assessment of Personal Strengths</td>
</tr>
<tr>
<td></td>
<td>• Identifies own strengths (academic, social, and emotional) and sets goals</td>
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<tr>
<td></td>
<td>for improvement</td>
</tr>
<tr>
<td></td>
<td>Assessment of Personal Strengths</td>
</tr>
<tr>
<td></td>
<td>• Identifies own strengths and sets goals for improvement</td>
</tr>
<tr>
<td></td>
<td>Assessment of Learning Experience</td>
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<td></td>
<td>• Identifies the important features for a good product and presentation</td>
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<td>• Reflects on new understandings,</td>
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<td>the effectiveness of the product and presentation, and the experience of the</td>
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<td>process of inquiry</td>
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<td>Assessment of Personal Strengths</td>
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<td>• Identifies own strengths and sets goals for improvement</td>
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<td>Assessment of Learning Experience</td>
<td>Assessment of Learning Experience</td>
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<tr>
<td>• Asks, “What do I wonder about now?”</td>
<td>• Identifies and evaluates the importance of features for a good product,</td>
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<tr>
<td>Assessment of Personal Strengths</td>
<td>presentation, and engagement in the process of inquiry</td>
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<tr>
<td>• Identifies own strengths in listening,</td>
<td>• Reflects on own emotional and intellectual experience through the</td>
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<tr>
<td>reading, and learning</td>
<td>process of inquiry</td>
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<tr>
<td>• Identifies own strengths and sets a goal</td>
<td>Assessment of Personal Strengths</td>
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<td>for improvement</td>
<td>• Identifies own strengths and sets goals for improvement</td>
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<td>the effectiveness of the product and presentation, and the experience of the</td>
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<td>Assessment of Personal Strengths</td>
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<td>• Identifies own strengths and sets goals for improvement</td>
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</table>

*Grades PK - 12 • Priority Skills*
Grades PK - 12 • Priority Skills

Anchor Standard I • Standard 1.2

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

<table>
<thead>
<tr>
<th>PK-2 Priority Skills</th>
<th>3-5 Priority Skills</th>
<th>6-8 Priority Skills</th>
<th>9-12 Priority Skills</th>
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</thead>
<tbody>
<tr>
<td>Design Thinking</td>
<td>Design Thinking</td>
<td>Design Thinking</td>
<td>Design Thinking</td>
</tr>
<tr>
<td>• Uses resources and active-learning activities provided by the teacher for learning-driven play</td>
<td>• 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</td>
<td>• Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement</td>
<td>• Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement</td>
</tr>
<tr>
<td>• Uses resources and active-learning activities provided by the teacher to investigate new ideas or solve problems through play</td>
<td>• 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</td>
<td>• Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, coding, video and audio production)</td>
<td>• Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, hack-a-thons, coding camps, video production centers)</td>
</tr>
<tr>
<td>• Engages actively with a small group in trying out a solution, looking at the results, and making changes to improve the results</td>
<td>• 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</td>
<td>• 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</td>
<td>• Publishes or presents the solution/model (to an authentic audience if possible) with evidence or line of reasoning about the expected impact</td>
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<tr>
<td>• 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</td>
<td>• 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</td>
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</table>
# Anchor Standard II • Standard 2.1

**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.

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<tr>
<th>PK-2 Priority Skills</th>
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<th>6-8 Priority Skills</th>
<th>9-12 Priority Skills</th>
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<tbody>
<tr>
<td><strong>Response to Literature</strong></td>
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<tr>
<td>Participates in discussions about stories and other texts that have been read aloud</td>
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<tr>
<td>Retells a story with the correct sequence of events using words and pictures</td>
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<tr>
<td>Draws and shares conclusions about main idea of a story</td>
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<tr>
<td>Compares characters in two different stories, or plots in two stories by same author</td>
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<tr>
<td><strong>Visual Literacy</strong></td>
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<tr>
<td>Gathers information from illustrations and text features</td>
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<tr>
<td><strong>Media Literacy</strong></td>
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<tr>
<td>Identifies main ideas, facts, details, and opinions expressed through media other than print</td>
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<tr>
<td><strong>Response to Literature</strong></td>
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<tr>
<td>Discusses the main idea or theme of a story</td>
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<tr>
<td>Explains the meaning of illustrations and what they add to the words of a story</td>
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<tr>
<td>Uses evidence from stories to discuss characters, setting, plot, time, and place</td>
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<tr>
<td>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</td>
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<tr>
<td><strong>Visual Literacy</strong></td>
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<tr>
<td>Analyzes information presented visually through illustrations, photographs, diagrams, or maps to determine main ideas and compare to ideas presented in printed text</td>
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<tr>
<td><strong>Media Literacy</strong></td>
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<tr>
<td>Evaluates a media source for accuracy and purpose</td>
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<tr>
<td>Evaluates the effect of different media elements (e.g., pace, visuals, color) on the overall impact of the media source</td>
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<tr>
<td><strong>Response to Literature</strong></td>
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<tr>
<td>Participates in literary discussions, special literary programs, and book clubs</td>
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<tr>
<td>Visual Literacy</td>
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<tr>
<td>Analyzes visual text (e.g., charts, graphs, photographs, videos, timelines, maps) to gather information and draw inferences about meaning</td>
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<tr>
<td><strong>Media Literacy</strong></td>
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<tr>
<td>Evaluates the impact of media by looking at the use of the language of the medium (e.g., use of color, pace, perspective, visuals)</td>
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<tr>
<td>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)</td>
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<tr>
<td><strong>Response to Literature</strong></td>
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<tr>
<td>Shares reading experiences and responses to literature in multiple ways (e.g., face-to-face conversations, technology presentations, posters, creative products)</td>
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<tr>
<td>Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information)</td>
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<tr>
<td>Visual Literacy</td>
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<tr>
<td>Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas, supporting details, point of view, and both explicit and implicit meaning</td>
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<tr>
<td>Interprets and evaluates visuals based on content analysis, visual analysis, contextual information, image source, and technical quality</td>
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### Grades PK - 12 • Priority Skills

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<td><strong>Standard 2.1</strong></td>
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<tr>
<td><strong>Media Literacy</strong></td>
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<tr>
<td>• Identifies misinformation or biased information by analyzing and evaluating the motivations and creators of the false or misleading information (e.g., profit, political motives, influence, point of view, social bots)</td>
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<tr>
<td>• Uses social media (e.g., Wikipedia, Twitter, YouTube, online blogs) responsibly for the exchange of information and ideas by fact-checking the information, avoiding the spread of misinformation, engaging in interactions around fact-based information, and respecting and thoughtfully responding to the ideas of others</td>
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</table>

“Man’s mind, once stretched by a new idea, never regains its original dimensions.”

— Oliver Wendell Holmes
**Anchor Standard II • Standard 2.2**

**Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas**

“We are readers, writers, and creators in multiple formats.”

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

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</table>
| **Multiple Literacy Presentation**  
* Creates and delivers presentation with attention to quality of content, effective use of tool, and self-confidence and effectiveness of delivery  | **Multiple Literacy Presentation**  
* Develops the skills of public speaking (e.g., clear delivery, eye contact, body language, voice, pace)  
* Determines the purpose and intended audience of a media presentation  
* 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  
* Matches language of presentation with audience, purpose, complexity of the content, and intended impact  | **Multiple Literacy Presentation**  
* Retrieves and uses images, sound, and visual media according to ethical and legal standards  
* Assesses and revises own products by using the criteria of clarity, accuracy, relevance, sufficiency, logic, depth, and breadth  
* Delivers presentations to authentic audiences and peers with self-confidence, clarity, attention to the intended impact on the audience, and an “expert” or “professional” stance |
### Anchor Standard III • Standard 3.1

**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.

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<tbody>
<tr>
<td><strong>Learning from Diverse and Credible Points of View</strong></td>
<td><strong>Learning from Diverse and Credible Points of View</strong></td>
<td><strong>Learning from Diverse and Credible Points of View</strong></td>
<td><strong>Learning from Diverse and Credible Points of View</strong></td>
</tr>
<tr>
<td>- Listens and responds to multicultural texts from various genres</td>
<td>- Verifies information that is presented as “the truth”</td>
<td>- Evaluates and compares the authority, credibility, and accuracy of information</td>
<td>- Engages in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of social-media format on information, and actively seeking multiple perspectives</td>
</tr>
<tr>
<td>- Compares folktales or stories from different cultures</td>
<td>- Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and cultural perspectives</td>
<td>- Identifies and challenges misinformation and own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives</td>
<td>- Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos)</td>
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<tr>
<td><strong>Civic Reasoning</strong></td>
<td><strong>Civic Reasoning</strong></td>
<td><strong>Civic Reasoning</strong></td>
<td><strong>Civic Reasoning</strong></td>
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<tr>
<td>- 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</td>
<td>- Engages in conversations with peers to exchange ideas and information about social and civic issues</td>
<td>- Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others</td>
<td>- Demonstrates tolerance for different viewpoints</td>
</tr>
<tr>
<td>- Listens and responds to multicultural texts from various genres</td>
<td>- Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and cultural perspectives</td>
<td>- Identifies and challenges misinformation and own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives</td>
<td>- Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos)</td>
</tr>
<tr>
<td>- Listens carefully to the reasoning and ideas of others, engages in a discussion, and changes own opinion when those ideas have merit</td>
<td>- Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos)</td>
<td>- Demonstrates tolerance for different viewpoints</td>
<td>- Demonstrates tolerance for different viewpoints</td>
</tr>
<tr>
<td>- Demonstrates respect for the principles of equitable access to information by curating and sharing valid and authoritative sources with classmates</td>
<td>- Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos)</td>
<td>- Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others</td>
<td>- Engages in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of social-media format on information, and actively seeking multiple perspectives</td>
</tr>
<tr>
<td>- Expresses own opinion in an appropriate manner, even when the opinion differs from the ideas of others</td>
<td>- Engages in conversations with peers to exchange ideas and information about social and civic issues</td>
<td>- Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others</td>
<td>- Demonstrates tolerance for different viewpoints</td>
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### Anchor Standard III • Standard 3.2

**Anchor Standard III: Social and Civic Responsibility**

**Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship “We are Citizens”**

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

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<tbody>
<tr>
<td>Collaboration</td>
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<tr>
<td>• Participates in collaborative conversations with peers and adults to share ideas and information</td>
<td>• Actively contributes to group discussions</td>
<td>• Expresses own ideas clearly and builds on the ideas of others</td>
<td>• Curates and shares valuable resources with peers</td>
</tr>
<tr>
<td>• Works collaboratively with a small group using technology for research to meet information needs</td>
<td>• Works with a group to do research, share results and resources, discuss issues, make decisions, and create learning products</td>
<td>• Engages effectively in collaborative discussions with diverse groups</td>
<td>• Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences</td>
</tr>
<tr>
<td>• Respects the ideas of others by listening carefully to them and responding to their ideas</td>
<td>• Actively solicits and listens with an open mind to the opinions and ideas of others</td>
<td>• Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences</td>
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<tr>
<td>• Contributes to group media project to communicate ideas to classmates, families, and others</td>
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<tr>
<td>• Participates in shared research and exploration about a topic</td>
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<tr>
<td>• Acknowledges the ideas of others and connects them to own ideas when participating in discussions and group learning opportunities</td>
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## Anchor Standard III • Standard 3.3

**Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship “We are Citizens”**

**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.

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<th>9-12 Priority Skills</th>
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</thead>
</table>
| **Intellectual Property Rights**
  - Credits authors and resources for information that was used or shared
  - Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences
| **Intellectual Property Rights**
  - Uses strategies to avoid plagiarizing by summarizing, paraphrasing, quoting, and crediting the information used
| **Intellectual Property Rights**
  - 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)
| **Intellectual Property Rights**
  - Demonstrates respect for copyright, fair use, creative commons, and attribution of information and images and acquires permission from creator when necessary
| **Safe and Ethical Use of Technology**
  - Creates and uses effective username that protects private information
  - Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to the use of technology
  - Identifies behaviors that are examples of cyberbullying and demonstrates effective responses
| **Safe and Ethical Use of Technology**
  - Demonstrates basic cybersafety (strong passwords, privacy, accessing appropriate sites)
  - Demonstrates basic netiquette behavior by interacting respectfully with others and contributing to a positive online community
  - Engages in positive online behavior by dealing with cyberbullying, recognizing and avoiding stereotypes, and selecting appropriate sites only
| **Safe and Ethical Use of Technology**
  - Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly
  - Checks the validity of all information and avoids the spread of misinformation on social media
  - Demonstrates understanding of a digital footprint and constructs own footprint accordingly
  - Observes Internet safety procedures, including safeguarding personal information and equipment
| **Safe and Ethical Use of Technology**
  - Abides by the Acceptable Use Policy in all respects
  - Demonstrates netiquette behavior by respecting others; using appropriate language, images and emoticons; thinking before sending or forwarding messages; creating safe screen names; and challenging cyberbullying
  - 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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*Grades PK - 12 • Priority Skills*
**Grades PK - 12 • Priority Skills**

**Anchor Standard IV • Standard 4.1**

**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.

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</table>
| **Personal Exploration and Independent Reading and Learning**  
- Develops and pursues personal curiosity  
- Requests/chooses materials related to personal interests  
- Engages in simple and independent inquiry to find answers to questions  
- Selects fiction and nonfiction books or media to read and enjoy on own |
| **Personal Exploration and Independent Reading and Learning**  
- Demonstrates motivation to read and learn on own  
- Identifies favorite authors, genres, and topics and explores them on own  
- Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge |
| **Personal Exploration and Independent Reading and Learning**  
- Sets reading goals and reads independently  
- Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level  
- Explores opportunities to prepare for the future, including higher education, career training, vocational training |
| **Personal Exploration and Independent Reading and Learning**  
- Identifies social media contexts that are of personal interest, determines the content and “rules of engagement” for each, joins or accesses each appropriately (e.g., finding people to follow on Twitter), and uses communication strategies appropriate for each context  
- Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career  
- Uses information and technology to address personal issues and investigate opportunities for the future, including higher education, career training, vocational training |

**Social and Emotional Growth**  
- Respects personal space and the boundaries of others [social awareness]  
- Displays compassion and acceptance for others in class conversations and responses to diverse texts [relationship skills]  
- Develops and displays empathy for others by recognizing why they are behaving and speaking in a certain way [social awareness]  
- Displays resiliency by responding to feedback or failure and revising own work [self-awareness]  
- Identifies and empathizes with the perspectives of others [social awareness]  
- Forms positive relationships with peers [relationship skills]  
- Identifies and respects cultural differences and diverse opinions [social awareness]  
- Sets reading and learning goals and perseveres to achieve those goals [self-management]  
- Reflects on own social and emotional strengths and challenges [self-awareness]  
- Builds trusting relationship with diverse peers and adults through collaboration and communication [relationship skills]  
- Demonstrates respect for diverse people and perspectives [social awareness]  
- 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]  
- Reflects on own social and emotional strengths and challenges [self-awareness]  
- Develops a growth mindset by identifying own strengths and preferences in terms of future career [self-awareness]  
- Displays resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [responsible decision-making]
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<td><strong>Social and Emotional Growth</strong>&lt;br&gt;• Develops interpersonal skills to build trusting relationships with diverse peers and adults through collaboration and communication [relationship skills]&lt;br&gt;• Demonstrates respect and empathy for diverse people and perspectives [social awareness]&lt;br&gt;• Develops a growth mindset [self-management]&lt;br&gt;• Demonstrates leadership and self-confidence by facilitating collaborative decision making and problem solving based on assessment of the current situation, feedback from others, and consideration of own ethical and social responsibilities [responsible decision-making]</td>
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</tbody>
</table>
### Anchor Standard IV • Standard 4.2

**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 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

<table>
<thead>
<tr>
<th>PK-2 Priority Skills</th>
<th>3-5 Priority Skills</th>
<th>6-8 Priority Skills</th>
<th>9-12 Priority Skills</th>
</tr>
</thead>
</table>
| **Self-Identity and Confidence**  
- Reflects on own feelings and behaviors to figure out personal strengths and preferences  
- Expresses own ideas and feelings to others in a respectful and appropriate way  
- Actively engages in conversations with others by contributing own ideas and displaying confidence in own reasoning and opinions  
- Asks others for clarification of their ideas and offers own ideas during conversations and discussions | **Self-Identity and Confidence**  
- Displays self-confidence in forming and sharing own opinion and ideas  
- Recognizes multiple facets of own personal identity  
- Exhibits effective skills in sharing knowledge gained through personal and academic pursuits | **Self-Identity and Confidence**  
- Exhibits effective skills in sharing knowledge gained through personal and academic pursuits  
- Develops aspects of personal identity that are the most satisfying, identity-confirming, and culturally responsive  
- 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 | **Self-Identity and Confidence**  
- Displays self-confidence in forming and sharing own opinion and ideas and questioning ideas that are different from or conflict with own  
- Displays self-confidence in own ability to take risks in learning, fail, learn from failure, and change approach, conclusions, or opinions based on new or more accurate information |

**Commitment to Act**

- Takes a leadership role in collaborative groups

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**Grades PK - 12 • Priority Skills**
EMPIRE STATE INFORMATION FLUENCY CONTINUUM

Priority Skills

Grades PK - 2
Grade PK - 2 • Priority Skills

Anchor Standard I • Standard 1.1

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 and Prior Knowledge
- Expresses curiosity about topics of personal interest or curricular focus
- Connects ideas to own interests
- Shares what is known about the general topic to elicit and make connections to prior knowledge

Background and Key Words
- Responds to background information (delivered through videos, stories, texts, discussions) by restating/retelling main ideas and details about the topic

WONDER

Questions and Predicted Answers
- Asks questions in response to listening to a variety of texts
- With help, begins to develop questions to be answered in shared research
- Develops “I wonder” questions with the class while reading or listening to texts about the research topic
- Develops “I wonder” questions independently while reading or listening to texts about the research topic

INVESTIGATE

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

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

Evidence
- Identifies facts about a topic, idea, or problem
- Distinguishes between fact and opinion
- Identifies main ideas and key details in a text
- Begins to recognize different points of view of characters in a story

Making Sense of Information and Notetaking
- With help, finds facts and briefly summarizes them via writing, drawing, or verbalization to answer basic research questions
- Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea
CONSTRUCT

Organization of Gathered Information
• With help, sorts and categorizes “like” and “different” objects
• Verbally and physically demonstrates simple organizational skills such as sorting and categorizing objects and information
• Sorts books by fiction vs. nonfiction

Interpretations and Conclusions
• Participates in discussions to draw conclusions about a topic or story
• Develops own opinion about a topic with evidence to support the opinion

EXPRESS

Organization for Expression
• Organizes information by main ideas and important details

Product and Presentation
• Draws a picture to illustrate a response to a story
• Uses emergent writing and drawing to express facts and simple answers to questions
• Uses writing process, emergent writing, and drawing to develop expression of new understandings
• Presents researched information in a variety of ways (e.g., art, music, poetry, movement, verbally, and/or written language)
• Recognizes the difference between own drawing or creation and someone else’s drawing or creation
• Recognizes the difference between own ideas and ideas of others
• Makes a list of the source(s) used with title and author

REFLECT

Assessment of Learning Experience
• Asks, “What do I wonder about now?”

Assessment of Personal Strengths
• Identifies own strengths in listening, reading, and learning
• Identifies own strengths and sets a goal for improvement
Design Thinking

- Uses resources and active-learning activities provided by the teacher for learning-driven play
- Uses resources and active-learning activities provided by the teacher to investigate new ideas or solve problems through play
- Engages actively with a small group in trying out a solution, looking at the results, and making changes to improve the results
- 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

Response to Literature

- Participates in discussions about stories and other texts that have been read aloud
- Retells a story with the correct sequence of events using words and pictures
- Draws and shares conclusions about main idea of a story
- Compares characters in two different stories, or plots in two stories by same author

Visual Literacy

- Gathers information from illustrations and text features

Media Literacy

- Identifies main ideas, facts, details, and opinions expressed through media other than print
**Anchor Standard II • Standard 2.2**

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

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

No Standards to Report

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**Anchor Standard III • Standard 3.1**

**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.

**Learning from Diverse and Credible Points of View**

- Listens and responds to multicultural texts from various genres
- Compares folktales or stories from different cultures

**Civic Reasoning**

- 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

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**Anchor Standard III • Standard 3.2**

**Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship “We are citizens.”**

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

**Collaboration**

- Participates in collaborative conversations with peers and adults to share ideas and information
- Works collaboratively with a small group using technology for research to meet information needs
- Respects the ideas of others by listening carefully to them and responding to their ideas
- Contributes to group media project to communicate ideas to classmates, families, and others
- Participates in shared research and exploration about a topic
- Acknowledges the ideas of others and connects them to own ideas when participating in discussions and group learning opportunities
### Anchor Standard III  •  Standard 3.3

**Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship**

**“We are citizens.”**

- 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.

**Intellectual Property Rights**

- Credits authors and resources for information that was used or shared
- Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences

**Safe and Ethical Use of Technology**

- Creates and uses effective username that protects private information
- Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to the use of technology
- Identifies behaviors that are examples of cyberbullying and demonstrates effective responses

### Anchor Standard IV  •  Standard 4.1

**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**

- Develops and pursues personal curiosity
- Requests/chooses materials related to personal interests
- Engages in simple and independent inquiry to find answers to questions
- Selects fiction and nonfiction books or media to read and enjoy on own

**Social and Emotional Growth**

- Respects personal space and the boundaries of others [social awareness]
- Displays compassion and acceptance for others in class conversations and responses to diverse texts [relationship skills]
- Develops and displays empathy for others by recognizing why they are behaving and speaking in a certain way [social awareness]
- Displays resiliency by responding to feedback or failure and revising own work [self-awareness]
Anchor Standard IV • Standard 4.2


“We are confident, independent learners.”

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.

Self-Identity and Confidence

• Reflects on own feelings and behaviors to figure out personal strengths and preferences
• Expresses own ideas and feelings to others in a respectful and appropriate way
• Actively engages in conversations with others by contributing own ideas and displaying confidence in own reasoning and opinions
• Asks others for clarification of their ideas and offers own ideas during conversations and discussions
EMPIRE STATE INFORMATION FLUENCY CONTINUUM

Priority Skills

Grades 3 - 5
### Anchor Standard I • Standard 1.1

**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 and Prior Knowledge**
- Identifies aspects of the broad topic that would be important and interesting to pursue through inquiry

**Background and Key Words**
- Uses a source provided by the teacher to acquire background information
- Generates a list of key words for a research-based project with guidance

#### WONDER

**Questions and Predicted Answers**
- Formulates questions for investigation of a topic with guidance
- Begins to predict answers to inquiry questions based on background knowledge and beginning observation or experience with help
- 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

**Thesis and Hypothesis**
- Forms tentative thesis about main ideas with guidance
- For science topics, forms hypothesis ("if . . .then” statement) that can be “tested” through research or experiment/experience
INVESTIGATE

Organization
- Identifies major areas of the library (e.g., Dewey areas; genre areas) and what main topics are included in each
- Identifies and uses the organizational structures of a nonfiction book (table of contents, index, and glossary) to locate information

Sources
- Searches the online catalog (author, title, and key words) with assistance to locate materials
- With guidance, uses bookmarked websites to find appropriate information
- Uses pre-selected primary sources to gather information; compares primary and secondary sources on the same topic
- Evaluates print, video, and electronic sources (both primary and secondary) for relevance to the topic and credibility of author/creator/publisher
- Selects and uses an appropriate print, video, or electronic source to answer questions

Evidence
- Uses textual and visual elements (title, headings, graphics, photos) to read and comprehend information on websites
- Uses navigation tools of pre-selected websites and databases to locate relevant information
- Selects evidence that explicitly answers the research questions with main ideas and details
- Makes inferences (with guidance) about the implicit meaning in text to answer research questions and recognizes the difference between explicit and implicit meaning
- Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view
- Begins to understand that different points of view are presented in nonfiction and that nonfiction does not equate to “true”
- Begins to analyze multiple points of view from multiple sources to determine similarities and differences
- With help, begins to ask questions about the text during reading or listening

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

CONSTRUCT

Organization of Gathered Information
- With help, uses common organizational patterns (chronological order, main idea with supporting details) to organize information
- With help, organizes notes and ideas and develops an outline, mind map, or graphic organizer

Interpretations and Conclusions
- States the main idea with some supporting details
- Identifies facts, details, and inferences that support main ideas
- Draws conclusions about research including whether a question was answered or not
- Draws a conclusion about the main idea with evidence to support that conclusion
- Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up
Grade 3 - 5 • Priority Skills

**EXPRESS**

**Organization for Expression**
- 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

**Product and Presentation**
- Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian
- Understands concept of “audience”; determines audience before choosing format and creating product
- Presents information clearly so that main points are evident
- Presents information clearly so that main points and supporting evidence are readily understood by audience
- Assesses and revises own work based on teacher-provided criteria
- Modifies and revises own work based on feedback from teacher and peers
- Provides a bibliography of all sources used according to model provided by teacher

**REFLECT**

**Assessment of Learning Experience**
- Identifies the important features for a good product and presentation
- Reflects on new understandings, the effectiveness of the product and presentation, and the experience of the process of inquiry

**Assessment of Personal Strengths**
- Identifies own strengths and sets goals for improvement
Grade 3 - 5 • Priority Skills

Anchor Standard I • Standard 1.2

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 1.2: 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
• 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
• 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
• 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

Anchor Standard II • Standard 2.1

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.

Response to Literature
• Discusses the main idea or theme of a story
• Explains the meaning of illustrations and what they add to the words of a story
• Uses evidence from stories to discuss characters, setting, plot, time, and place
• 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

Visual Literacy
• Analyzes information presented visually through illustrations, photographs, diagrams, or maps to determine main ideas and compare to ideas presented in printed text

Media Literacy
• Evaluates a media source for accuracy and purpose
• Evaluates the effect of different media elements (e.g., pace, visuals, color) on the overall impact of the media source
**Anchor Standard II • Standard 2.2**

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

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

**Multiple Literacy Presentation**
- Creates and delivers presentation with attention to quality of content, effective use of tool, and self-confidence and effectiveness of delivery

**Anchor Standard III • Standard 3.1**

**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.

**Learning from Diverse and Credible Points of View**
- Verifies information that is presented as “the truth”
- Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and cultural perspectives

**Civic Reasoning**
- Engages in conversations with peers to exchange ideas and information about social and civic issues
- Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others
### Anchor Standard III • Standard 3.2

**Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship “We are citizens.”**

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

**Collaboration**
- Actively contributes to group discussions
- Works with a group to do research, share results and resources, discuss issues, make decisions, and create learning products
- Actively solicits and listens with an open mind to the opinions and ideas of others

### Anchor Standard III • Standard 3.3

**Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship “We are citizens.”**

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.

**Intellectual Property Rights**
- Uses strategies to avoid plagiarizing by summarizing, paraphrasing, quoting, and crediting the information used

**Safe and Ethical Use of Technology**
- Demonstrates basic cybersafety (strong passwords, privacy, accessing appropriate sites)
- Demonstrates basic netiquette behavior by interacting respectfully with others and contributing to a positive online community
- Engages in positive online behavior by dealing with cyberbullying, recognizing and avoiding stereotypes, and selecting appropriate sites only
**Anchor Standard IV • Standard 4.1**

**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**
- Demonstrates motivation to read and learn on own
- Identifies favorite authors, genres, and topics and explores them on own
- Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge

**Social and Emotional Growth**
- Identifies and empathizes with the perspectives of others [social awareness]
- Forms positive relationships with peers [relationship skills]
- Identifies and respects cultural differences and diverse opinions [social awareness]
- Sets reading and learning goals and perseveres to achieve those goals [self-management]
- Reflects on own social and emotional strengths and challenges [self-awareness]

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**Anchor Standard IV • Standard 4.2**

**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 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

**Self-Identity and Confidence**
- Displays self-confidence in forming and sharing own opinion and ideas
- Recognizes multiple facets of own personal identity
- Exhibits effective skills in sharing knowledge gained through personal and academic pursuits
EMPIRE STATE INFORMATION FLUENCY CONTINUUM

Priority Skills

Grades 6 - 8
CONNECT

Interest and Prior Knowledge
- States and verifies what is known about the problem or question and makes connections to prior knowledge

Background and Key Words
- Identifies key words and ideas that appear in background information and class conversation

Topic
- Revises the topic as needed to arrive at a manageable topic for a given research situation

WONDER

Questions and Predicted Answers
- Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry
- Writes questions that would lead to an inquiry independently based on key ideas or areas of focus
- Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison)

Thesis and Hypothesis
- Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis
INVESTIGATE

Sources
- Begins to use selected search engines to find appropriate information
- Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves
- Uses the structure and some navigation tools of a Website to find the most relevant information (menu bars, tabs, buttons, sidebars)
- Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources
- Evaluates, selects, and uses both primary and secondary sources with attention to perspective and comprehensiveness
- Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information

Evidence
- Selects information from multiple sources that answers the research questions
- Evaluates quality of information within electronic and print sources for usefulness, currency, authority, and accuracy
- Fact checks and verifies all information communicated through websites and social media
- Evaluates the accuracy, authority, validity, perspective, and bias of sources and information
- Reads laterally in the digital environment to discover divergent and conflicting information as well as corroborating information
- 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
- 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)
- Recognizes that own point of view influences the interpretation of information

Making Sense of Information and Notetaking
- Differentiates between important and unimportant details
- Uses both facts and opinions responsibly by identifying and verifying them
- Evaluates the development of an argument or claim and the strength of the supporting and refuting evidence provided within the source
- Identifies misconceptions and revises ideas as new information is gained
- Provides evidence for logical inferences based on both the explicit and implicit meaning of text
- Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking)
- Employs reflective notetaking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted
**CONSTRUCT**

**Organization of Gathered Information**
- Uses common organizational patterns (e.g., chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions

**Interpretations and Conclusions**
- Interprets information and ideas by defining, classifying, and inferring
- Combines information and weighs evidence to draw conclusions and create meaning
- Forms opinions, judgments, and claims backed up by supporting evidence and clear reasoning

**EXPRESS**

**Organization for Expression**
- Develops a line of argument or claim with a line of reasoning, clear supporting evidence, and attention to refuting counter arguments and claims

**Product and Presentation**
- Presents conclusions and supporting facts in a variety of ways
- Creates products for authentic reasons and audiences
- Cites all sources used according to local style formats

**REFLECT**

**Assessment of Learning Experience**
- Identifies and evaluates the importance of features for a good product, presentation, and engagement in the process of inquiry
- Reflects on own emotional and intellectual experience through the process of inquiry

**Assessment of Personal Strengths**
- Identifies own strengths (academic, social, and emotional) and sets goals for improvement
Anchor Standard I • Standard 1.2

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 1.2: 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
- Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement
- Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, coding, video and audio production)
- 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

Anchor Standard II • Standard 2.1

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.

Response to Literature
- Participates in literary discussions, special literary programs, and book clubs

Visual Literacy
- Analyzes visual text (e.g., charts, graphs, photographs, videos, timelines, maps) to gather information and draw inferences about meaning

Media Literacy
- Evaluates the impact of media by looking at the use of the language of the medium (e.g., use of color, pace, perspective, visuals)
- 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)
**Anchor Standard II • Standard 2.2**

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

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

**Multiple Literacy Presentation**

- Develops the skills of public speaking (e.g., clear delivery, eye contact, body language, voice, pace)
- Determines the purpose and intended audience of a media presentation
- 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
- Matches language of presentation with audience, purpose, complexity of the content, and intended impact

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**Anchor Standard III • Standard 3.1**

**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.

**Learning from Diverse and Credible Points of View**

- Evaluates and compares the authority, credibility, accuracy (by fact-checking), and point of view of all sources of information
- Identifies and challenges misinformation and own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives
- Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, blogs, tweets, viral videos)

**Civic Reasoning**

- Expresses own opinion in an appropriate manner, even when the opinion differs from the ideas of others
- Demonstrates respect for the principles of equitable access to information by curating and sharing valid and authoritative sources with classmates
- Listens carefully to the reasoning and ideas of others, engages in a discussion, and changes own opinion when those ideas have merit
Anchor Standard III • Standard 3.2

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship “We are citizens.”

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

Collaboration
• Expresses own ideas clearly and builds on the ideas of others
• Engages effectively in collaborative discussions with diverse groups
• Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences

Anchor Standard III • Standard 3.3

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship “We are citizens.”

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.

Intellectual Property Rights
• 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)

Safe and Ethical Use of Technology
• Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly
• Checks the validity of all information and avoids the spread of misinformation on social media
• Demonstrates understanding of a digital footprint and constructs own footprint accordingly
• Observes Internet safety procedures, including safeguarding personal information and equipment
**Anchor Standard IV • Standard 4.1**

**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**
- Sets reading goals and reads independently
- Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level
- Explores opportunities to prepare for the future, including higher education, career training, vocational training

**Social and Emotional Growth**
- Builds trusting relationship with diverse peers and adults through collaboration and communication [relationship skills]
- Demonstrates respect for diverse people and perspectives [social awareness]
- 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]
- Develops a growth mindset by identifying own strengths and preferences in terms of future career [self-awareness]
- Displays resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [responsible decision-making]

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**Anchor Standard IV • Standard 4.2**

**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 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

**Self-Identity and Confidence**
- Exhibits effective skills in sharing knowledge gained through personal and academic pursuits
- Develops aspects of personal identity that are the most satisfying, identity-confirming, and culturally responsive
- 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

**Commitment to Act**
- Takes a leadership role in collaborative groups
EMPIRE STATE INFORMATION FLUENCY CONTINUUM

Priority Skills

Grades 9 - 12
Anchor Standard I • Standard 1.1

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

Background and Key Words
• Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research
• Gathers context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sources

Topic
• Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest
• Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry
• Explores problems or questions for which there are multiple answers or no “best” answer

WONDER

Questions and Predicted Answers
• Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue)
• Creates questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives

Thesis and Hypothesis
• Plans inquiry to test hypothesis systematically or gather evidence to validate thesis
**Grade 9 - 12 • Priority Skills**

**INVESTIGATE**

**Sources**
- 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
- Uses organizational features of electronic books, databases, online articles and websites (e.g., menu bars, tabs, buttons, links, sidebars, chapter titles, headings and subheadings, abstracts, pull quotes, visuals, boxed information) to locate information to answer research questions
- Uses search-engine organizational features (e.g., algorithm determining order of results, differentiation of sponsored content, beginning text, URL) to locate web-based information to answer research questions
- Uses advanced searching strategies (Boolean operators, truncation, domain and format filters, analysis of URLs, relational searching) to broaden and narrow searches and locate appropriate resources
- Seeks information from alternative perspectives by browsing the shelves for related books, identifying people and organizations with opposing views, following links to related articles, and conducting additional searches by using key ideas and terms for alternative perspectives
- Evaluates the authority of a source by assessing the credentials and reputation of the author, creator or publisher, date of publication, and length or comprehensiveness
- Contrasts primary and secondary sources on the topic to determine commonalities and differences in point of view, comprehensiveness, and depth of specific detail

**Evidence**
- Evaluates and selects evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness, and point of view
- Compares information in diverse sources to corroborate accuracy, resolve conflicting evidence, and balance perspectives
- Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias
- Analyzes the impact of point of view, perspective, and purpose on the information provided by a source
- Analyzes degrees of bias (from slightly slanted perspective to heavily slated propaganda) and the impact of that bias
- Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with the text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites)

**Making Sense of Information and Notetaking**
- Questions and challenges the text while reading or viewing to ensure comprehension and validation of accuracy and authority during the process of gathering information
- Challenges ideas in text and makes notes of questions to pursue in additional sources
- Takes notes using one or more of a variety of notetaking strategies including reflecting on the information (e.g., graphic organizers, two-column notes, concept maps)
- Reflects on notes (perhaps in a reflection column) by asking questions, recording own opinions, challenging, and noting the importance of the idea for the final product
**CONSTRUCT**

**Organization of Gathered Information**
- Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered
- Develops a line of argument or claim that incorporates and/or refutes competing interpretations or conflicting evidence with credible evidence

**Interpretations and Conclusions**
- Draws clear and appropriate conclusions supported by evidence and examples
- Builds a conceptual framework by synthesizing ideas gathered from multiple sources
- Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning

**EXPRESS**

**Organization for Expression**
- Drafts the presentation/product to present the line of reasoning and evidence for an argument, claim, point of view, interpretation, or new model most effectively with supporting evidence

**Product and Presentation**
- Creates a product and presentation to present an argument, claim, point of view, interpretation, or new model most effectively for a specific audience
- Publishes final product for an authentic audience and real-world application
- Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary
- Cites all sources used according to standard style formats
- Embeds citations to specific information, visuals, or sound when appropriate

**REFLECT**

**Assessment of Learning Experience**
- Records and reflects on individual experience of the inquiry process – the hardest part, best part, important skills learned, insights experienced, emotional highs and lows, etc.

**Assessment of Personal Strengths**
- Identifies own strengths (academic, social, and emotional) and sets goals about specific ways to improve in the future
Design Thinking
- Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement
- Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, hack-a-thons, coding camps, video production centers)
- 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 solution/model when needed, and determining the validity of the hypothesis or the quality of the model
- Publishes or presents the solution/model (to an authentic audience if possible) with evidence or line of reasoning about the expected impact

Response to Literature
- Shares reading experiences and responses to literature in multiple ways (e.g., face-to-face conversations, technology presentations, posters, creative products)
- Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information)

Visual Literacy
- Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas, supporting details, point of view, and both explicit and implicit meaning
- Interprets and evaluates visuals based on content analysis, visual analysis, contextual information, image source, and technical quality

Media Literacy
- Identifies misinformation or biased information by analyzing and evaluating the motivations and creators of the false or misleading information (e.g., profit, political motives, influence, point of view, social bots)
- Uses social media (e.g., Wikipedia, Twitter, YouTube, online blogs) responsibly for the exchange of information and ideas by fact-checking the information, avoiding the spread of misinformation, engaging in interactions around fact-based information, and respecting and thoughtfully responding to the ideas of others
Anchor Standard II  •  Standard 2.2

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

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

Multiple Literacy Presentation
• Retrieves and uses images, sound, and visual media according to ethical and legal standards
• Assesses and revises own products by using the criteria of clarity, accuracy, relevance, sufficiency, logic, depth, and breadth
• Delivers presentations to authentic audiences and peers with self-confidence, clarity, attention to the intended impact on the audience, and an “expert” or “professional” stance

Anchor Standard III  •  Standard 3.1

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.

Learning from Diverse and Credible Points of View
• Engages in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of social-media format on information, and actively seeking multiple perspectives
• Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos)

Civic Reasoning
• Demonstrates tolerance for different viewpoints

Anchor Standard III  •  Standard 3.2

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship “We are citizens.”

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

Collaboration
• Curates and shares valuable resources with peers
• Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences
**Anchor Standard III • Standard 3.3**

**Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship “We are citizens.”**

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.

**Intellectual Property Rights**
- Demonstrates respect for copyright, fair use, creative commons, and attribution of information and images and acquires permission from creator when necessary

**Safe and Ethical Use of Technology**
- Abides by the Acceptable Use Policy in all respects
- Demonstrates netiquette behavior by respecting others; using appropriate language, images and emoticons; thinking before sending or forwarding messages; creating safe screen names; and challenging cyberbullying
- 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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**Anchor Standard IV • Standard 4.1**

**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**
- Identifies social media contexts that are of personal interest, determines the content and “rules of engagement” for each, joins or accesses each appropriately (e.g., finding people to follow on Twitter), and uses communication strategies appropriate for each context
- Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career
- Uses information and technology to address personal issues and investigate opportunities for the future, including higher education, career training, vocational training

**Social and Emotional Growth**
- Develops interpersonal skills to build trusting relationships with diverse peers and adults through collaboration and communication [relationship skills]
- Demonstrates respect and empathy for diverse people and perspectives [social awareness]
- Develops a growth mindset [self-management]
- Demonstrates leadership and self-confidence by facilitating collaborative decision making and problem solving based on assessment of the current situation, feedback from others, and consideration of own ethical and social responsibilities [responsible decision-making]
Anchor Standard IV • Standard 4.2


“We are confident, independent learners.”

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.

Self-Identity and Confidence

• Displays self-confidence in forming and sharing own opinion and ideas and questioning ideas that are different from or conflict with own
• Displays self-confidence in own ability to take risks in learning, fail, learn from failure, and change approach, conclusions, or opinions based on new or more accurate information

Commitment to Act

• Identifies an authentic problem or issue, researches and shares research information to raise awareness of the issue or the changes needed, identifies effective ways to address the issue, and collaborates to advocate or take action to implement those ideas
• Takes a leadership role in collaborative groups and completion of group projects by fulfilling own responsibilities effectively while enabling others to contribute their best work as well